



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
Schools Division of Cebu Province

Office of the Schools Division  
Superintendent

September 19, 2023

**DIVISION MEMORANDUM**

No. 389, s. 2023

**SPECIAL RANKING OF TEACHER II POSITIONS FOR SENIOR HIGH SCHOOL  
FOR THE SCHOOL YEAR 2023-2024**

**To:** Assistant Schools Division Superintendents  
Chief Education Supervisors  
Public Schools District Supervisors/District-in-Charge  
Elementary/Secondary School Heads  
All Others Concerned

1. The Office hereby informs the field of the submission of application documents for the Teacher II position/s in Senior High School/s **for the School Year 2023-2024, particularly in the areas of English, Filipino, Science, Mathematics, Araling Panlipunan, TVL, and MAPEH (applicants in the current rank list are already hired).**

2. All interested Teacher II applicants **whether internal or external to DepEd**, shall submit the following documentary requirements to the district offices **on or before September 29, 2023 (Friday)**:

- a) Letter of intent addressed to the Schools Division Superintendent (name of school applied for must be indicated in the letter)
- b) Duly accomplished PDS (CS Form No. 212, Revised 2017) with Work Experience Sheet if applicable;
- c) Certified true copy of valid and updated PRC ID/License, if applicable;
- d) Certified true copy of eligibility/**board rating**, if applicable;
- e) Certified true copy of scholastic/academic records such as but not limited to Transcript of Records (TOR) and Diploma, including completion of graduate or post-graduate units/degrees, if available, **TOR must indicate the General Weighted Average (GWA) or a separate certification shall be submitted signed by the college or university registrar; GWA of the 18 or 21 units taken by second coursers must be included in the computation in his/her baccalaureate degree (not separated);**
- f) Certified true copies of certificates of **relevant** training (relevant to the subject or specialization applied for, if applicable, taken/attended in the **last five (5) years reckoned from the date/deadline of submission, including NC 1-3 or TMC 1 or 2 for TVL applicants in junior/senior high schools;**
- g) Certified true copies of Certificate of Employment, Contract of Service, or duly signed Service Record, whichever is/are applicable;
- h) Certified true copy of the latest appointment, if applicable;
- i) Certified true copy of the Performance Rating in the last rating period covering one



Address: DepEd Cebu Province, IPHO Bldg., Sudlon, Lahug, Cebu City  
Telephone Nos.: 032-2556405  
Email Address: cebu.province@deped.gov.ph

year performance in the current or latest position prior to the deadline of submission, if applicable;

j) Checklist of Requirements and Omnibus Sworn Statement on the Certification on the Authenticity and Veracity (CAV) of the documents submitted and Data Privacy Consent Form pursuant to RA No. 10173 (Data Privacy Act of 2012), using the attached form, notarized by an authorized official;

k) COMELEC ID or voter's registration certification issued by the municipal or Comelec/election officer for purposes of determining residency as per RA 8190 (Localization Law); and

l) Photocopy of NBI clearance and PSA/NSO/Birth and/or Marriage Certificate (for female applicants) must also be submitted.

3. Photocopy of Transcript of Records (TOR) must be certified by the college or university registrar; PRC ID, and Board Rating results shall be certified by the issuing agency; other documents may be certified by the school head, PSDS or a notary public.

4. Applicants shall submit two (2) folders containing all the documents mentioned above, one (1) copy for the district file and one (1) copy for Division HR file with proper tabbing.

5. Applicants will be assessed using **DO No. 19, s. 2022 (DepEd New Merit Selection Plan)** and **DO No. 007, s. 2023 re: Guidelines on Recruitment, Selection, and Appointment in the Department of Education**. Please refer to the attachments or enclosures. All concerned are advised to download the above-cited memos at [www.deped.gov.ph](http://www.deped.gov.ph).

6. The point system for Comparative Assessment for Teacher II position is indicated below:

Criteria	Maximum Points Possible
a) Education	10
b) Training	10
c) Experience	10
d) PBET/LET/LEPT Rating	10
e) PPST COIs (Classroom Observation/Demonstration Teaching)	35
f) PPST NCOIs (Teacher Reflection)	25
<b>TOTAL</b>	<b>100</b>

7. Public schools district supervisors (PSDS) are hereby directed to create **three (3) to six sub-committees of at least three (3) members from** senior high school (depending on the number of applicants per district) that/who will be tasked to conduct the initial evaluation of the documents submitted by the applicants, and grade/score or rate the applicants based on the criteria indicated above, observe the demonstration teaching, and grade/rate the completed/answered teacher reflection sheets submitted by the applicants. Initial Evaluation Result (IER) Sheets, and Comparative Assessment Result (CAR) Form/s must be completed/prepared per district.

8. The District Office or the sub-committees shall immediately disqualify applicants with incomplete documents submitted such as missing GWA certification, voter registration certification, PRC or board rating (certified true copy), and many others.

9. Only the PSDS, principals, head teachers, and master teachers are authorized to observe **demonstration teaching** and **grade the completed teacher reflection forms/sheets**. However, TICs, caretakers, grade-level leaders, guidance counselors, and administrative assistants with HR functions may be allowed to fill up the Initial Evaluation Result (IER) Form. **Averaging** in the grading or giving of a rating in the demonstration teaching or having an average grading/rating in the teacher reflection sheet is **NOT ALLOWED**, instead, the three-member committee must obtain a **COLLEGIAL FINAL RATING**. The sample questions in the Teacher Reflection Form (TRF) attached to **DO No. 007, s. 2023** must be modified or changed by the sub-committees (members).

10. Individuals who failed to submit the complete mandatory documents as herein mentioned on the set deadline indicated in this memo shall not be included in the pool of official applicants. **No additional documents shall be accepted after the set deadline, as indicated in this memorandum.**

11. The indicative timeline of the Teacher recruitment process/es is hereby indicated:

Activities	Persons Responsible	Timeline/ Dates	Remarks
-Submission of application documents/folders in the District Offices	Applicants, PSDSs, staff in the District Offices, district guidance counselors/Lead School Principals in the Secondary	<b>September 20-29, 2023</b>	Documents will be submitted in the District Office or schools depending on the agreement of the sub-committee members in each district
-Evaluation of Documents, Conduct of Demonstration Teaching, Completing/Grading the Teacher Reflection Forms/Sheets	PSDSs and the members of the sub-selection committees in each District	<b>October 2-6, 2023 (Mon-Fri)</b>	Activities shall be done simultaneously by the sub-committees (document evaluators, demo teaching observers, and TRF raters); preparation of the tentative ranklist (CAR)
-Submission of all application folders with tentative ratings per folder and overall comparative assessment results (CAR-RQA) per district	PSDSs	<b>Oct. 9-11, 2023 (Mon-Wed)</b>	-Soft copy of the ranklist shall be sent to victor.ybanez@dped.gov.ph (58 districts for submission); folders and hard copies of the ranklist shall be submitted to ASDS Office staff/HRMP SB Chairman

<b>Review/Validation of the Ranklist submitted by each District; Verification of the contents of the folders submitted by the applicants</b>	<b>HRMPSB, Members of the Division Selection Sub-committees ASDS staff; HR Unit/Secretariat</b>	<b>Oct. 12, 2009 (Thursday-Sat)</b>	-Review of the scores/ratings given by the District sub-selection committees at Div. Conference Hall
-Posting of the Tentative rank list; Submission of the tentative rank list to SDS for final posting.	HRMPSB/HR Secretariat	<b>Oct. 13-23, 2023</b>	Tentative Ranklist will be uploaded to the official Division website adhering to the ten-day posting period as per DO No. 19, s. 2022
-Final Review and entry of corrections; submission to the SDS the final Rank list for approval	HRMPSB/HR Secretariat	<b>Oct. 24, 2023 (Friday)</b>	Final Teacher II Ranklists for SPED, Elementary, Junior, and Senior High will be posted on the Division website
-Implementation of the/Hiring/Giving of Assignment Advice/Appointments	HRMPSB/HR Unit/SDS Office	<b>November 3, 2023 and onwards</b>	Verification/Validation/ Background Investigation of the Applicants/Hiring/ Placement

**12.** Demonstration teaching or classroom observation shall be observed or conducted in the whole class period or a maximum of 45 minutes, however, if there are many applicants, each teacher-applicant shall be observed for at least 15 minutes in the classroom. In answering the Teacher Reflection Form (TRF), each applicant is given 45 minutes to one (1) hour.

**13.** The rating sheets and observation notes must be filled up individually (by each observer/rater) (such as Annexes K, L, M, M-1, N, and P), these completed forms/sheets must be inserted in each application folder.

**14.** Observers/raters should not be related to the teacher-applicant by affinity or consanguinity (up to the third degree of relationship, 4<sup>th</sup> degree is allowed).

**15.** Licensed teachers who did not practice their profession for the last five (5) years, prior to the assessment of their application documents must present a certification (with grades) from tertiary learning institutions that they **have taken already at least 12 units of professional education units/refresher courses or more.**

**16.** DOST scholars/recipients, SPIMS (Sa Pinas Ikaw ay Ma'am/Sir Employment Program) recipients, 4Ps (Pantawid) beneficiaries under DSWD, and recipients/scholars under the Philippine Business Education (PBE) teaching program **need to undergo the ranking process/es under DO NO. 007, s. 2023.**

**17. Priority** in the hiring of those DOST scholars/recipients, SPIMS, 4Ps under DSWD, and other national program beneficiaries can only be done provided their names appeared in the CAR-RQA (Comparative Assessment Result-Registry of Qualified Applicants), provided further, that the teacher-applicant/recipient has obtained a final/total score or

rating of at least 50 points. Applicants who were hired as substitute teachers need to insert/submit a photocopy of their appointment papers for purposes of determining prioritization in the hiring and/or based on residency (RA 8190).

**18. Part-time employment or experience** shall be computed one-half (0.5) versus full-time employment or based on the number of actual hours served during the week or month (40 hours per week for full-time employment). Part-time faculty from SUCs/tertiary schools who were/are teaching full-time or full-load shall be given full credits on the exact number of hours served every week or month. This employment status shall be supported with a certification from the HRMO or the college dean.

**19.** Members of the HRMP SB/HR Unit/Secretariat and all other sub-selection committee members shall be given Compensatory Time-Off (CTO) or leave credits whatever is applicable for the work or services rendered on or during Saturdays.


**20.** Teacher I incumbents both in junior and senior high school/s may participate in this ranking process (for promotion to Teacher 2 in senior high school), **external or internal** to DepEd, provided that **DO No. 66, s. 2007 (promotional in nature)** shall be used. Applicants who are listed in the junior high rank list for School Year 2023-2024 (not yet proposed) are encouraged to apply or participate in this ranking process. **Scores or ratings in the demonstration teaching and in the teacher reflection sheets may be carried over.**

**21.** Expenses that will be incurred in this activity/undertaking shall be charged to the Division's MOOE, however, the traveling expenses incurred by the school heads and other members of the committees who need to travel from the districts or schools shall be charged to the school's MOOE or other local funds available subject to its availability and the usual accounting and auditing rules or regulations.

**22.** This Memorandum serves as "Authority to Travel" for those stationed in the schools or districts.

**23.** Please see the attachments/enclosures for further details. Wide dissemination of and **strict compliance with this Memorandum** is hereby **directed**.

  
**SENEN PRISCOLO P. PAULIN CESO V**

 Schools Division Superintendent



Address: IPHO Building, Sudlon, Lahug, Cebu City  
Tel. No.: (032) 255-6405; Email Ad.: cebu.province@deped.gov.ph



To authenticate this document,  
please scan the QR code

DEPED-OSEC-478130

(Enclosure No. 2 to DepEd Order No. 007, s. 2023)

### CRITERIA AND POINT SYSTEM FOR HIRING TO TEACHER I POSITIONS

1. These criteria and point system shall cover the selection and hiring of teacher applicants to Teacher I positions in the Kindergarten, Elementary, Junior High School (JHS), and Senior High School (SHS). For SHS, the same criteria shall apply in hiring teacher applicants under permanent, provisional, or contractual status.
2. The comparative assessment for Teacher I shall be based on the following criteria:
  - a. **Education** units and/or degree relevant to the position to be filled (i.e. Kindergarten, Elementary, JHS, and SHS), that exceed the minimum requirements as defined in the CSC-approved QS;
  - b. **Training** hours in Curriculum and Instruction and/or other specialized training for skills development in fields related to the work, duties, and responsibilities for Teacher I, that exceed the minimum requirements as defined in the CSC-approved QS, acquired in the last five (5) years. For SHS, training may be those relevant to the learning area, specialization, or strand;
  - c. **Experience** in Teaching exceeding the minimum requirements as defined in the CSC-approved QS. For SHS, relevant industry and/or work experience may be considered;
  - d. **Professional Board Examination for Teachers (PBET), Licensure Examination for Teachers (LET), or Licensure Examination for Professional Teachers (LEPT) Rating;**
  - e. **PPST Classroom Observable Indicators (COI)** measured through Classroom Observation/Demonstration Teaching; and
  - f. **PPST Non-Classroom Observable Indicators (NCOI)** measured through the Teacher Reflection Form (TRF).
3. The weight allocation or point system for each criterion is detailed in Table 1.

**Table 1. Point System for Comparative Assessment: Teacher I Positions**

Criteria	Maximum Points Possible
a. Education	10
b. Training	10
c. Experience	10
d. PBET/LET/LEPT Rating	10
e. PPST COIs (Classroom Observation/Demonstration Teaching)	35
f. PPST NCOIs (Teacher Reflection)	25
<b>Total</b>	<b>100</b>

### Rubrics for Computation of Points per Criterion

4. **Education, Training, and Experience (ETE).** The points for ETE, corresponding to the applicant's qualifications exceeding the QS, shall be computed using the Increments Table (Table 2.a, 2.b, 2.c) and the Rubrics for Computation of Points for ETE (Table 3). Only those qualifications that are relevant to the position to be filled shall be given points.

**Table 2.a. Increments Table – Education**

Level	Range	
	From	To
1	Can Read and Write	Elementary Level Education
2	Elementary Graduate	Junior High School Level Education (K to 12) High School Level (Old curriculum)
3	Completed Junior High School (K to 12)	Senior High School Level Education (K to 12)
4	Senior High School Graduate (K to 12) High School Graduate (Old curriculum)	Less than 2 years of College
5	Completed 2 years in College	Less than a Bachelor's Degree but more than 2 years in College
6	Bachelor's Degree	Less than 6 Units earned towards the completion of a Master's Degree
7	6 Units earned towards the completion of a Master's Degree	Less than 9 Units earned towards the completion of a Master's Degree
8	9 Units earned towards the completion of a Master's Degree	Less than 12 Units earned towards the completion of a Master's Degree
9	12 Units earned towards the completion of a Master's Degree	Less than 15 Units earned towards the completion of a Master's Degree
10	15 Units earned towards the completion of a Master's Degree	Less than 18 Units earned towards the completion of a Master's Degree
11	18 Units earned towards the completion of a Master's Degree	Less than 21 Units earned towards the completion of a Master's Degree
12	21 Units earned towards the completion of a Master's Degree	Less than 24 Units earned towards the completion of a Master's Degree
13	24 Units earned towards the completion of a Master's Degree	Less than 27 Units earned towards the completion of a Master's Degree
14	27 Units earned towards the completion of a Master's Degree	Less than 30 Units earned towards the completion of a Master's Degree
15	30 Units earned towards the completion of a Master's Degree	Less than 33 Units earned towards the completion of a Master's Degree
16	33 Units earned towards the completion of a Master's Degree	Less than 36 Units earned towards the completion of a Master's Degree
17	36 Units earned towards the completion of a Master's Degree	Less than 39 Units earned towards the completion of a Master's Degree
18	39 Units earned towards the completion of a Master's Degree	Less than 42 Units earned towards the completion of a Master's Degree
19	42 Units earned towards the completion of a Master's Degree	Less than Complete Academic Requirements completed towards the completion of a Master's Degree
20	Complete Academic Requirements completed towards a Master's Degree	Less than an awarded Master's Degree
21	Master's Degree	Less than 3 Units earned towards the completion of a Doctorate
22	3 Units earned towards the completion of a Doctorate	Less than 6 Units earned towards the completion of a Doctorate
23	6 Units earned towards the completion of a Doctorate	Less than 9 Units earned towards the completion of a Doctorate
24	9 Units earned towards the completion of a Doctorate	Less than 12 Units earned towards the completion of a Doctorate
25	12 Units earned towards the completion of a Doctorate	Less than 15 Units earned towards the completion of a Doctorate
26	15 Units earned towards the completion of a Doctorate	Less than 18 Units earned towards the completion of a Doctorate
27	18 Units earned towards the completion of a Doctorate	Less than 21 Units earned towards the completion of a Doctorate
28	21 Units earned towards the completion of a Doctorate	Less than 24 Units earned towards the completion of a Doctorate
29	24 Units earned towards the completion of a Doctorate	Less than Complete Academic Requirements completed towards the completion of a Doctorate
30	Complete Academic Requirements completed towards a Doctorate	Less than an awarded Doctorate
31	Doctorate	

**Table 2.b. Increments Table – Training**

Level	Range	
	From	To
1	0 hours	Less than 8 hours
2	8 hours	Less than 16 hours
3	16 hours	Less than 24 hours
4	24 hours	Less than 32 hours
5	32 hours	Less than 40 hours
6	40 hours	Less than 48 hours
7	48 hours	Less than 56 hours
8	56 hours	Less than 64 hours
9	64 hours	Less than 72 hours
10	72 hours	Less than 80 hours
11	80 hours	Less than 88 hours
12	88 hours	Less than 96 hours
13	96 hours	Less than 104 hours
14	104 hours	Less than 112 hours
15	112 hours	Less than 120 hours
16	120 hours	Less than 128 hours
17	128 hours	Less than 136 hours
18	136 hours	Less than 144 hours
19	144 hours	Less than 152 hours
20	152 hours	Less than 160 hours
21	160 hours	Less than 168 hours
22	168 hours	Less than 176 hours
23	176 hours	Less than 184 hours
24	184 hours	Less than 192 hours
25	192 hours	Less than 200 hours
26	200 hours	Less than 208 hours
27	208 hours	Less than 216 hours
28	216 hours	Less than 224 hours
29	224 hours	Less than 232 hours
30	232 hours	Less than 240 hours
31	240 hours	or more

**Table 2.c. Increments Table – Experience**

Level	Range	
	From	To
1	None	Less than 6 months
2	6 months	Less than 1 year
3	1 year	Less than 1 year 6 months
4	1 year 6 months	Less than 2 years
5	2 years	Less than 2 years 6 months
6	2 years 6 months	Less than 3 years
7	3 years	Less than 3 years 6 months
8	3 years 6 months	Less than 4 years
9	4 years	Less than 4 years 6 months
10	4 years 6 months	Less than 5 years
11	5 years	Less than 5 years 6 months
12	5 years 6 months	Less than 6 years
13	6 years	Less than 6 years 6 months
14	6 years 6 months	Less than 7 years
15	7 years	Less than 7 years 6 months
16	7 years 6 months	Less than 8 years
17	8 years	Less than 8 years 6 months
18	8 years 6 months	Less than 9 years
19	9 years	Less than 9 years 6 months
20	9 years 6 months	Less than 10 years
21	10 years	Less than 10 years 6 months
22	10 years 6 months	Less than 11 years
23	11 years	Less than 11 years 6 months
24	11 years 6 months	Less than 12 years
25	12 years	Less than 12 years 6 months
26	12 years 6 months	Less than 13 years
27	13 years	Less than 13 years 6 months
28	13 years 6 months	Less than 14 years
29	14 years	Less than 14 years 6 months
30	14 years 6 months	Less than 15 years
31	15 years	or more



**Table 3. Rubrics for Computation of Points for Education, Training and Experience**

Weight Allocation	Education		Training		Experience	
	Increments from minimum QS	Points	Increments from minimum QS	Points	Increments from minimum QS	Points
<i>Education: 10 points</i> <i>Training: 10 points</i> <i>Experience: 10 points</i>	10 or more increments	10	10 or more increments	10	10 or more increments	10
	8-9 increments	8	8-9 increments	8	8-9 increments	8
	6-7 increments	6	6-7 increments	6	6-7 increments	6
	4-5 increments	4	4-5 increments	4	4-5 increments	4
	2-3 increments	2	2-3 increments	2	2-3 increments	2

*Illustrative example:*

*Vacant position: **Teacher I (Secondary) – SG 11***

*Qualification Standards per CSC-approved QS*

*Education : Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major*  
*Training : None required*  
*Experience : None required*

*The date of HRMPSB assessment/ Open Ranking System: **September 20, 2022***

- a. Based on the minimum QS of the position to be filled, the HRMPSB shall determine the baseline level for computing the points for ETE using the Increments Table as shown in Table 2.a, 2.b, and 2.c.

Minimum requirement per CSC-approved Qualification Standards for <b>Teacher I</b>		Corresponding Level based on Increments Table
Education	Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major	Level 6 (based on Table 2.a)
Training	None required	Level 1 (based on Table 2.b)
Experience	None required	Level 1 (based on Table 2.c)

For purposes of determining the baseline level, any professional or specialization units as may be required in the CSC-approved QS in addition to non-Education degree shall be considered equivalent to a Bachelor's degree in Education (e.g. Bachelor's degree plus 18 professional units in Education with appropriate major = Level 6 based on Table 2.a). Additional professional and specialization units taken to earn the equivalent Education degree (i.e., BEEd, BSEd) shall not correspond to units towards the completion of a Master's degree.

- b. After determining the baseline level, the HRMPSB shall compute for the increments of the applicant's actual qualifications based on the submitted documentary requirements. *Increment* shall refer to the difference between the applicant's actual qualification level and the corresponding level of the minimum (baseline) QS requirement of the position to be filled.

Only qualifications that are relevant to the position to be filled and which exceed the minimum (baseline) QS requirements of the position shall be included in the computation of increments.

*Illustrative example:*

*Computation of increments based on actual Education qualification of Applicant A:*

<b><i>Education Qualification of Applicant A</i></b>	<b><i>Increments from minimum (or baseline) QS requirements using Increments Table 2.a (Education)</i></b>
<i>Bachelor of Secondary Education (BSEd)</i>  <i>18 units for a Master's degree in Education</i>	<i>Using Table 2.a, the corresponding level of Applicant A's Education qualification (18 units for a Master's degree in Education) is at Level 11.</i>  <i>The number of increments for Applicant A's Education qualifications shall be computed by subtracting the minimum QS level (Level 6) from the applicant's qualification level (Level 11), as illustrated below:</i>  <i>Applicant's Educ level – QS level = Increment</i> <i>11 – 6 = 5 increments</i>

*Computation of Increments based on actual Training qualification of Applicant A:*

<b><i>Training Qualification of Applicant A</i></b>	<b><i>Increments from minimum (or baseline) QS requirements using Increments Table 2.b (Training)</i></b>
<i>32 hours training on curriculum contextualization or localization and lesson planning [January 26 to 29, 2021]</i>	<i>The cumulative hours of the relevant training/L&amp;D, which are acquired within the last 3 years, shall be considered for the counting of Increments.</i>  <i>In the case of Applicant A, the 24 hours training/L&amp;D on curriculum contextualization or localization and lesson planning are considered relevant to the Teacher I position. Using Table 2.b, the corresponding level of Applicant A's Training qualification (24 hours) is at Level 4.</i>  <i>The number of increments for Applicant A's Training qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 4), as illustrated below:</i>  <i>Applicant's Training level – QS level = Increment</i> <i>5 – 1 = 4 increments</i>

*Computation of Increments based on actual Experience qualification of Applicant A:*

<b><i>Experience Qualification of Applicant A</i></b>	<b><i>Increments from minimum (or baseline) QS requirements using Increments Table 2.c (Experience)</i></b>
<i>Marian Academy – Teacher Associate – June 1, 2018 to present</i>	<i>Only those experience relevant to the position to be filled shall be considered in the computation of increments. Relevant experience shall be reckoned from the date of first day of service.</i>  <i>In the case of Applicant A, the relevant experience (June 1, 2018 to present (date of assessment: September 20, 2022)) is 4 years and 3 months. Using Table 2.c, the corresponding level of Applicant A's Experience qualification (4 years and 3 months) is at Level 9.</i>  <i>The number of increments for Applicant A's Experience qualifications shall be computed by subtracting the minimum QS level (Level 1) from the applicant's qualification level (Level 9), as illustrated below:</i>  <i>Applicant's Experience level – QS level = Increment</i> <i>9 – 1 = 8 increments</i>  <i>Note: The date of HRMPSB assessment/ Open Ranking: September 20, 2022</i>

- c. After computing the number of increments from the minimum (baseline) QS requirement, the corresponding points earned by the applicant for ETE shall be determined using Table 3 (*Rubrics for Computation of Points for Education, Training, and Experience*).

*Illustrative example:*

*Using Table 3 and based on the number of increments earned by Applicant A, the computation of points for ETE is as follows:*

Qualification Standards			Qualification of the Applicant			Computation of Points based on Incremental Scales Table & ETE Rubrics			Total number of points for ETE
Education	Training	Experience	Education	Training	Experience	Education	Training	Experience	
Bachelor of Secondary Education (BSEd), or Bachelor's degree plus 18 professional units in Education with appropriate major	None required	None required	Bachelor of Secondary Education (BSEd)  18 units for a Master's degree in Education	32 hours training on curriculum contextualization/ localization and lesson planning [January 26 to 29, 2021]	Marian Academy – Teacher Associate – June 1, 2018 to present	5 increments  Based on Table 3:  4-5 increments = 4 points (out of 10)	4 increments  Based on Table 3:  4-5 increments = 4 points (out of 10)	8 increments  Based on Table 3:  8-9 increments = 8 points (out of 10)	16 points (out of 30)

- d. Meeting the minimum (baseline) QS requirements for Education, Training, and Experience shall be given zero (0) points.
- e. The following general guidelines shall be observed in giving corresponding points to relevant Education, Training, and Experience qualifications:
  - i. Education units and/or degrees in multiple or different majors may be given corresponding points on a cumulative basis; provided, that the units and/or degrees earned are relevant to the position applied for; provided further, that the subjects completed are not duplicated.
  - ii. Relevant training hours earned from digital/virtual/online learning may be considered, subject to the conditions prescribed in CSC Memorandum Circular (MC) No. 3, s. 2021 (*General Guidelines on Digital/ Online Learning in the Public Sector*).
  - iii. TESDA National Certification (NC) II and Trainers Methodology (TM) Certificate may be considered; provided that the skills acquired from the training are relevant to the work, duties, and responsibilities of Teacher I.
  - iv. Relevant experience gained from part-time work of at least four (4) hours per day may be considered; provided, that the appropriate Certificate of Employment is submitted with details on the actual number of hours rendered. For purposes of giving points, the months or years of relevant experience submitted shall be transmuted to the equivalent months or years of experience based on the CSC-required eight (8)-hour per day workday.
  - v. Relevant experience gained from abroad or outside the Philippines may be considered provided that the applicant submits a Certificate of Employment. Those documentary requirements written in languages other than English or Filipino shall be accompanied by a complete English translation.
- f. Applicable provisions under Rule VIII Part I to IV of the CSC ORAOHRA shall apply in the appreciation of relevant Education, Training, and Experience qualifications and giving of points to ETE credentials.

5. **PBET/LET/LEPT Rating.** Points for the PBET/LET/LEPT rating shall be computed using the formula below. This formula shall likewise apply to SHS applicants who may not have passed the PBET/LET/LEPT but may be appointed under provisional status; provided the applicant submits a Certificate of Rating.

$$\text{Points}_{\text{(PBET/LET/LEPT)}} = \frac{\text{PBET/LET/LEPT rating}}{100} \times \text{WA}_{\text{(PBET/LET/LEPT)}}$$

*Illustrative example:*  
 $x = 82.75$   
 $\text{WA} = 10$

$$\text{Points}_{\text{(PBET/LET/LEPT)}} = \frac{82.75}{100} \times 10 = 8.275 \text{ points}$$

6. **PPST Classroom Observable Indicators (COIs).** The teachers' demonstration of PPST COIs shall be assessed through the conduct of the **classroom observation/demonstration teaching** using the Classroom Observation Tool for Recruitment, Selection, and Placement (COT-RSP), focusing on Levels 2 to 6 of the COT Rubric to capture good performance in the Beginning towards Proficient career stage.

- a. *The Classroom Observable Strands/Indicators.* The selected COIs indicated in this Order shall constitute the classroom observable objectives for hiring entry level teachers, unless otherwise modified by subsequent issuances.

Table 4.a. PPST Classroom Observable Strands/Indicators for Hiring of Teacher I

1.1.2	<i>Apply knowledge of content within and across curriculum teaching areas.</i>
1.4.2	<i>Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.</i>
1.5.2	<i>Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.</i>
4.1.2	<i>Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.</i>
5.1.2	<i>Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.</i>

Table 4.b. PPST Classroom Observable Strands/Indicators for Hiring of Teacher I in the Indigenous Peoples Education (IPEd)

1.1.2	<i>Apply knowledge of content within and across curriculum teaching areas.</i>
1.4.2	<i>Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.</i>
1.6.2	<i>Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.</i>
3.5.2	<i>Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.</i>
5.1.2	<i>Design, select, organize, and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.</i>

b. *The Classroom Observation Tools for Recruitment, Selection, and Placement (COT-RSP).* The following evaluative assessment tools are designed to measure the classroom performance of teacher applicants against the identified observable indicators:

- i. **COT-RSP Rubric (Annex J)** refers to the rubric by which the classroom performance of the teacher applicant is measured against the observable indicators.
- ii. **Observation Notes Form (Annex K)** is used by the observer to record specific observations and comments on the classroom performance of the teacher applicant.
- iii. **Rating Sheet (Annex L)** is used to indicate the rating/level attained by the teacher applicant in each of the COIs.
- iv. **Rating Sheet (Annex L-1)** is used to indicate the rating/level attained by the IPEd teacher applicant in each of the COIs for IPEd.
- v. **Inter-Observer Agreement Form (Annex M)** is used to indicate the final rating of the teacher applicant for each indicator as agreed upon during the Inter-Observer Agreement Exercise.
- vi. **Inter-Observer Agreement Form (Annex M-1)** is used to indicate the final rating of the IPEd teacher applicant for each indicator as agreed upon during the Inter-Observer Agreement Exercise.

c. *Classroom Observation Protocols.* Observers shall ensure that the following protocols in classroom observation are judiciously followed:

- i. The selection of observers or sub-committee/s that will be designated to conduct classroom observations or observe demonstration teaching shall take into consideration their understanding and knowledge of the PPST COIs, the specific tools and protocols on the conduct of classroom observation, and the recruitment and selection process. They shall be comprised of trained COT assessors/observers (e.g., Master Teachers, Head Teachers, School Heads, Public School District Supervisors, Education Program Specialists/Supervisors).

- Furthermore, sub-committee/s shall include subject matter experts on the specialization of the position to be filled.
- ii. Two (2) to three (3) observers shall participate in the classroom observation.
  - iii. Observer/s must not be related to the applicant within the third degree of consanguinity or affinity.
  - iv. Observer/s must review the COT-RSP Rubric and the forms to be accomplished in the process of observation (i.e., Observation Notes Form, Rating Sheet, and/or Inter-Observer Agreement Form) prior to the actual conduct of the
  - v. classroom observation. Only the Observation Notes Form must be brought and accomplished by the observer/s during the actual observation.
  - vi. Classroom observations shall be done in an actual classroom setting with learners.
  - vii. It is highly recommended that the teacher applicants be observed for the entire class duration (45 minutes to one (1) hour). However, when difficult circumstances do not allow for the ideal duration for classroom observation, such as challenges in logistics, large volume of applicants, availability of learners and observers, a minimum of 15-minute observation shall be allowed.
  - viii. In the event when a face-to-face conduct of the classroom observation is not feasible, the conduct of an online observation may be allowed, as deemed necessary, provided that the protocols in Item 6.c.iv are observed.
  - ix. The Rating Sheet shall be accomplished individually by each observer after the actual observation.
  - x. An Inter-Observer Agreement Exercise shall be done whereby all observers, after accomplishing the Rating Sheet individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each observer's ratings. It shall be based on objective, reasoned, and consensual judgment.

d. The points for the PPST COIs shall be computed as follows:

$$\text{Points}_{\text{COI}} = \frac{\text{COT rating}}{30} \times \text{WA}_{\text{COI}}$$

Where:

*COT rating = Applicant's final rating obtained in the demonstration of COIs as reflected in the COT-RSP Rating Sheet or COT-RSP Inter-Observer Agreement Form*

*30 = Highest possible score in COT*

*WA = Weight Allocation for COI*

*Illustrative example:*

*COT rating = 20*

*WA = 35*

$$\text{Points}_{\text{COI}} = \frac{20}{30} \times 35 = 23.333 \text{ points}$$

7. **PPST Non-Classroom Observable Indicators (NCOIs).** The teacher applicant's demonstration of PPST NCOIs shall be assessed through the teacher applicant's narrative and reflection using the Teacher Reflection Form (TRF).

- a. *The Non-Classroom Observable Strands/Indicators.* The selected NCOIs indicated in this Order shall constitute the non-classroom observable objectives for hiring of teachers, unless otherwise modified by subsequent issuances.

**Table 5. PPST Non-Classroom Observable Strands/Indicators for Hiring of Teacher I**

6.1.2	<i>Maintain learning environments that are responsive to community contexts.</i>
6.3.2	<i>Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.</i>
7.2.2	<i>Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.</i>
7.3.2	<i>Participate in professional networks to share knowledge and to enhance experience.</i>

The same set of indicators shall be used for IPED teacher applicants

- b. *The Non-Classroom Observable Tools for RSP.* The following evaluative assessment tools are designed to measure the teacher applicant's understanding of the non-classroom observable indicators:
  - i. **Teacher Reflection Form (Annex N)** is used to demonstrate how the teacher applicant exhibits each of the non-classroom observable indicators by writing down narratives and reflection based on specific situations and experiences as guided by prompt questions. The HRMPSB, in consultation with subject matter experts, may modify the prompt questions to avoid familiarity with the questions; provided that the questions are still aligned with the objective or indicator.
  - ii. **Rubrics for Rating the TRF (Annex O)** is used to rate the teacher applicant's responses in the TRF.
  - iii. **Inter-Evaluator Agreement Form (Annex P)** is used to indicate the rating/level attained by the teacher applicant in each of the NCOIs.
- c. *Protocols in Assessing the Non-Classroom Observable Indicators.* Administrators of the TRF shall ensure that the following protocols in the administration of TRF are judiciously followed:
  - i. The selection of TRF evaluators or sub-committee/s that will be designated to evaluate the applicants' accomplished TRFs shall take into consideration their understanding and knowledge of the PPST NCOIs, the specific tools and protocols of TRF administration and evaluation, and the recruitment and selection process. Furthermore,

- sub-committee/s shall include subject matter experts on the specialization of the position to be filled.
- ii. Two (2) to three (3) TRF evaluators shall rate the accomplished TRFs.
  - iii. TRF evaluator/s must not be related to the applicant within the third degree of consanguinity or affinity.
  - iv. The TRF shall be accomplished on the spot.
  - v. Teacher applicants shall be given 45 minutes to one (1) hour to accomplish the complete set of the TRFs.
  - vi. The HRMPSB shall identify a designated location, preferably a room, for teacher applicants to answer the TRF. A proctor shall be assigned to discuss the instructions and oversee the process.
  - vii. In the event when a face-to-face administration of the TRF is not feasible, the TRF may be administered online or through other platforms, as deemed necessary. The following protocols shall apply:
    - 1. Applicants shall be scheduled for an online platform meeting (Zoom, Google Meet, etc.)
    - 2. All applicants shall be required to keep their video/camera turned on at all times to allow the proctor to monitor the answering of the TRF.
    - 3. The TRF may be distributed through email. Applicants may submit the accomplished TRF to a designated email address.
    - 4. The TRF may likewise be administered using online forms such as Google Form for easier collection and organization of answers; provided that the security and confidentiality of the applicants' answers are ensured and protected. When using Google Form, the 'Locked Mode' shall be enabled to prevent the applicants from opening tabs or other applications while answering the TRF.
    - 5. The TRF may also be administered using individual Google Word files prepared for each applicant. Links to the individual document shall be managed and sent individually to applicants. Download, print, and copy options shall be disabled to keep document confidentiality.
  - viii. Each TRF evaluator shall individually assess the teacher applicant's demonstration and/or understanding of the indicator based on the narrative and responses. They shall focus on the content and not on the quantity of narratives or experiences. Long answers do not necessarily merit an Exemplary rating.
  - ix. TRF evaluators shall use the portion 'Comments from the Evaluator' to write down statement/s that support the given rating.
  - x. An Inter-Evaluator Agreement Exercise shall be done whereby all evaluators, after rating the TRFs individually, meet to discuss the teacher applicant's rating in each indicator, and arrive at a **collegial final rating**. The final rating is not an average of each evaluators' ratings. It shall be based on objective, reasoned, and consensual judgment.



- d. The points for the PPST NCOIs shall be computed as follows:

$$\text{Points}_{(NCOI)} = \frac{\text{TRF rating}}{20} \times \text{WA}_{(NCOI)}$$

Where:

TRF rating = Applicant's total rating obtained in the demonstration of NCOIs as reflected in the complete set of TRFs

20 = Highest possible score in the TRF

WA = Weight Allocation for NCOI

Illustrative example:

TRF rating = 14

WA = 25

$$\text{Points}_{(NCOI)} = \frac{14}{20} \times 25 = 17.5 \text{ points}$$

## 8. Other Evaluative Assessments

- a. Behavioural Events Interview (BEI) shall be conducted to gather additional information about the teacher applicants in terms of other aspects such as but not limited to their potential, character, and fitness.
- b. Skills or Work Sample Test (S/WST) may be conducted, as may be necessary, especially for assessing applicants in certain tracks/strands/specializations in the SHS.
- c. Other evaluative assessments as stipulated in Enclosure No. 1 of this Order such as but not limited to Ethics-Oriented and Personality Development Test may be required to gather sufficient information and guidance for the appointing officer/authority in selecting possible appointees.

## INDIVIDUAL EVALUATION SHEET (IES)

Name of Applicant: \_\_\_\_\_

Application code: \_\_\_\_\_

Position Applied For: \_\_\_\_\_

Office: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Job Group/SG-Level: \_\_\_\_\_

Criteria	Weight Allocation	Applicant's Actual Qualifications		
		Details of Applicant's Qualifications (Relevant documents submitted; additional requirements, notes of HRMPSB Members)	Computation	Actual Score
Education				
Training				
Experience				
Performance				
Outstanding Accomplishments				
Application of Education				
Application of Learning and Development				
Potential (Written Test, BEI, Work Sample Test)				
<b>TOTAL</b>	<b>100</b>			

I hereby attest to the conduct of the application and assessment process in accordance with the applicable guidelines; and acknowledge, upon discussion with the Human Resource Merit Promotion and Selection Board (HRMPSB), the results of the comparative assessment and the points given to me based on my qualifications and submitted documentary requirements for the [insert position] under [insert office where the vacancy exists].

Furthermore, I hereby affix my signature in this Form to attest to the objective and judicious conduct of the HRMPSB evaluation through Open Ranking System.

\_\_\_\_\_  
Name and Signature of Applicant

Date:

Attested:

\_\_\_\_\_  
HRMPSB Chair

## INDIVIDUAL EVALUATION SHEET (IES)

Name of Applicant: \_\_\_\_\_

Application code: \_\_\_\_\_

Position Applied For: \_\_\_\_\_

Schools Division Office: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Job Group/SG-Level: \_\_\_\_\_

Criteria	Weight Allocation	Applicant's Actual Qualifications		
		Details of Applicant's Qualifications <i>(Relevant documents submitted additional requirements, notes of HRMPSB Members)</i>	Computation	Actual Score
Education	10			
Training	10			
Experience	10			
PBET/LET/LEPT Rating	10			
PPST Classroom Observable Indicators <i>(Demonstration Teaching using COT-RSP)</i>	35			
PPST Non-Classroom Observable Indicators <i>(Teacher Reflection)</i>	25			
<b>TOTAL</b>	<b>100</b>			

I hereby attest to the conduct of the application and assessment process in accordance with the applicable guidelines; and acknowledge, upon discussion with the Human Resource Merit Promotion and Selection Board (HRMPSB), the results of the comparative assessment and the points given to me based on my qualifications and submitted documentary requirements for the [insert position] under [insert office where the vacancy exists].

Furthermore, I hereby affix my signature in this Form to attest to the objective and judicious conduct of the HRMPSB evaluation through Open Ranking System.

\_\_\_\_\_  
Name and Signature of Applicant  
Date:

Attested:

\_\_\_\_\_  
HRMPSB Chair

*Enclosure #2*



**CLASSROOM OBSERVATION TOOL –  
RECRUITMENT, SELECTION, PLACEMENT (RSP)  
FOR  
*TEACHER APPLICANT***

---

***RUBRIC***

## RUBRIC LEVEL SUMMARY

LEVEL	LEVEL LABEL	LEVEL DESCRIPTION
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.

INDICATOR 1	Apply knowledge of content within and across curriculum teaching areas			
2	3	4	5	6
<p>The teacher demonstrates moderate content errors related to lesson concepts either in presenting the lesson or in responding to learners' questions or comments.</p> <p>The lesson content does not display coherence.</p>	<p>The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments.</p> <p>The lesson content displays simple coherence.</p>	<p>The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments.</p> <p>The lesson content displays coherence.</p> <p>The teacher attempts to make connections across curriculum teaching areas, if appropriate.</p>	<p>The teacher demonstrates accurate and in-depth knowledge of most concepts in presenting the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs.</p> <p>The teacher makes connections across curriculum teaching areas, if appropriate.</p>	<p>The teacher demonstrates accurate and in-depth knowledge of all concepts in presenting the lesson and in responding to learners' questions in a manner that is responsive to learner's developmental needs and promotes learning.</p> <p>The teacher makes meaningful connections across curriculum teaching areas, if appropriate.</p>
FEATURES OF PRACTICE				
<p>1. The teacher makes a few content errors on fundamental concepts or addresses content inaccurately with limited information of the teaching area.</p>	<p>1. The teacher indicates some awareness of other ideas in the same teaching area that are connected to the lesson, but does not make solid connections.</p> <p>2. The teacher makes few content errors in presenting the lesson but does not affect entirely the learning process.</p>	<p>1. The teacher clearly explains concepts and makes no content errors.</p> <p>2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the teaching areas.</p> <p>3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas.</p>	<p>1. The teacher displays comprehensive understanding of the concepts and structure of the teaching area.</p> <p>2. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area.</p>	<p>1. The teacher displays extensive knowledge of content.</p> <p>2. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the teaching area.</p>

CLARIFICATIONS		
<p><b>MODERATE CONTENT ERRORS</b> reasonable degree of errors in the content of the lesson</p> <p><b>MINOR CONTENT ERRORS</b> insignificant degree of errors in the content of the lesson</p> <p><b>KEY CONCEPTS</b> central ideas of the topic or lesson</p> <p><b>COHERENCE</b> logical and/or developmental sequence in presenting the lesson</p> <p><b>SIMPLE COHERENCE</b> basic logic in the sequence of the lesson with one part linked to the next</p> <p><b>PEDAGOGY</b> method and practice of teaching</p> <p>In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).</p>	<p><b>ACCURATE KNOWLEDGE</b> error-free content</p> <p><b>IN-DEPTH KNOWLEDGE</b> foundational knowledge and finer details within the curriculum teaching area</p>	<p><b>CURRICULUM TEACHING AREAS</b> different learning/subject areas taught and learned in the K to 12 curriculum which includes areas for Kindergarten Education, Special Education, Alternative Learning System, Indigenous Peoples Education</p> <p>For IPEd, learning/subject areas are contextualized by interfacing the national curriculum competencies with the community competencies identified in their Indigenous Knowledge Systems and Practices (IKSPs) (DO 32, s. 2015).</p> <p><b>KNOWLEDGE OF CONTENT AND PEDAGOGY</b> integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area</p> <p><b>WITHIN CURRICULUM TEACHING AREA</b> inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning/subject area and grade level</p> <p><b>ACROSS CURRICULUM TEACHING AREA</b> making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide of other learning/subject areas in any grade level</p>

INDICATOR 2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				
2	3	4	5	6	
The teacher uses disconnected teaching strategies to address literacy and/or numeracy needs.	The teacher uses loosely-connected teaching strategies to address learners' literacy and/or numeracy needs.	The teacher occasionally applies teaching strategies that address learners' literacy and/or numeracy needs.	The teacher frequently applies relevant strategies that enhance learners' literacy and/or numeracy skills.	The teacher consistently applies relevant strategies that enhance learners' literacy and/or numeracy skills.	
FEATURES OF PRACTICE					
1. The teacher uses unrelated activities which do not develop learners' understanding of literacy concepts and/or numeracy needs.	1. The teacher defines general terms in the lesson but fails to define specific terms needed to develop learners' full understanding of literacy and/or numeracy concepts.	1. In some parts of the lesson, the teacher provides activities which address learners' literacy and/or numeracy needs but fails to do so in some critical parts of the lesson where either or both skills are necessary.	1. The teacher uses activities that enhance literacy and/or numeracy in almost all aspects of the lesson.	1. The teacher provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.	

CLARIFICATIONS	
<p style="text-align: center;"><b>LITERACY SKILLS</b></p> <p>skills needed for reading and writing. These may include awareness of sounds of language, awareness of print, and the relationship between letters and sounds. Other skills such as creating knowledge through writing as well as developing media and technology are part of literacy skills.</p> <p>Examples of literacy skills in IPed classrooms: reading the behavior of animals, symbols of leaves, formation of clouds, wind direction and temperature; identifying the meaning of dreams</p> <p style="text-align: center;"><b>NUMERACY SKILLS</b></p> <p>skills which consist of comprehending and applying fundamental arithmetic operations like addition, subtraction, multiplication, and division. Numeracy skills may also include the ability to reason with mathematical concepts like interpreting data, charts, and diagrams; to process information; to solve problems; and to make decisions based on logical thinking and reasoning.</p> <p>Examples of numeracy skills in SPED classrooms: up-down movement in brushing of teeth; counting the number of boys and girls; folding of clothes using numbered pattern</p> <p>Examples of numeracy skills in IPed classrooms: indigenous measurement (handspan, pacing, etc.); indigenous calendar; synchronized planting; weaving patterns</p>	<p style="text-align: center;"><b>DISCONNECTED TEACHING STRATEGIES</b></p> <p>teaching approaches which are inappropriate in addressing literacy and/or numeracy needs</p> <p style="text-align: center;"><b>LOOSELY CONNECTED TEACHING STRATEGIES</b></p> <p>teaching approaches which are mismatched in addressing literacy and/or numeracy needs</p> <p style="text-align: center;"><b>OCCASIONALLY</b> irregularly occurs</p> <p style="text-align: center;"><b>FREQUENTLY</b> often occurs</p> <p style="text-align: center;"><b>CONSISTENTLY</b> constantly occurs</p> <p style="text-align: center;"><b>RELEVANT STRATEGIES</b></p> <p>teaching approaches which are moderately associated with the learners' developmental needs to enhance literacy and/or numeracy skills</p>

INDICATOR 3		Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills		
2	3	4	5	6
The teacher asks mostly low-order questions that require simple factual responses and/ or provides activities that are routine.	The teacher provides straightforward questions and activities which lead learners through a single path of inquiry.	The teacher uses questions 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 learners in discussion using well-directed questions and activities.

FEATURES OF PRACTICE				
1. The teacher asks simple yes/no questions.	<p>1 The teacher asks questions that require rote-type responses such as Who, What, Where, and When.</p> <p>Examples of rote-type questions vs. high-order questions:</p> <p>a. "Who is the author?" vs. "Who is the persona?"</p> <p>b. "What is the solution to the problem?" vs. "How will you address the issue?"</p> <p>c. "Saang kontinente matatagpuan ang bansang Indonesia?" vs. "Saang kaugnay na lokasyon matatagpuan ang Indonesia?"</p> <p>2. The teacher accepts all contributions without processing the learners' answers.</p>	<p>1 The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion.</p> <p>2. The teacher asks, "Can you please explain this idea?"</p>	<p>1 The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions about the lesson and to react to the opinions of others.</p> <p>2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond, as well as to step aside when appropriate.</p>	<p>1 The teacher challenges learners cognitively to advance high-level thinking and discourse in an interactive exchange of views.</p> <p>2. The teacher ensures that all voices of learners are heard in the discussion.</p>

CLARIFICATIONS
<p><b>CRITICAL THINKING SKILLS</b></p> <p>high-level thinking skills such as analysis, evaluation, interpretation, or synthesis of information and application of creative thought to form an argument, solve a problem, or reach a conclusion</p> <p><b>CREATIVE THINKING SKILLS</b></p> <p>thinking skills that involve exploring ideas, generating possibilities, and looking for multiple right answers rather than just one</p> <p><b>HIGHER-ORDER THINKING SKILLS</b></p> <p>complex thinking processes which include analysis, evaluation, synthesis, reflection, and creativity</p>



INDICATOR 4		Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts		
2	3	4	5	6
The teacher implements a poorly sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson but only with some elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson but with inappropriate elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher implements the lesson with appropriate elements of a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher manages well-structured lesson with a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
FEATURES OF PRACTICE				
<ol style="list-style-type: none"> <li>1. The teacher's lesson procedures are haphazard and ill-planned, which interferes in learners' progress toward achieving the lesson's objectives.</li> <li>2. There was a major problem with the organization or framing of the lesson that significantly and negatively impacted student learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher does not demonstrate understanding of the prerequisite relationships when planning, and transitions between activities are too abrupt.</li> <li>2. The teacher's sequence of learning activities demonstrates some structure but there are some problems with organization that negatively impact learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher demonstrates inaccurate or incomplete knowledge of prerequisite relationships, and transitions between activities are present but may disrupt the flow of the sequence.</li> <li>2. The teacher presents minor organizational issues and missed opportunities during the lesson that affect learning time.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher connects outcomes from previous and future learning, and transitions between activities are smooth.</li> <li>2. The teacher's sequence of learning activities generally keeps learners engaged and moving from one portion to the next in a reasonable manner. Learners understand the purpose of the lesson and what they are to do to accomplish the purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher's sequence of activities purposefully scaffolds learners toward achieving the lesson's objectives.</li> <li>2. The teacher's sequence of learning activities keeps learners engaged in the content and has a clear sense of purpose throughout the class period but lacks in-depth processing of the activities.</li> </ol>

CLARIFICATIONS	
<p align="center"><b>DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESSES</b></p> <p align="center">the order of activities that keeps learners engaged in the content and purposely scaffolds learners towards achieving the lesson's objectives by maximizing allotted class time. These include:</p> <div> <ul style="list-style-type: none"> <li>• Lesson objectives</li> <li>• Learner engagement strategies</li> <li>• Pacing</li> <li>• Sequence</li> </ul> <p>expectations for learners at the end of the lesson strategies that include activities for individual learners and/or groups teacher's speed or rate in presenting the lesson order of presenting the lesson and classroom activities</p> </div> <p align="center"><b>POORLY SEQUENCED TEACHING AND LEARNING PROCESS</b></p> <p align="center">illogical order of classroom activities</p>	

INDICATOR 5		Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements			
2		3	4	5	6
The teacher attempts to incorporate assessment in the lesson without set criteria.		The teacher provides a limited range of assessment strategies but fails to address the learning goals.	The teacher provides a range of assessment strategies but only some are aligned with the learning goals.	The teacher provides a range of assessment strategies that address most of the learning goals.	The teacher provides assessment strategies consistent with the curriculum requirements.
FEATURES OF PRACTICE					
1. The teacher does not provide a set of criteria to assess the learners' work. 2. The teacher does not provide a set of standards, e.g. rubric or checklist, to assess the learners' work and output.		1. The teacher uses assessment procedures focused on task completion and/or compliance rather than learner achievement of lesson purpose/ objective.	1. The teacher uses a variety of assessment strategies, but some do not measure the intended learning outcomes. 2. The teacher uses procedures that yield only some evidence of learning.	1. The teacher uses a repertoire of assessment strategies which are aligned with the intended learning goals. 2. The teacher uses assessment procedures that draw out evidence of whether learners have learned the intended learning outcomes.	1. The teacher predominantly uses assessment strategies which are embedded as an integral part of the lesson and are aligned with the intended instructional or consistent with the content standards. 2. The teacher encourages the learners to assess and monitor the quality of their work against the assessment criteria and performance standards.

CLARIFICATIONS
<p><b>ASSESSMENT STRATEGIES:</b></p> <p><b>DIAGNOSTIC</b>            assessment used to identify each learner's strengths, weaknesses, knowledge, and skills prior to instruction,            e.g., pretest, drills, review, anticipation guide, content knowledge boxes</p> <p><b>FORMATIVE</b>            assessment used to identify knowledge and/or skills that learners can hone/build on or need to improve,            e.g., recitation (show of hands, response cards, happy/sad face), activities (games, tableau, exit cards), and seat works (reflection journal, exercises, practice)</p> <p><b>SUMMATIVE</b>            assessment used to identify learner achievement of the objectives of the lesson,            e.g., written works (quizzes, essays), performance tasks (skills demonstration, group presentations, oral work)</p>

## For IPed Teacher Applicants

IPed teacher applicants will be observed using the set of indicators below. Indicators 1, 2 and 5 are similar with regular teacher applicants. Indicators 3 and 4 are specific to IPed teacher applicants,

<b>INDICATOR 1</b>	<b>Apply knowledge of content within and across curriculum teaching areas</b>
<b>INDICATOR 2</b>	<b>Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills</b>
<b>IPed INDICATOR 3</b>	<b>Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning</b>
<b>IPed INDICATOR 4</b>	<b>Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups</b>
<b>INDICATOR 5</b>	<b>Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements</b>

## Indicators for IPed Teacher Applicants

INDICATOR 3	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning			
2	3	4	5	6
The teacher displays Intermediate Low sublevel proficiency in the use of Mother Tongue, and/or Filipino and/or English that somewhat hinders teaching and learning.	The teacher displays Intermediate Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that loosely facilitates teaching and learning.	The teacher displays Intermediate High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that fairly facilitates teaching and learning.	The teacher displays Advanced Low sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that regularly facilitates teaching and learning.	The teacher displays Advanced Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that progressively facilitates teaching and learning including probing questions and feedback.

### FEATURES OF PRACTICE

<ol style="list-style-type: none"> <li>1 Teacher's use of Mother Tongue, and/or Filipino, and/or English is with frequent pauses and self-corrections as he/she searches for appropriate linguistic forms and vocabulary.</li> <li>2. Misinterpretations arise between teacher and learners but can be resolved by repetition or rephrasing.</li> </ol>	<ol style="list-style-type: none"> <li>1 Teacher's use of Mother Tongue, and/or Filipino, and/or English is characterized by occasional pauses and self-corrections as he/she searches for adequate vocabulary and appropriate language forms in delivering the lesson.</li> <li>2. The teacher rarely has difficulty linking ideas and using communication strategies, such as code switching and translation.</li> </ol>	<ol style="list-style-type: none"> <li>1 Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily framed using connected ideas.</li> <li>2. Teacher's use of Mother Tongue, and/or Filipino, and/or English manifests minimal linguistic challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1 Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion.</li> <li>2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by a substantial flow of ideas. His/her vocabulary is fairly extensive and appropriate to the level of learners.</li> <li>2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is concrete, accurate, clear and precise, conveying his/her ideas without misinterpretations or confusion.</li> </ol>
---	--	---	--	--

### CLARIFICATIONS

<p><b>MOTHER TONGUE</b> the native language or the first language the learner learns as a child (PPST, 2017)</p> <p><b>PROFICIENCY</b> the use of language (medium of instruction) to communicate effectively in speech and in writing, including code switching and translation</p> <p>Proficiency for SPED teachers handling learners with hearing impairment: use of Total Communication (TC), that is incorporating various modes of communication such as speech, gestures, body language, lipreading, and formal signs (e.g., American Sign Language (ASL), Filipino Sign Language (FSL), Signed Exact English (SEE))</p>	<p><b>INTERMEDIATE LOW SUBLEVEL PROFICIENCY</b> able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) but in a limited number of simple communicative tasks in learning situations</p> <p><b>INTERMEDIATE MID SUBLEVEL PROFICIENCY</b> able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of simple communicative tasks in learning situations</p> <p><b>ADVANCED LOW SUBLEVEL PROFICIENCY</b> able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of communicative tasks in learning situations</p> <p><b>ADVANCED MID SUBLEVEL PROFICIENCY</b> able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence in a large number of communicative tasks</p>
---	---

INDICATOR 4		Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups			
2	3	4	5	6	
The teacher employs strategies but fails to address the learning needs of learners from indigenous groups.	The teacher employs strategies which are somewhat culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.	
FEATURES OF PRACTICE					
1 The teacher lacks familiarity with learners' cultural backgrounds and has made no attempts to contextualize instructions.  2. Teacher's instructional strategies do not respond to learners' cultural background.	1. The teacher demonstrates a limited understanding of a culture-based education.  2. The teacher gives opportunities to only few learners to actively engage in the learning activities.	1 The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them.	1 The teacher demonstrates an understanding of the purpose and value of learning in the learners' context.	1. The teacher provides a culture-based instruction to meet the needs of learners. The adaptation of instruction is realistic and effective.  2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.	

### CLARIFICATIONS

#### LEARNERS FROM INDIGENOUS GROUPS

people who have, under claims of ownership since time immemorial, occupied, possessed, and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371, IPRA)

#### TEACHING STRATEGIES

In the context of IPEd, teaching strategies are embedded in an indigenous cultural community's (ICC) Indigenous Learning System (ILS), which is an ICC's system of educating succeeding generations of youth into the community's cultural system (DO 32, s. 2015).

#### LEARNING NEEDS

comprise both essential learning tools (literacy, oral expression, numeracy, and problem solving) and the basic learning content (knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (UNESCO, 1992)

#### CULTURE-BASED EDUCATION

an education that is grounded in the context of the indigenous communities' life, recognizes their Indigenous Knowledge Systems and Practices (IKSPs), and is inclusive of their cultural perspectives (DO 32, s. 2015, Enclosure p.4)

#### CONTEXTUALIZATION

the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners; distinguished into two: localization and indigenization (DO 32, s. 2015, Enclosure p.6)

#### VARIETY

a range of different strategies employed as required by the learning situation

#### SOMEWHAT APPROPRIATE

minimal degree of appropriateness

#### PARTIALLY APPROPRIATE

moderate degree of appropriateness

© Department of Education - Bureau of Human Resource 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.





## COT-RSP

### OBSERVATION NOTES FORM

OBSERVER: \_\_\_\_\_

DATE: \_\_\_\_\_

APPLICATION CODE OF THE APPLICANT OBSERVED: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

#### DIRECTIONS FOR THE OBSERVERS:

Write your observations on the applicant's classroom performance on the space provided. Use additional sheets whenever necessary.

Large empty rectangular box for writing observations.

\_\_\_\_\_  
Signature over Printed Name of the Observer



## COT-RSP

### TEACHER APPLICANT

### RATING SHEET

OBSERVER: \_\_\_\_\_ DATE: \_\_\_\_\_

APPLICATION CODE OF THE APPLICANT OBSERVED: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

#### DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	2	3	4	5	6	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills						
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills						
4. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS:						

\_\_\_\_\_  
Signature over Printed Name of the Observer

\_\_\_\_\_  
Signature over Printed Name of the Applicant

*\*NO stands for Not Observed which automatically gets a rating of 2.*





## COT-RSP (IPEd)

**TEACHER APPLICANT**

### RATING SHEET

OBSERVER: \_\_\_\_\_ DATE: \_\_\_\_\_

APPLICATION CODE OF THE APPLICANT OBSERVED: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

#### DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	2	3	4	5	6	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills						
3. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning						
4. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.						
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS:						

\_\_\_\_\_  
Signature over Printed Name of the Observer

\_\_\_\_\_  
Signature over Printed Name of the Applicant

*\*NO stands for **Not Observed** which automatically gets a rating of 2.*



## COT-RSP

### TEACHER APPLICANT

#### INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: \_\_\_\_\_

APPLICATION CODE OF APPLICANT: \_\_\_\_\_

OBSERVER 2: \_\_\_\_\_

OBSERVER 3: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

DATE: \_\_\_\_\_

#### 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 "Final Rating". Add the final rating per indicator to get the total then compute for the *Rating for Classroom Observation* using the formula below. (Note: Weight allocation for Classroom Observation is at 35 points.)

Note that if the applicant gets NO (Not Observed) in an indicator, write 2 as the final rating.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills	
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills	
4. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	
<b>TOTAL NO. OF POINTS OBTAINED</b> ( <i>highest possible score is 30</i> )	<b>____ / 30</b>
<b>OTHER COMMENTS:</b>	
<b>Rating for the Demonstration Teaching i.e., (Total score / 30) * 35</b> <i>Example: (20 / 30) x 35 = 23.33 points</i>	
	<b>____ points</b>

\_\_\_\_\_  
Signature over Printed Name  
of Observer 1

\_\_\_\_\_  
Signature over Printed Name  
of Observer 2

\_\_\_\_\_  
Signature over Printed Name  
of Observer 3

\_\_\_\_\_  
Signature over Printed Name of the Applicant

**COT-RECRUITMENT, SELECTION  
and PLACEMENT (RSP)**

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.





## COT-RSP (IPeD)

**TEACHER APPLICANT**

### INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: \_\_\_\_\_

APPLICATION CODE OF APPLICANT: \_\_\_\_\_

OBSERVER 2: \_\_\_\_\_

OBSERVER 3: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

DATE: \_\_\_\_\_

#### 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 "Final Rating". Add the final rating per indicator to get the total then compute for the *Rating for Classroom Observation* using the formula below. (Note: Weight allocation for Classroom Observation is at 35 points.)

Note that if the applicant gets NO (Not Observed) in an indicator, write 2 as the final rating.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Use a range of teaching strategies that enhance learner achievement in literacy and/or numeracy skills	
3. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning	
4. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	
<b>TOTAL NO. OF POINTS OBTAINED</b> ( <i>highest possible score is 30</i> )	<b>____ / 30</b>
<b>OTHER COMMENTS:</b>	
<b>Rating for the Demonstration Teaching i.e., (Total score / 30) * 35</b> <i>Example: (20 / 30) x 35 = 23.33 points</i>	<b>____ points</b>

\_\_\_\_\_  
Signature over Printed Name  
of Observer 1

\_\_\_\_\_  
Signature over Printed Name  
of Observer 2

\_\_\_\_\_  
Signature over Printed Name  
of Observer 3

\_\_\_\_\_  
Signature over Printed Name of the Applicant

**COT-RECRUITMENT, SELECTION  
and PLACEMENT (RSP)**

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government.





## TEACHER REFLECTION FORM (TRF)

APPLICATION CODE OF TEACHER APPLICANT: \_\_\_\_\_ DATE: \_\_\_\_\_

**Directions:** Share how you were able to exhibit the objectives by writing specific situations from your experience/s as a teacher, as a practicum student, or in any other related instances. Be guided by the questions/prompts provided. Limit your response to a maximum of **10 sentences**.

Non-classroom observable objective	Narrative and Reflection
<b>OBJECTIVE 6</b> Maintain learning environments that are responsive to community contexts.	How do you maintain a learning environment that is responsive to your community's context? Describe the context in your area and share teacher practices that contribute to further improvement of your community.
<b>Comments from the Evaluator:</b>	
<b>Rating:</b> <input type="checkbox"/> Exemplary (5pts) <input type="checkbox"/> Fully Acceptable (3pts) <input type="checkbox"/> Not Fully Acceptable (1pt)	

Non-classroom observable objective	Narrative and Reflection
<p><b>OBJECTIVE 7</b> Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>.</p>	<p>How do you develop your teaching practice in accordance with the existing laws that apply to teaching and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>? How do you develop your teaching practice in accordance with existing regulations?</p>
<p><b>Comments from the Evaluator:</b></p> <p><b>Rating:</b> <input type="checkbox"/> Exemplary (5pts) <input type="checkbox"/> Fully Acceptable (3pts) <input type="checkbox"/> Not Fully Acceptable (1pt)</p>	







## Rubrics for Rating the TRF

Exemplary (E) 5 points	Fully Acceptable (FA) 3 points	Not Fully Acceptable (NFA) 1 point
<p>The applicant was able to provide anecdotal and situational examples that support the demonstration of the objective. The examples/justifications/practices/instances provided by the applicant are aligned with the objective and <b>showcase the applicant's deep understanding of the objective.</b></p> <p>The response contained little to no grammatical and technical (capitalization, punctuation, etc.) errors. The applicant has good command of the language used.</p>	<p>The applicant was able to give examples/justifications/practices/instances that somehow/do not fully align with the objective. The response <b>demonstrates limited understanding of the objective.</b></p> <p>The response contained few grammatical and technical (capitalization, punctuation, etc.) errors. However, these did not greatly affect the quality of the response.</p>	<p>The applicant was unable to support/provide evidence of his/her demonstration/ability to demonstrate the objective. The examples/justifications/practices/instances do not align with the objective and <b>demonstrate little to no understanding of the objective.</b></p> <p>The response contained several grammatical and technical (capitalization, punctuation, etc.) errors which interfere with the understanding of the ideas presented.</p>

### Reminders for the evaluators:

1. Evaluators assess the applicant's demonstration and/or understanding of the objective based on the narrative and responses, NOT the quantity of narratives or experiences. **Long answers do not automatically merit an Exemplary rating.**

2. Use the portion **Comments from the Evaluator** to write down statement/s that support your given rating. Some examples:

*My rating is 1 because the examples given are very general and do not demonstrate his/her understanding of the indicator.*

*I gave a rating of 3 because although the examples are aligned with the objective, the explanation was not focused on how the activities relate to his/her teaching practices.*

*My rating is 5 because although only 1 example was given, it demonstrated deep understanding of the objective. The explanation directly targets the intention of the objective.*





## TEACHER REFLECTION

### TEACHER APPLICANT

### INTER-EVALUATOR AGREEMENT FORM

APPLICATION CODE OF APPLICANT: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION APPLIED FOR: \_\_\_\_\_ SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

#### DIRECTIONS FOR THE EVALUATORS:

Discuss with the other assessor/s 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 "Final Rating". Add the final rating per indicator to get the total then compute for the *Rating for Portfolio Assessment* using the formula below. (Note: Weight allocation for Portfolio Assessment is 25 points.)

INDICATORS	FINAL RATING
1. Maintain learning environments that are responsive to community contexts.	
2. Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	
3. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity.	
4. Participated in professional networks to share knowledge and to enhance practice.	
<b>TOTAL NO. OF POINTS OBTAINED:</b>	_____ / 20
<b>OTHER COMMENTS:</b>	
<b>Final rating for NCOI TRF i.e., (total no. of points obtained / highest possible score) x 25</b> <i>Example: ( 20 / 20 ) x 25 = 25 points</i>	_____ points

\_\_\_\_\_  
Signature over Printed Name of the Evaluator