



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: ROGERIO B. CAGOL
TEACHER OBSERVED: FLORA MAE I. NOPAL
SUBJECT & GRADE LEVEL TAUGHT: MATHEMATICS 142

DATE: 11/19/2023
QUARTER: 2

OBSERVATION: 1 ☒ 2 ☐

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	3	4	5	6	7	NO*
1. Apply knowledge of content within and across curriculum teaching areas				/		
2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning					/	
3. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement				/		
4. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures				/		
5. Maintain learning environments that promote fairness, respect and care to encourage learning				/		

OTHER COMMENTS:

- Clearly presented the lesson written on a strip
- Preparatory activities were done
- The Teacher is very proficient in using the mother Tongue
- Integrated lesson to real life situation and ESP
- Impose policies and standards during group work
- encourage pupils to listen and participate
- use of signals and other non-verbal communication were evident.

* NO stands for Not Observed which automatically gets a rating of 3.

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

Australian Aid



INDICATORS	3	4	5	6	7	NO*
6. Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning**					/	
7. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning**				/		
8. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents***				/		
9. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups***				/		

OTHER COMMENTS:

- use of SDA for MC class
- classroom is structured for further learning
- Prepare varied activities for pupils who are academically struggling
- font size of IM's were big enough and designed for the pupil who is near sighted
- lesson is contextualized based on the culture of the people in the community

* NO stands for Not Observed which automatically gets a rating of 3.

** Do not accomplish if the ratee opted to present SET A: A supplementary material as Means of Verification (MOV) of Objectives 7 and/or 8 in the RPMS Tool for Proficient Teachers or RPMS Tool for Teacher-Broadcasters.

*** Do not accomplish if the ratee opted to present SET B: Teacher Reflection Form (TRF) as Means of Verification (MOV) of Objectives 9 and/or 10 in the RPMS Tool for Proficient Teachers or RPMS Tool for Teacher-Broadcasters.

ROGELIO B. CAGOL
Signature over Printed Name of the Observer

EDRA I. NOPAL
Signature over Printed Name of the Teacher

TOTAL RATING 6.22