

# COT-RPMS

## TEACHER I-III

### RATING SHEET

RATING SITE	DATE: 1/19/2027
OBSERVER: POCEUD B. CAGOL	QUARTER: 2
TEACHER OBSERVED: FLORA MAE 1. NOPAL	
SUBJECT & GRADE LEVEL TAUGHT: MATHEMATICS 142	

OBSERVATION:

2 🗆

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

	DICATORS	3	4	5	6	7	νo.
	Apply knowledge of content within and across curriculum teaching areas				/		h
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:

- OTHER COMMENTS:

  Charly presented the learn writter on a strip

  Preparatory activities were done

  The tracker is very perfecient in using the mother Tongue

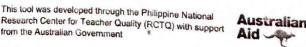
  character desern to real life situation and ESP

  Lupone policies and standards during group would

  meovage peoples to listers and participate
  - . use of signals and other mon-verdal communication

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













Intain learning environments that nurture and inspire learners to participate, perate and collaborate in continued learning.  It is a range of successful strategies that maintain learning environments that invate learners to work productively by assuming responsibility for their own ning.  It is a suppose that are responsive to learners disabilities, giftedness and talents.  It is a suppose that are responsive to learners and the suppose that are responsive to learners disabilities, giftedness and talents.  It is a suppose that are responsive to learners and talents.  It is a suppose that are responsive to learners are the suppose to address the needs of the suppose that are responsive to learners are disabilities. Giftedness and talents.  It is a suppose that are responsive to learners are the suppose to address the needs of the suppose that are responsive to learners are disabilities. Giftedness and talents.				///	/	
ly a range of successful strategies that maintain learning environments that ivate learners to work productively by assuming responsibility for their own ning.  ign, adapt and implement teaching strategies that are responsive to learners disabilities, giftedness and talents.  pt and use culturally appropriate teaching strategies to address the needs of ners from indigenous groups.  COMMENTS:  COMMENTS:			*	/		
pt and use culturally appropriate teaching strategies to address the needs of ners from indigenous groups***  COMMENTS:  The strategies to address the needs of comments:  The strategies to address the needs of comments in all strategies to address the needs of comments.			*	/		
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lesson is contextalized based on the culture	· ·	46	· µ	nele		7
commenday		C	,	/	~~	8
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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 Cbjectives 9 and/or 10 in the RPMS Tool for Proficient Teachers or RPMS Tool for Teacher-Broadcasters.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

TOTAL RATING



Australian Aid 🎺







