VISAYAS STATE UNIVERSITY

COLLEGE OF EDUCATION

RATING SHEET FOR PRE-SERVICE TEACHERS' ACTUAL TEACHING
Based on the Philippine Professional Standards for Teachers (PPST)

Name of Observer: **EUNICE B. GARCIA**   Date: **11/07/2024**

Name of Pre-service Teacher (Mentee): **IYANN P. BARLOS**

Name of Cooperating Teacher (Mentor): **HILDA B. PASAYLOON**

Subject and Grade Level Taught: **ARALING PANLIPUNAN - 9**

School" **BAYBAY NATIONAL HIGH SCHOOL**

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the pre-service teacher performed during the observation. Mark the appropriate column with a (✓) symbol. For guidance, refer to the Classroom Observation Tool (COT) Rubric for Beginning Teachers.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. If there is only one observer, this form serves as the final rating sheet.
4. Attach your accomplished Observation Notes Form to the completed Rating Sheet.

INDICATORS	Level of Performance					
	5	4	3	2	1	NO*
Domain 1. Content Knowledge and Pedagogy						
1. Apply knowledge of content within and across curriculum teaching areas	✓					
2. Ensure the positive use of ICT to facilitate the teaching and learning process	✓					
3. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	✓					
4. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills		✓				
5. Display proficient use of Mother Tongue, Filipino, and English, to facilitate teaching and learning,	✓					
6. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	✓					
SUBTOTAL	29					
Domain 2. Learning Environment						
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	✓					
2. Maintain learning environments that promote fairness, respect, and care to encourage learning	✓					
3. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	✓					
4. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning	✓					
5. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	✓					
6. Manage student behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	✓					
SUBTOTAL	30					

Domain 3. Diversity of Learners						
1. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	✓					
2. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious background.		✓				
3. Design, adapt, and implement teaching strategies that are responsive to learners with special educational needs that include giftedness, talents, and disabilities						✓
4. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.						✓
5. Adapt and use culturally appropriate learning strategies to address the needs of learners from indigenous groups						✓
					SUBTOTAL	9
Domain 4. Curriculum and Planning						
1. Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	✓	✓				
2. Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals	✓					
					SUBTOTAL	10
Domain 5. Assessment and Reporting						
1. Design, select, organize, and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	✓					
2. Use strategies for providing timely, accurate and constructive feedback to improve learning performance		✓				
					SUBTOTAL	9
					OVERALL TOTAL	87/90
					FINAL RATING**	96.66

Additional Instructions:

*NO stands for **"Not Observed"**, which automatically gets a rating of 2. **N/A stands for** indicators that do not necessarily apply in certain classes, like Indicators 3.3, 3.4, or 3.5

To get the final rating, **divide the overall total by 105 and multiply by 100 (if all the indicators apply)

**If indicators do not apply to the observed class, 105 should not be used as a divisor for computing the final rating. Adjust the divisor based on the remaining number of applicable indicators. For example, if one indicator does not apply, use 100 as divisor instead of 105.

Rating Interpretation

Excellent	98 – 100	Very Satisfactory	81 – 84
Highly Outstanding	96 – 97	Satisfactory	79 – 81
Outstanding	93 – 95	Fair	76 – 78
Very Good	89 – 92	Passed	75 – 76
Good	85 - 88	Failed	74 & below