



**FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION**

A. Bonifacio Street, Población Zone 1, 6521, Baybay City, Leyte, Philippines

Dear Mr./Ms. TRACIE,

As part of the services of Guidance Department, the College students are requested to evaluate their Learning Facilitator in the subject/s taught every end of the semester.

At the bottom is a copy of the rating/s given by your students in your class. We ask that you study the ratings carefully in order to get a clearer view of what the students think about you as their teacher in relation to the various items on the checklist. This will serve as your guide for your teaching profession.

Sincerely,

Christine P. Cardoza
MRS. CHRISTINE P. CARDOZA
Guidance Counselor

Noted:

Maria Victoria Gonzaga
DR. MARIA VICTORIA GONZAGA
Dean, College of Education

Sister Mary Michael Bactong, OSF
SISTER MARY MICHAEL BACTONG, OSF
President

STUDENTS RATINGS FOR COLLEGE TEACHERS

Name of Teacher: PUNA, TRACIE

Academic Year: 2024-2025 Semester: Second

Note:

This instrument follows the following scale:

1.0 - 1.7 Poor, 1.8 - 2.5 -Fair, 2.6 - 3.3 - Good, 3.4 - 4.1 - Very Good, 4.2 - 5 Excellent.

SUBJECTS	Ana & Physio 10	BOA elec 26	GE 7	TSCI 12
Planning and Preparation				
1. Explains objectives and grading system of the course	4.88	5.00	4.53	5.00
2. Demonstrate preparedness in class	4.92	5.00	4.57	5.00

3. Presents lessons clearly and relates to actual practices	5.00	5.00	4.57	5.00
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Personality

1. Speak audibly with confidence	4.88	5.00	4.63	5.00
2. Exercise fairness in giving grades	4.92	5.00	4.52	5.00
3. Appears neat and orderly	4.96	5.00	4.49	5.00
4. Commands respect of students	4.88	4.89	4.45	5.00

Instruction

1. Makes classroom activities interesting	4.96	5.00	4.54	5.00
2. Encourages & welcomes questions and reactions	4.92	4.89	4.53	5.00
3. Introduces humor in class	4.96	5.00	4.49	5.00
4. Organizes & explains subject matter with use of visuals	4.83	5.00	4.51	5.00
5. Guides students to accomplish learning goals	4.92	5.00	4.52	5.00
6. Gives review sessions when necessary	4.92	4.89	4.49	5.00
7. Gives relevant assignments, rates and returns students projects promptly	4.92	4.89	4.51	5.00
8. Provides feedback on student performance	4.92	4.89	4.53	5.00
9. Provides time for consultation	4.88	4.89	4.42	5.00

Classroom Management

1. Starts and dismisses class on time & utilizes class period fully	4.83	5.00	4.49	5.00
2. Demonstrate self-control in dealing with classroom problems	4.63	4.89	4.47	5.00

Overall Rating Per Subject	4.90	4.96	4.51	5.00
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Overall Rating**4.84****COMMENTS**



FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION,
DAYDAY, LEYTE, INCORPORATED



COLLEGE OF BUSINESS MANAGEMENT AND ADMINISTRATION

FACULTY EVALUATION FORM

Name of Teacher: PUNA, TRACIE

Academic Year: 2024-2025

Term: Second Semester

Course Taught: BOA Elec 26: Human Anatomy and Physiology Date: April 24, 2025 Time: 7:14-8:45 am

Room: Physics Laboratory

Total Number of Students: 8

Total Number and Percentage of Student Attendees: 8 (100%)

Directions: The faculty evaluation form is designed for monitoring and evaluation purposes. This is rated at the end of the semester after a series of observations, walkthrough announced or unannounced. Rate the teacher as to the extent of application of the indicators reflected. The following is the evaluation rating interpretation:

4.5-5 Outstanding

2.5-3.4 Satisfactory

1.0-1.4 Very Poor

3.5-4.4 Very Satisfactory

1.5-2.4 Poor

Part I.

Domain	Description	Rating
I. Planning & Preparation	1. Evidence of careful planning, content, and competencies are aligned with the CHED course description and requirement.	5
	2. Outcomes-based education is emphasized. Instructional outcomes are clear, represent important learning in the course, and are aligned with the curriculum.	5
	3. Instructional design which includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions.	5
	4. Clear policies, guidelines, and procedures for the class were evident.	5
	5. Integration of research-based knowledge and principles of teaching and learning.	4.5
II. Student Engagement	1. The teacher organizes the classroom so that all students can learn.	4.8
	2. Maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks.	4.9
	3. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates.	4.9
	4. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning.	4.8
	5. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.	4.7
III. Instruction	1. Provide students significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning tasks.	4.8
	2. Clear explanations and invite student intellectual engagement.	4.9
	3. Gives feedback specific to learning goals and offers concrete suggestions for improvement.	5
	4. Differentiated instruction is employed to ensure student success.	5


	5. Use of Instructional Media (i.e., Media Presentations, Animated/ Voiceover Presentations, Learning Modules, Notes, Streaming Video, Internet Links, Case Studies, etc.)	5
	6. Assignments, activities, readings, and/or projects within the course have a discussion of the purpose of the assignment related to learning objectives and are appropriate and manageable	5
	7. Measurable, behavioral learning objectives/goals are identified at the start of the lesson.	5
	8. Expertise in content area evident in presentation of knowledge and in interactions with students	5
	9. At least three types of assessments are evident.	5
	10. Dynamic and thoughtful interactions are evident in student to-student and student-to-faculty interactions, adding to a quality learning experience.	5
IV. Professional Responsibilities	1. Teacher starts and ends the class on time.	5
	2. Clear guidelines are established for the learner that includes learner and instructor responsibilities, and techniques to support the learner	4.9
	3. Communication skills follow principles of grammar and sentence structure and are without errors.	4.9
V. Franciscan Dimension	1. Integrates Franciscan core values: Integrity, Responsible Stewardship, Excellence, Compassion, and Peace in the planning and delivery of lessons	4.7
	2. Creates and sustains opportunities for the development of creative and critical thinking skills among learners as evidenced in the activities of the lessons.	4.8
	3. Advocates responsible stewardship of God's creation in the planning and actual teaching.	4.8

TOTAL RATING:

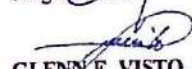
4.9 OUTSTANDING**PART II.**

STRENGTHS	WEAKNESS
<ul style="list-style-type: none"> Explains concepts clearly and accurately Relates lessons to real-world applications Speaks clearly and confidently Incorporates different instructional methods Uses digital tools to enhance learning 	

Evaluator :


FATIMA IRENE DE LA PEÑA
 Program Head

Noted :


GLENN E. VISTO, MPA
 Dean

Confirmed :


TRACIE PUNA
 Faculty

College Performance Evaluation Form 8. Faculty Performance Rating Form



FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION,
BAYBAY, LEYTE, INCORPORATED



**COLLEGE OF TEACHER
EDUCATION**
To Teach is To Teach Lives Forever

**COLLEGE DEPARTMENT
FACULTY PERFORMANCE RATING FORM**

AY 2024-2025 FIRST SEMESTER

(By Department Head at the end of the semester – 50%)

Name: **TRACIE R. PUNA, LPT, M.A.Ed**

Program: **TEACHER EDUCATION**

Total teaching experience: __ yrs. FCIC __ yrs.

Directions: Rate your teacher objectively using the indicators in the form. Refer to the supporting forms for the quantitative rating of some of the areas.

The following is the evaluation rating interpretation:

4.5-5 Outstanding

3.5-4.4 Very Satisfactory

2.5-3.4 Satisfactory

1.5-2.4 Poor

1.0-1.4 Very Poor

Domain	Description	Rating
I. Planning & Preparation	<ul style="list-style-type: none"> The teacher plans and prepares for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Designs formative assessments to monitor learning and provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way. 	4.58
II. Classroom Environment	<ul style="list-style-type: none"> The teacher organizes the classroom so that all students can learn. Maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. 	

	<ul style="list-style-type: none"> • Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. • Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. • Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity. 	4.5
III. Instruction	<ul style="list-style-type: none"> • All students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. • Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. • Teacher recognizes responsibility for student learning and make adjustments, as needed, to ensure student success. 	4.5
IV. Professional Responsibilities	<ul style="list-style-type: none"> • Teacher demonstrates high ethical standards and a deep sense of professionalism, focused on improving own teaching and supporting the ongoing learning of colleagues. • Record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. • Assume leadership roles in both school and community, engage in a wide range of professional development activities to strengthen Practice. • Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. 	4.6

TOTAL RATING: 4.54

PART II.

STRENGTHS	WEAKNESS

Evaluator:



DELLIO V. BELMORES, LPT, M.A.Ed
Program Head, College of Teacher Education

Noted:



MARIA VICTORIA A. GONZAGA, Ed.D
Dean, College of Teacher Education

Confirmed:



TRACIE R. PUNA, LPT, M.A.Ed
Faculty

College Performance Evaluation Form 9. Faculty Performance Rating Form



**FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION,**
BAYBAY, LEYTE, INCORPORATED



**COLLEGE OF TEACHER
EDUCATION**
To Teach is To Touch Lives Forever


**COLLEGE DEPARTMENT
SUMMARY OF FACULTY PERFORMANCE RATING
FIRST SEMESTER**

Name: TRACIE R. PUNA, LPT, M.A.Ed

Department: COLLEGE OF TEACHER EDUCATION

Academic Year: 2024-2025

Total teaching experience: ____ yrs.


CLASSROOM OBSERVATION AND EVALUATION (20%)	PERFORMANCE RATING (By Department Head at the end of the semester) (50%)	STUDENTS EVALUATION (GUIDANCE DEPARTMENT at the end of the semester) (30%)	AVERAGE RATING FACULTY PERFORMANCE	FACULTY SIGNATURE
4.54 <i>0.908</i>	4.54 <i>2.27</i>	4.74 <i>1.422</i>	4.6	

Certified True and Correct:




DELLIO V. BELMORES, LPT, M.A.Ed
Program Head

Noted:


MARIA VICTORIA A. GONZAGA, Ed.D.
Dean

Confirmed:


TRACIE R. PUNA
Signature of Faculty over Printed Name



**FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION**
BAYBAY, LEYTE, INCORPORATED


A. Bonifacio Street, Población Zone 1, 6521, Baybay City, Leyte, Philippines

Dear Mr./Ms. TRACIE,

As part of the services of Guidance Department, the College students are requested to evaluate their Learning Facilitator in the subject/s taught every end of the semester.

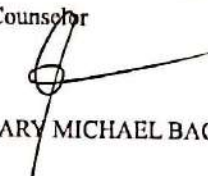
At the bottom is a copy of the rating/s given by your students in your class. We ask that you study the ratings carefully in order to get a clearer view of what the students think about you as their teacher in relation to the various items on the checklist. This will serve as your guide for your teaching profession.

Sincerely,


MRS. CHRISTINE P. CARDOZA
Guidance Counselor

Noted:


DR. MARIA VICTORIA GONZAGA
Dean, College of Education


SISTER MARY MICHAEL BACTONG, OSF
President

STUDENTS RATINGS FOR COLLEGE TEACHERS

Name of Teacher: PUNA, TRACIE

Academic Year: 2023-2024 Semester: Second

Note:

This instrument follows the following scale:

1.0 - 1.7 Poor, 1.8 - 2.5 -Fair, 2.6 - 3.3 - Good, 3.4 - 4.1 - Very Good, 4.2 - 5 Excellent.

SUBJECTS	Ana & Physio 10	BOA elec 26	GE 7	TSCI 12
Planning and Preparation				
1. Explains objectives and grading system of the course	5.00	4.77	4.50	4.86
2. Demonstrate preparedness in class	5.00	4.73	4.50	4.86
3. Presents lessons clearly and relates to actual practices	5.00	4.73	4.45	4.86
Personality				
1. Speak audibly with confidence	5.00	4.82	4.55	4.86
2. Exercise fairness in giving grades	5.00	4.64	4.43	4.86
3. Appears neat and orderly	5.00	4.77	4.43	4.86
4. Commands respect of students	4.83	4.68	4.38	4.86
Instruction				

1. Makes classroom activities interesting	4.83	4.73	4.43	4.86
2. Encourages & welcomes questions and reactions	4.83	4.73	4.51	4.86
3. Introduces humor in class	5.00	4.73	4.43	4.86
4. Organizes & explains subject matter with use of visuals	5.00	4.77	4.50	4.86
5. Guides students to accomplish learning goals	5.00	4.68	4.49	4.86
6. Gives review sessions when necessary	5.00	4.68	4.45	4.86
7. Gives relevant assignments, rates and returns students projects promptly	5.00	4.73	4.58	4.86
8. Provides feedback on student performance	5.00	4.59	4.54	4.71
9. Provides time for consultation	5.00	4.73	4.56	4.71
Classroom Management				
1. Starts and dismisses class on time & utilizes class period fully	5.00	4.64	4.38	4.86
2. Demonstrate self-control in dealing with classroom problems	5.00	4.73	4.41	4.86
Overall Rating Per Subject	4.97	4.72	4.47	4.84

Overall Rating

4.75

COMMENTS

**Ana &
Physio**

10 BOA elec 26 GE 7

we have well Open to student questions and provides helpful explanations.
so much appreciated
to learn of his/her
by this performances
subject

Excellent Passionate Clear communication of concepts, making complex topics understandable.
in all on their work
ways and shares
have a experience
very about the
good job lesson
Very keep up the I learn a lot, she discuss the lesson clearly for us to understand directly
satisfied good work
instructor



**FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION**
BAYBAY, LEYTE, INCORPORATED
A. Bonifacio Street, Población Zone 1, 6521, Baybay City, Leyte, Philippines

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Sincerely,


MRS. CHRISTINE P. CARDOZA
Guidance Counselor

Noted:


DR. MARIA VICTORIA GONZAGA
Dean, College of Education


SISTER MARY MICHAEL BACTONG, OSF
President

STUDENTS RATINGS FOR COLLEGE TEACHERS

Name of Teacher: PUNA, TRACIE

Academic Year: 2024-2025 Semester: First

Note:

This instrument follows the following scale:

1.0 - 1.7 Poor, 1.8 - 2.5 -Fair, 2.6 - 3.3 - Good, 3.4 - 4.1 - Very Good, 4.2 - 5 Excellent.

SUBJECTS

AdGE	Educ	F Chem	GE
21	31	31	7

Planning and Preparation

1. Explains objectives and grading system of the course	4.57	4.58	4.83	4.85
2. Demonstrate preparedness in class	4.50	4.54	4.83	4.81
3. Presents lessons clearly and relates to actual practices	4.54	4.58	4.80	4.73

Personality

1. Speak audibly with confidence	4.54	4.54	4.78	4.81
2. Exercise fairness in giving grades	4.50	4.42	4.78	4.73
3. Appears neat and orderly	4.43	4.54	4.78	4.81
4. Commands respect of students	4.46	4.50	4.78	4.73

Instruction

1. Makes classroom activities interesting	4.54	4.58	4.83	4.69
2. Encourages & welcomes questions and reactions	4.46	4.46	4.75	4.65
3. Introduces humor in class	4.39	4.27	4.63	4.65
4. Organizes & explains subject matter with use of visuals	4.46	4.46	4.78	4.85
5. Guides students to accomplish learning goals	4.57	4.58	4.78	4.77
6. Gives review sessions when necessary	4.50	4.54	4.80	4.69
7. Gives relevant assignments, rates and returns students projects promptly	4.50	4.54	4.78	4.77
8. Provides feedback on student performance	4.50	4.50	4.75	4.73
9. Provides time for consultation	4.43	4.42	4.75	4.54

Classroom Management

1. Starts and dismisses class on time & utilizes class period fully	4.39	4.50	4.73	4.85
2. Demonstrate self-control in dealing with classroom problems	4.46	4.58	4.75	4.73

Overall Rating Per Subject

4.49	4.51	4.77	4.74
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SUBJECTS

**Micro &
Para** **TSCI
II**

Planning and Preparation

1. Explains objectives and grading system of the course	5.00	4.67
2. Demonstrate preparedness in class	5.00	4.67
3. Presents lessons clearly and relates to actual practices	5.00	5.00

Personality

1. Speak audibly with confidence	5.00	5.00
2. Exercise fairness in giving grades	5.00	5.00
3. Appears neat and orderly	5.00	5.00
4. Commands respect of students	5.00	5.00

1. Makes classroom activities interesting	4.83	5.00
2. Encourages & welcomes questions and reactions	5.00	5.00
3. Introduces humor in class	5.00	5.00
4. Organizes & explains subject matter with use of visuals	5.00	5.00
5. Guides students to accomplish learning goals	5.00	5.00
6. Gives review sessions when necessary	5.00	5.00
7. Gives relevant assignments, rates and returns students projects promptly	5.00	5.00
8. Provides feedback on student performance	5.00	5.00
9. Provides time for consultation	5.00	5.00

Classroom Management

1. Starts and dismisses class on time & utilizes class period fully	5.00	5.00
2. Demonstrate self-control in dealing with classroom problems	5.00	5.00

Overall Rating Per Subject	4.99	4.96
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Overall Rating

4.74

COMMENTS

AdGE 21

I learned a lot to these subject

This is good and excellent also a amazing feedback

It was good they do their best to do their duties and I grateful for their duties

Educ 31

this course help us to manage assessments, TOS and TQ

She is a great teacher but sometimes, her example are irrelevant to the topic

I learned a lot from this subject

F Chem 31

She taught us the best and well prepared in teaching

Nice teacher also they have teach with confidence

The teacher very good to teach the student and understanding there lesson or discuss, you can gain knowledge this teacher

GE 7

Your nice and kind very much

All good nothing to say

Good teacher good teaching

College Faculty Performance Evaluation Form 5. Faculty Evaluation Form 1



**FRANCISCAN COLLEGE OF THE
IMMACULATE CONCEPTION,**
BAYBAY, LEYTE, INCORPORATED

A Bonifacio Street, Poblacion Zone 1, 6521, Baybay City, Leyte, Philippines
 ☎ (053) 520 1112 🌐 www.fcc.edu.ph 📧 @franciscancollege 📧 registrar@fcc.edu.ph

**COLLEGE OF TEACHER EDUCATION
FACULTY EVALUATION FORM**

Name of Teacher: MISS TRACIE R. PUNA
 Academic Year/Term: 1st Semester 2024-2025
 Course Taught: Educ. 31 Date: Nov. 7, 2024 Time: 8:45 – 10:15
 Room: 1-6 Total Number of Students: _____
 Total Number and Percentage of Student Attendees: _____

Directions: The faculty evaluation form is designed for monitoring and evaluation purposes. This is rated at the end of the semester after a series of observations, walkthrough announced or unannounced. Rate the teacher as to the extent of application of the indicators reflected. The following is the evaluation rating interpretation:

4.5-5 Outstanding
3.5-4.4 Very Satisfactory
2.5-3.4 Satisfactory

1.5-2.4 Poor
1.0-1.4 Very Poor

Part I.

Domain	Description	Rating
I. Planning & Preparation	1. Evidence of careful planning, content and competencies are aligned with the CHED course description and requirement.	4.6
	2. Outcomes-based education is emphasized. Instructional outcomes are clear, represent important learning in the course, and are aligned to the curriculum	4.6
	3. Instructional design which includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions.	4.7
	4. Clear policies, guidelines and procedures for the class were evident.	4.5
	5. Integration of research-based knowledge and principles of teaching and learning.	4.5
		4.58

II. Student Engagement	1. The teacher organizes the classroom so that all students can learn.	4.5
	2. Maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks.	4.5
	3. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates.	4.5
	4. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning.	4.5
	5. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.	4.5
	6.	4.5
III. Instruction	1. Provide students significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning tasks.	4.6
	2. Clear explanations and invite student intellectual engagement.	4.6
	3. Gives feedback specific to learning goals and offers concrete suggestions for improvement.	4.6
	4. Differentiated instruction is employed to ensure student success.	4.6
	5. Use of Instructional Media (i.e., Media Presentations, Animated/ Voiceover Presentations, Learning Modules, Notes, Streaming Video, Internet Links, Case Studies, etc.)	4.7
	6. Assignments, activities, readings, and/or projects within the course have a discussion of the purpose of the assignment related to learning objectives and are appropriate and manageable	4.5
	7. Measurable, behavioral learning objectives/goals are identified at the start of the lesson.	4.6
	8. Expertise in content area evident in presentation of knowledge and in interactions with students	4.7
	9. At least three types of assessments are evident.	4.5

	10. Dynamic and thoughtful interactions are evident in student to-student and student-to-faculty interactions, adding to a quality learning experience.	4.6
		4.6
IV. Professional Responsibilities	1. Teacher starts and ends the class on time.	4.7
	2. Clear guidelines are established for the learner that includes learner and instructor responsibilities, and techniques to support the learner.	4.6
	3. Communication skills follow principles of grammar and sentence structure and are without errors.	4.7
	4.	4.6
V. Franciscan Dimension	1. Integrates Franciscan core values: Integrity, Responsible Stewardship, Excellence, Compassion, and Peace in the planning and delivery of lessons	-
	2. Creates and sustains opportunities for the development of creative and critical thinking skills among learners as evidenced in the activities of the lessons.	4.5
	3. Advocates responsible stewardship of God's creation in the planning and actual teaching.	-
	4.	4.5

TOTAL RATING:

4.54

PART II.

STRENGTHS	WEAKNESS/CHALLENGES
<ul style="list-style-type: none"> The teacher demonstrated a strong personality. Knowledge and mastery of the subject matter was evident Strong academic engagement of students were provided 	<ul style="list-style-type: none"> There were some students who were hesitant to share their ideas.

Evaluator:

DR. MARIA VICTORIA A. GONZAGA
Dean

Confirmed:

TRACEY R. RINK
Faculty