**CLASSROOM OBSERVATION FORM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of School:**  **Region:** | | | | | | |
| Address: | | | | | | |
| Name of Teacher: | | | | | | |
| Subject of Instruction: Grade Level/Section: | | | | | | |
| Name of Observer: Date of Observation: | | | | | | |
| **RATING SCALE:**  4 - Performance of this item is innovatively done.  3 - Performance of this item is satisfactorily done.  2 - Performance of this item is partially done due to some omissions.  1 - Performance of this item is partially done due to serious errors and  misconceptions.  0 - Performance of this item is not observed at all. | | | | | | |
| **A. TEACHER ACTIONS** | | | | | | |
| 1. | The teacher communicates clear expectations of student performance in line with the unit standards and competencies | 4 | 3 | 2 | 1 | 0 |
| 2. | The teacher utilizes various learning materials, resources and strategies to enable all students to learn and achieve the unit standards and competencies and learning goals. | 4 | 3 | 2 | 1 | 0 |
| 3. | The teacher monitors and checks on students’ learning and attainment of the unit standards and competencies by conducting varied forms of assessments during class discussion. | 4 | 3 | 2 | 1 | 0 |
| 4. | The teacher provides appropriate feedback or interventions to enable students in attaining the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 5. | The teacher manages the classroom environment and time in a way that supports student learning and the achievement of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 6. | The teacher processes students’ understanding by asking clarifying or critical thinking questions related to the unit standards or competencies. | 4 | 3 | 2 | 1 | 0 |
| **B. STUDENT LEARNING ACTIONS** | | | | | | |
| 7. | The students are active and engaged with the different learning tasks aimed at accomplishing the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 8. | The students use different learning materials and resources including technology to achieve the learning goals of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 9. | The students share their ideas, reflections or solutions to thought-provoking questions and real life challenges or problems related to the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 10. | The students collaborate, plan together and have meaningful interactions with each other to meet the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 11. | The students are able to explain how their ideas, outputs or performances accomplish the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 12. | The students, when encouraged or on their own, ask questions to clarify or deepen their understanding of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 13. | The students are able to relate or transfer their learning to daily life and real world situations. | 4 | 3 | 2 | 1 | 0 |
| 14. | The students are able to integrate 21st century skills in their achievement of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 15. | The students are able to reflect on and connect their learning with the school’s PVMGO. | 4 | 3 | 2 | 1 | 0 |
|  | **TOTAL** |  | | | | |
|  | **AVERAGE** |  | | | | |