



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**DIVISION OF BAGUIO CITY**  
#82 Military Cut-Off, Baguio City  
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DepEd DIVISION OFFICE  
BAGUIO CITY

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**DIVISION MEMORANDUM**

No. 468, s. 2017

**CLASSROOM OBSERVATION TOOL FOR SCHOOL HEADS**

To: Chiefs  
Education Program Supervisors  
Public Schools District Supervisors  
School Heads/Head Teachers/Master Teachers

1. The DepEd Rationalization Program, in accordance with Executive Order 366 issued in 2014 directs a strategic review of operations and organizations of the executive branch. This was meant to improve the quality and efficiency of government services by focusing government efforts and resources on its core services by eliminating/minimizing overlaps and duplications, and improving agency performance through the rationalization of services delivery and support systems, organizational structure and staffing. (Section 2, EO 366).
2. As a division initiative, the conduct of researches were encouraged as bases of improvement that could contribute to the attainment of desired goals in the Division, one of which is the crafting of tools in order to align efforts towards the desired outcomes. This particular tool was conceptualized as an offshoot of research in order to highlight the importance of the desired learning outcomes as core of the monitoring and evaluation in relation to student performance. In the crafting of the tools, the STAR (Situation-Task-Action –Result) approach from the Results-based Performance Management System (RPMS) of DepEd was utilized, a process which ensures that all employees focus work efforts towards achieving DEpEd's vision, mission, and values.
3. The professional standards for teachers as stated in DepEd Order No. 42, s. 2017 entitled, "National Adoption and Implementation of the Philippine Professional Standards for Teachers" were also considered in order to meet the expected outcomes. The tool also encompassed the 21st century skills as embedded in the K to 12 curriculum with the inclusion of ASEAN integration for the purposes of establishing global awareness among neighboring countries and for the sake of peace and order, good relations, and partnerships.
4. The attached tool is hereby recommended to be utilized for classroom observation and as basis for supervisory functions in schools.
5. Immediate and wide dissemination of this memorandum is desired. ✓

  
**FEDERICO P. MARTIN, CESO VI**  
Schools Division Superintendent  
Schools Division of Baguio City



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**CLASSROOM OBSERVATION TOOL**

Name: \_\_\_\_\_  
 Time & Date: \_\_\_\_\_

Subject: \_\_\_\_\_  
 Lesson: \_\_\_\_\_

A	SITUATION/TEACHING EPISODE	Evaluation Rubrics				Remarks
		4	3	2	1	
	<b>Learning Objectives</b>					
	<i>The teacher's DLP/DLL should be ready as bases of observation. The observer must check the alignment of the objectives from the curriculum standards of the K to 12 curriculum.</i>					
	<i>The Teacher:</i>					
	1. Reviewed the previous lessons and clarify concepts from the previous lessons that learners had difficulty understanding.					
	2. Introduced the new lesson and connects the previous lessons to the new lessons in a logical manner.					
	3. Established a purpose for the new lesson by presenting clear and precise objectives. It is imp. To write objectives on the board.					
	4. The teacher motivated the learners through start-up or warm up activities or /and encourage learners to ask questions about the new lessons to asses if they had understood the purpose of learning the new lesson.					
	<b>TASK:</b>					
<b>B</b>	<b>Lesson Strategies, Activities and Delivery</b>					
	5. The teacher demonstrated mastery of content within and/or across curriculum teaching areas.					
	6. The teacher conveyed ideas clearly and unlock difficult words.					
	7. The teacher presented logical order of concepts or presents lessons developmentally.(simple to complex)					
	8. Teacher applied appropriate instructional strategies and methods to achieve the learning objectives: a. Direct Instruction b. Indirect Instruction c. Interactive Instruction d. Experiential Instruction e. Independent Study f. Others					
	9. The teacher used contextualization to deepen understanding and/or differentiated activities appropriate to learners' needs.					
	10. The teacher integrated ICT into any of the different parts of the lesson to promote learning and enhance the abilities and skills of both					

	learners and teachers.					
	11. The teacher promoted literacy and numeracy for each appropriate grade level relevant to aspects of daily living.					
	12. The teacher applied strategy/ies to develop critical and creative thinking as well as other higher order thinking skills (HOTS) through well-planned sets of questions or varied examples for higher level of understanding.					
	13. The teacher displayed proficient use of Mother Tongue, Filipino, English to improve teaching and learning and to develop learners' pride of their language, heritage, and culture.					
	14. The teacher used verbal and non-verbal classroom communication strategies to support learners' understanding, participation, engagement, and achievement.					
	15. The teacher created a learning environment that applies positive and non-violent discipline in the management of the learner behavior.					
	16. The teacher clarified misconceptions immediately. ACTION:					
C	Classroom Environment, Classroom Management					
	17. Learners were safe and secured in the physical/classroom environment.					
	18. Learners displayed fairness, respect, discipline and care while in class.					
	19. Learners showed appropriate behavior of individualism, cooperation, gender-sensitiveness and healthy competition in classroom activities.					
	20. Learners were engaged individually or in groups through appropriate tasks/differentiated tasks as applicable.					
	21. Learners recited and participated, thus, gained confidence.					
	22. Learners worked productively by assuming tasks/ responsibility.					
D	Generalization					
	23. The learners answered a recall situation related to the activities that enabled them to craft their own ideas regarding the lesson without verbatim repetition. Like: question and answer activity, games, brainstorming etc.					
	24. Application: The learners applied what they learned in a creative way: role play, dramatization, demonstration, simulation, composition writing, etc. (Application)					
	25. Analysis: The learners answered a problem through logical examination of facts through case studies, concept mapping, reaction paper, experiment etc.					
	26. Valuing: The learners made an assessment/reflections according to given standards.					
	RESULT:					
E	End of Class Assessment & Student Mastery of					

<b>Objectives</b>					
<b>27. Majority to 100 % participated/recited.</b>					
<b>28. Exit slips/formative/summative assessments proved that nearly all learners mastered their objectives.</b>					
<b>29. Activities done were congruent with the objectives deepening of understanding was evident</b>					
<b>30. Rubrics were presented and reviewed with learners before actual performance, such that, rubrics were fair and student friendly. (encourages students' realization to do better)</b>					
<b>31. The 21<sup>st</sup> century skills embedded in the learning competencies were evident.</b> a. Learning & Innovation Skills b. Information, Media, and Technology skills c. Effective Communication Skills d. Life and Career Skills e. ASEAN Integration • Per track/subject area					

**Scoring Rubrics: 3.25 – 4.00 = Outstanding**

**2.50 - 3.24 = Very Satisfactory**

**1.75 – 2.49 = Satisfactory**

**1.00 – 1.75 = Needs Improvement**