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Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

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Office of the Schools Division Superintendent

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Division MEMORANDUM
No. 750, s. 2024

CONDUCT OF CLASSROOM OBSERVATION FOR SCHOOL YEAR 2024-2025

To: All Education Program Supervisors
All Public Schools District Supervisors/ District In-charge
All Secondary and Elementary School Heads

1. Instructional supervision is one of the key duties and responsibilities of school heads, which includes managing the instructional system and overseeing learning delivery. Hence, the regular conduct of classroom observations is essential.
2. Memorandum DM-OSEC-2024-0, titled *Guidance on the Implementation of DepEd RPMS Relative to Executive Order No. 61, s. 2024*, suspends the RPMS-PPST-related implementation in schools, however, the supervision of instructional delivery must continue to ensure the quality of teaching and learning.
3. Therefore, classroom observations, whether formal or informal, shall be conducted in schools for the following purposes.:
 - a. **Monitor Instructional Practices.** To provide insights into the effectiveness of a teacher's instructional strategies, methods, and engagement with students.
 - b. **Provide Technical Assistance for Professional Development.** To offer constructive feedback through mentoring and coaching to help teachers reflect on their teaching methods and improve the areas for development.
 - c. **Ensure Quality Learning Experiences.** To help ensure that students are receiving a quality education and that lessons align with the curriculum and learning objectives.
 - d. **Identify Best Practices.** To allows sharing and benchmarking of successful teaching practices across classrooms.
4. A contextualized Classroom Observation Tool is provided to guide school heads and master teachers in conducting classroom observations.
5. No ratings shall be given to teachers. However, observers must determine the level of the teacher's instructional delivery based on the required features of practice, which are anchored on quality teaching standards.



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6. The phases of classroom observations shall be followed (*pre-con, observation proper, post-con*) to enhance the teaching process through TA.
7. The use of Observation Notes is essential, as it serves as the basis for determining the teacher's level of instructional delivery.
8. Observers and teachers should agree on unmet indicators through the Performance Monitoring and Coaching Form (PMCF) during the post-conference. Follow-ups on these agreements shall be conducted through informal/fleeting classroom observations within the quarter.
9. Public Schools District Supervisors (PSDSs) and District In-Charge (DICs) must ensure that the tools are properly communicated to all school heads and teachers to prevent misinterpretation of classroom observation activities and their indicators.
10. Education Program Supervisors shall monitor the conduct of this activity to ensure smooth implementation in schools.
11. For widest dissemination and compliance.

LORENZO O. MACASCOL, PhD, CESO V
Schools Division Superintendent

Encl.: Classroom Observation Tool
References:

PCP of School Heads and Master Teachers

CCTCC//DM- CONDUCT OF CLASSROOM OBSERVATION FOR SCHOOL YEAR 2024-2025
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CLASSROOM OBSERVATION TOOL
School year 2024-2025

Observer: _____ Date: _____

Name of Teacher Observed: _____

Subject/Grade Level Taught: _____

OBSERVATION PERIOD: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Directions: Please check the box that corresponds to the observations made during the teacher's class demonstration. These indicators are designed to guide instructional leaders in identifying the teacher's strengths and areas for coaching and mentoring. This will also help teachers ensure that instruction is delivered in alignment with quality teaching standards.

INDICATORS	RUBRICS			
	Satisfactory	Very Satisfactory	Outstanding	Exemplary (For MTs)
1. Apply knowledge of content within and across curriculum content teaching areas	The teacher was able to deepen the content in the specific learning area and attempts to integrate other contents across another learning area.	The teacher was able to deepen the content and connects the content to other/more learning areas.	The teacher was able to connect ideas and integrate content within and across other learning teaching areas in any parts of the lesson congruently.	The teacher was able to transfer the competency to learners in integrating different content as measure of expanded learning evident in learner's outputs.
2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	The teacher was able to provide relevant activities and assessment that enhance their basic literacy and numeracy skills.	The teacher was able to apply activities and assessment that allows the students to read and comprehend concepts from the materials to enhance their literacy and numeracy skills.	The teacher was able to provide activities and assessment that allowed students to read, analyze, and reason out concepts through data, graphs, infographics, solve problems and make decisions based on data	The teacher was able to provide activities and assessment that allowed students to create concepts and outputs through data graphs, infographics, solve problems and make decisions based on data
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	The teacher was able to provide questions and activities that encourage learners to explain, demonstrate, and use ideas learned.	The teacher was able to provide questions and activities that challenges learners to justify their thinking and successfully engages most learners in the discussion using well-directed questions and activities.	The teacher was able to provide a broad range of questions and activities , that challenge learners to analyze their thinking, synthesize or summarize information within or across disciplines.	The teacher was able to provide activities and assessments that enable learners to evaluate their thinking and to seek constructive feedback from peers. The teacher was able to extend the discussion by inviting learners to give comments to other's answers/output during the discussion.



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4. Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals	The teacher was able to use learning resources including ICT in a unidirectional format (Using PowerPoint for discussion, using video or audio as springboard for discussion)	The teacher was able to use interactive materials including ICT that allows students to connect to the materials and responds to the materials when needed. (gameboards, quipper-school, other two-way mediated activities that require one/single correct answer.	The teacher was able to integrate multidisciplinary learning resources , (diverse instructional materials) including ICT, (combination of 3 or more learning materials; paper-based, hand-held devices or manipulatives and ICT-based resources) which allowed students to manipulate or operate or to discuss and share ideas to support the learning goals.	The teacher was able to transfer multidisciplinary skills to learners in selecting, developing and organizing outputs based from diverse instructional materials. The teacher was able to provide opportunities for the students to create their own ICT-based outputs including the alternative use of manipulatives and other resources to achieve the learning goals.
5. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements	The teacher was able to use a variety of assessment strategies , but some do not measure the intended learning outcomes. The teacher was able to use most assessments that required single correct answer.	The teacher was able to use assessment strategies which encourages the learners to assess and monitor the quality of their own work against the assessment criteria and performance standards. The learners shall evaluate their own output and provide recommendations for improvement	The teacher was able to use assessment strategies that engage learners to use assessment criteria to self-monitor their own progress. The teacher was able to frequently assess their own work and the work of their peer's using assessment criteria embedded in the teacher-learners-generated rubrics, peer reviews, and/or reflection logs.	The teacher was able to provide opportunities for students to collaborate in creating assessments and setting assessment criteria to meet performance standards. Additionally, the teacher allowed learners to assess outputs based on the collaboratively established criteria.
6. Used strategies for providing timely, accurate and constructive feedback to improve learner performance	The teacher was able to recognize the learner's strengths and weaknesses but did not provide in-depth feedback to correct the responses.	The teacher was able to provide feedback intensively. The teacher was able to involve the learners to review the responses based on teacher' feedback.	The teacher was able to provide feedback and give opportunities for learners to discover the quality of their responses and correct their own responses. The teacher facilitates the self-corrective feedback to facilitate learning.	The teacher was able to provide students to reflect and enhance their feedback from teachers and peers. The teacher also provided learners with opportunities to explore self-corrective strategies to facilitate learning.



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7. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	The teacher provides a limited range of differentiated learning experiences to address the learning needs of some learners . The teacher relies on a single strategy or some strategies to accommodate learners' differences and developmental needs but fails to meet the intended outcomes for most learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the learning needs of most learners . The teacher was able to address the developmental levels of learners in the classroom and makes use of the different ways they learn by providing differentiated learning experiences that enable most learners to progress toward meeting intended outcomes.	The teacher was able to provide differentiated and developmentally appropriate learning experiences to address the learning needs of different groups of learners . The teacher was able to support the learners' needs through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for different groups of learners .	The teacher was able to provide differentiated and developmentally appropriate learning experiences to address the individual learning needs . The teacher provides appropriate instructional adaptation for individual learners that allows them to have opportunities to actively engage in various realistic and effective learning activities.
8. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	The teacher was able to demonstrate inaccurate or incomplete knowledge of prerequisite relationships, and transitions between activities and disrupt the sequence. The teacher was able to present minor organizational issues and missed opportunities during the lesson that affected learning time.	The teacher was able to sequence activities to scaffolds learners toward achieving the lesson's objectives. The teacher was able to keep learners engaged in the content and has a clear sense of purpose throughout the class period but lacks in-depth processing of the activities .	The teacher was able to manage well-structured lessons with emphasis on explicit connections between previous learning and new concepts and skills. The review of basic concepts and the activities that followed are effective in taking the application of this knowledge to the next level of exploration.	The teacher was able to structure the lesson taking into account the prior knowledge of the topic to the new concepts that is well paced with a thoughtfully chosen sequence of learning activities . The teacher was able to use different ways of presenting the lesson and activities suited to various learner needs .

Note to observers:

1. This tool should not be brought during actual classroom observations. Observers should only bring observation notes to record the classroom proceedings.
2. This tool shall be used to determine the teacher's level of instructional delivery based on the observation notes, which will guide the provision of technical assistance.
3. Observers shall complete this tool and provide it to the teachers during the post-conference.
4. Observers and teachers should reach agreements on unmet indicators through the PMCF during post-conference.
5. Follow-up on these agreements shall be conducted through fleeting classroom observations within the quarter.

 Signature over Printed name of the Observer

 Signature over Printed name of the Teacher



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**CLARIFICATIONS ON THE FEATURES OF PRACTICE
FOR CLASSROOM OBSERVATION**

1. **Integration of content across learning areas** – The integration focuses on utilizing the content from other learning areas within a specific subject. This is not integrating subject areas across the curriculum, but the content from various disciplines is used (*through reading materials, activity sheets, output requirements, performance tasks*) to deepen understanding, broaden knowledge, and enhance competencies within the context of the subject at hand.
2. **Multidisciplinary Learning Resources** - Multidisciplinary learning resources are educational materials that draw from a variety of sources. These resources encourage students to explore topics using a combination of textbooks, worksheets, manipulatives, and ICT tools, providing access to information from diverse and open platforms. Multidisciplinary learning resources allow teachers to offer various learning platforms to broaden content knowledge and deepen competencies.
3. **Self-Corrective Feedback** – Self-corrective feedback refers to the process in which learners independently identify, assess, and correct their own errors or misconceptions. By engaging in self-corrective feedback, learners develop critical thinking skills, improve problem-solving abilities, and enhance their understanding of the subject matter. In a classroom setting, self-corrective feedback can be facilitated through strategies like guided questioning, reflection prompts, or access to resources that allow students to compare their work against correct models or solutions.
4. **Individualized Instruction to Address Individual Learning Needs** - Individualized instruction is a teaching approach that tailors learning activities, materials, and pacing to meet the unique needs, abilities, and interests of each student in the classroom. By addressing individual learning needs, teachers can modify lessons, use differentiated resources, and offer targeted interventions to ensure that all students can progress at their own pace. For example, in the classroom, the teacher provides various activities, giving learners options to choose from. Each student selects and decides which tasks to complete to meet the required competency. This makes the output learner-centered, as the students determine what they will do and create.