



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

DIVISION MEMORANDUM

**DIVISION DEMONSTRATION TEACHING CARAVAN ACROSS LEARNING AREAS IN
PARTNERSHIP WITH PTC-CSJ AND WWF, EDUCATION FOR SUSTAINABLE
DEVELOPMENT (ESD) YEAR 3**

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary School Heads / OICs
All Others Concerned

1. Upgrading teachers' professional growth and development in the new normal counts much in the delivery of effective, and engaging integrative Demonstration Teaching Caravan across Learning Areas to be conducted from April 25 - 28, 2023 in 12 Elementary Schools.
2. Attached is the List of Demonstration Teachers assigned to showcase their school's best practices in Demonstrations Teaching as they integrated ESD in learning area assigned to them.
3. PTC-CSJ and WWF Partners, 12 School Heads, Master Teachers, Science Coordinators and Teachers are required to attend the post conference after each Demonstration Teaching.
4. Please refer to the attached Classroom Observation Toll (COT).
5. Immediate and wide dissemination of this Memorandum is desired.


CARLEEN S. SEDILLA CESO V
Schools Division Superintendent

Encl: As stated
Reference: None
To be indicated in the Perpetual Index
Under the following subjects:

DEMONSTRATION TEACHERS SCIENCE

ASO/DM- DIVISION DEMONSTRATION TEACHING CARAVAN ACROSS LEARNING AREAS IN PARTNERSHIP WITH PTC CSJ AND WWF, EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) YEAR 3
095 March 10, 2023

UN-2023-095



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**Project: 12 Elementary Public Schools with WWF -PTC-CSJ
Foundation**

**Re: Year 3 of Integrative Demonstration Teaching Caravan in Education
for Sustainable Development (ESD)**

April 25 -28, 2023

	SCHOOL	School Head	Demo Teacher and Grade Level	Time	Date/ Day
1.	Población Elem School (POBES)	Dr. Raul T. Felix	Dhanica R. Baldovino Kindergarten	9:00 – 10:00 AM	April 25 Tuesday
2.	Itaas Elem. School (IES)	Dr. Antonio C. Gagala	Juvy t. Cortez Grade 6 – Filipino	10:30 – 11:30 AM	
3.	Muntinlupa Elem. School (MES)	Dr. Maria Aurora B. Bartolaba	Jedilyn Landrito Grade 4 - Filipino	1:00 -2:00 PM	
4.	Lakeview Integrated School (LIS)	Dr. Rosendo S. Sangalang	Malvar Cabrejas Grade 6- Science	9:00 – 10:00 AM	April 26 Wednesday
5.	Bayanan Elem. School-Main (BESM)	Mr. Edizer S. Laqueo	Cherie Anne M. Bolanos Grade 3 -Science	10:30 – 11:30 AM	
6.	F.De Mesa Elem. School (FDMES)	Mr. Reynaldo O. Comisario	Hana Joy F. Velasco Grade 5 -Science	1:00 -2:00 PM	
7	Tunasan Elem School	Dr. Jennifer Joson	Raffy Q. Pedrosa Grade 5 – English	9:00 – 10:00 AM	April 27 Thursday
8.	Putatan Elem School (PES)	Mr. Felipe W. Marapao Jr.	Catherine Vasol Grade 6-Science	10:30 – 11:30 AM	
9.	Alabang Elementary School -(AES)	Dr. Shella C. Navarro	Gerlyn Amodia Grade 4- MAPEH	1:00 -2:00 PM	
10.	Buli Elem. School (Buli ES)	Mr. Hilario . Canasa	Austene I. Delo Santos Grade 4 -Science	9:00 – 10:00 AM	April 28 Friday
11.	Cupang Elem. School Main (SESM)	Mrs. Rhodora Mandap	Nilda D. Destacamento Grade 4 – English	10:30 – 11:30 AM	
12	Sucat Elem. School Main (SESM)	Dr. Jane May Valbuena	Benjamin Ladrera Grade 6- TLE	1:00 -2:00 PM	
	TOTAL		12		



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	3	4	5	6	7	NO*
1. Applied knowledge of content within and across curriculum teaching areas.						
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.						
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.						
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.						
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.						
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.						
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.						
8. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.						
9. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.						
OTHER COMMENTS:						

* NO stands for Not Observed which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	4	5	6	7	8	NO*
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.						
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.						
3. Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to developed the learners' pride of their language, heritage and culture.						
4. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.						
5. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning.						
6. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.						
7. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.						
8. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.						
OTHER COMMENTS:						

* NO stands for Not Observed which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

**COT-RPMS****TEACHER I-III****INTER-OBSERVER AGREEMENT FORM**

OBSERVER 1: _____

NAME OF TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

QUARTER: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating.

INDICATORS	FINAL RATING
1. Applied knowledge of content within and across curriculum teaching areas.	
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	
3. Ensured the positive use of ICT to facilitate the teaching and learning process.	
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	
5. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	
6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	
7. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	
8. Planned and delivered 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.	
OTHER COMMENTS:	

Signature over Printed Name
of Observer 1Signature over Printed Name
of Observer 2Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher

**COT-RPMS****MASTER TEACHER I-IV****INTER-OBSERVER AGREEMENT FORM**

OBSERVER 1: _____

NAME OF TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

QUARTER: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating.

INDICATORS	FINAL RATING
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	
3. Worked with colleagues to model and shared effective techniques in the management of 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. Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.	
5. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	
6. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	
OTHER COMMENTS:	

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher