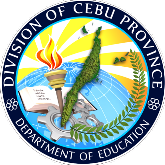
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**COT-RPMS**

**MASTER TEACHER I-IV**

**INTER-OBSERVER AGREEMENT FORM**

**CARMELITO M. LAURON, SR. – ASP2**

|  |  |
| --- | --- |
| OBSERVER 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **DR. HIPOLITO Q. PEGARIDO, JR. – P1** | NAME OF TEACHER OBSERVED:  **RUTH M. REGNER** |
| OBSERVER 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| OBSERVER 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | SUBJECT & GRADE LEVEL TAUGHT: |
| DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

OBSERVATION 1 2 3 4

**DIRECTIONS FOR THE OBSERVERS:**

1. Indicate your individual rating for each indicator.
2. Discuss within the group your reason/s for such rating. In case of different ratings, the observers must resolve the difference and come up with an agreed rating. *The final rating is not an average; it is a final rating based on reasoned and consensual judgment*.
3. Attach all individual Rating Sheets to the Inter-Observer Agreement Form.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **THE TEACHER:** | **Observer 1** | **Observer 2** | **Observer 3** | **AGREED**  **RATING** |
| 1. Applies knowledge of content within and across curriculum teaching areas |  |  |  |  |
| 1. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills |  |  |  |  |
| 1. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments |  |  |  |  |
| 1. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments |  |  |  |  |
| 1. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts |  |  |  |  |