** **

**COT-RPMS**

**TEACHER I - III**

**INTER-OBSERVER AGREEMENT FORM**

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| OBSERVER 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**CARMELITO M. LAURON, SR. – ASP2** | NAME OF TEACHER OBSERVED: |
| 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.

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| **THE TEACHER:** | **Observer1** | **Observer2** | **Observer3** | **AGREED****RATING** |
| 1. Applies knowledge of content within and across curriculum teaching areas
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| 1. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
 |  |  |  |  |
| 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. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences
 |  |  |  |  |
| 1. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts
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| 1. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals
 |  |  |  |  |
| 1. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements
 |  |  |  |  |