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| **PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM**  **BICOL REGION CAMPUS**  **TEACHING PERFORMANCE EVALUATION TOOL BY SUPERIOR** | | | | | |
| Name of Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_ Section:\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_  **Each of the qualities below is evaluated on the basis of points equivalent to the adjectival rating which are as follows:**  5 – Outstanding (O) 4 – Very Satisfactory (VS) 3 – Satisfactory (S) 2 – Fair (F) 1 – Poor (P)  **Check the column of rating that best describes the teacher. Please be fair and objective in rating the teacher.** | | | | | |
| **MASTERY OF SUBJECT MATTER** | | | | | |
| 1. Shows a broad, accurate, up-to-date knowledge of the subject matter. | 5 | 4 | 3 | 2 | 1 |
| 1. Introduces new lesson/topic with confidence. |  |  |  |  |  |
| 1. Interprets abstract ideas clearly and supports these ideas with examples, comparisons, and facts. |  |  |  |  |  |
| 1. Relates course to other fields and/or present-day problems. |  |  |  |  |  |
| 1. Is well-informed about current trends and development in subject area. |  |  |  |  |  |
| 1. Can expertly answer a variety of students’ questions almost all the time. |  |  |  |  |  |
| **PRESENTATION OF LESSONS** | | | | | |
| 1. Presents subject matter clearly and systematically. |  |  |  |  |  |
| 1. Uses varied approaches to teaching. |  |  |  |  |  |
| 1. Creates interesting situations to stimulate learning. |  |  |  |  |  |
| 1. Aims challenging questions requiring higher thinking skills. |  |  |  |  |  |
| 1. Presents adequate materials and activities throughout the class hours. |  |  |  |  |  |
| **CLARITY OF COURSE OBJECTIVES, CONTENT, AND REQUIREMENTS** | | | | | |
| 1. Clarifies course objectives and specifies course content and requirements at the beginning of the course. |  |  |  |  |  |
| 1. Presents objectives/content that is consistent with PSHS mission-vision. |  |  |  |  |  |
| **STUDENT INVOLVEMENT** | | | | | |
| 1. Gives students chance to ask questions/ express their opinions freely. |  |  |  |  |  |
| 1. Design activities that generate wide class participation/discussion. |  |  |  |  |  |
| 1. Encourage students to take the lead in class discussion activities and succeeds in stimulating most to do so. |  |  |  |  |  |
| **CLASSROOM MANAGEMENT** | | | | | |
| 1. Maintains order and discipline in the classroom; keep distractions to the minimum. |  |  |  |  |  |
| 1. Creates class atmosphere that is highly conducive to learning. |  |  |  |  |  |
| **ASSESSMENT OF STUDENT PERFORMANCE** | | | | | |
| 1. Requires test or non-test measures that are adequately explained, well-managed, and clearly proceed from classroom lessons. |  |  |  |  |  |
| 1. Provides enough opportunities for students to improve their class standing. |  |  |  |  |  |
| 1. Gives students prompt feedback on their performance (test and non-test requirements) |  |  |  |  |  |
| Course of action to improve teaching performance | | | | | |

Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Conforme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Signature over Printed Name of Unit Head/CID Chief Signature over Printed Name of Teacher*