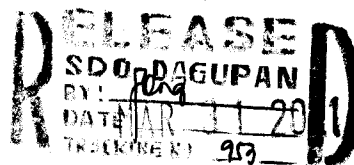


Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OFFICE DAGUPAN CITY

Office of the Schools Division Superintendent



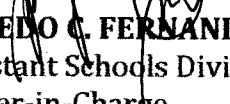
Division Advisory

No. 11 s. 2021

March 31, 2021

Enclosed is the Regional Advisory No. 032, s. 2021 re: **Series of Webinar Sessions on Research by beyond Books Publication**

This advisory is not for endorsement per DepEd Order No. 28, s. 2001 but only for the information of the SDO Dagupan Officials, school heads, personnel/staff, as well as the concerned public.


AGUEDO C. FERNANDEZ, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

HRDS/mvr Series of Webinar Sessions on Research by beyond Books Publication
31/3/2021



Address: DepEd SDO, Burgos St., Dagupan City
Telephone No.: (075)615-2645/615-2641
Website: depeddagupan.com
Email Address: dagupan.city@deped.gov.ph



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Republic of the Philippines
Department of Education
REGION I



Advisory No. 032, s. 2021
March 29, 2021

In compliance with DepEd Order (D.O) No. 8, s. 2013
this advisory is issued not for endorsement per D.O No. 28, s. 2001,
but only for the information of DepEd Officials,
personnel/staff, as well as the concerned public.
(Visit www.deped.gov.ph)

SERIES OF WEBINAR SESSIONS ON RESEARCH BY BEYOND BOOKS PUBLICATION

The Beyond Books Publication will be conducting a series of webinar sessions also known as Research Talks for the subjects: Inquiries, Investigation and Immersion and Practical Research I Beginning March 17 to December 2021. A Demonstration Teaching Festival for all subject areas will also be conducted from April – December 2021.

Teachers of the Department of Education from the regional and schools division offices, including public and private elementary and secondary schools, and the attached agencies of the department, and other educational institutions, are invited to participate in the activity on a voluntary basis.

Participation of public and private schools shall be subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s. 2005 entitled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith.

For more information, please contact:

Ma. Teresita G. Calapis
Program Chair
Beyond Books Publication
27 San Gabriel, Macabebe, Pampanga
Contact No.: 0933-556-4886
E-mail address: beyondbookspublication2018@gmail.com

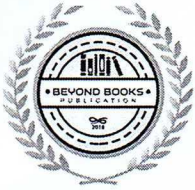
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March 19, 2021

DR. TOLENTINO G. AQUINO

OIC Regional Director
Regional Director
Region 1
ord.region1@deped.gov.ph



Dear Dir. Aquino:

Greetings of Peace!

Beyond Books Publication, a Philippine based book publishing situated at Macabebe, Pampanga will hold series of webinar session also known as Research Talks on for the Subjects Inquiries, Investigation and Immersion and Practical Research I (MELCS based) beginning 17th of March 2021 to December 2021. Moreover, a Demonstration Teaching Festival for all Subjects Areas will also be conducted from April 2021-December 2021 that will provide a venue for teachers to show case different strategies and mechanism that will enhance the teaching and learning experiences of students especially those connected to the new normal and the distance learning modalities.

The activity supports the continuing professional development of teachers as stated in DepEd Order No. 42, series of 2017 or the Philippine Professional Standard for Teachers (PPST) which recognizes and supports teacher vital role in raising student achievement by enhancing quality education for sustainable nation building. The standards described the expectations of teachers' increasing levels of knowledge, practice and professional engagement.

The said activity aims to: (1) provide an opportunity for teachers to have a benchmarking on best practices of teachers teaching the subject; (2) give teachers an opportunity to interact with experts in the field of specialization; (3) collaborate with teachers for an exchange of ideas in terms of pedagogies and strategies (MELCS Based) considering geographical setting in teaching the subject; (4) build networks with teacher-researchers, scholars and experts; and (5) create a group of highly esteemed professional promoting a global standard of education.

For students, this activity aims to: (1) advance their learning on Inquiries, Investigation and Immersion and Practical Research 1; (2) provide an avenue for interaction among student researchers; and (3) strengthen the principle of research-based education in the senior high school years.

In lieu of the foregoing, the undersigned would like to seek an ADVISORY from your office to enjoin DepEd teachers to participate in the above activity. Details of the webinar series and demonstration teaching are available in the Facebook Page of Beyond Books Publication or may contact via email at beyondbookspublication2018@gmail.com and mobile number at (+63) 933 556 4886.

Thank you very much. Your response is very much appreciated.

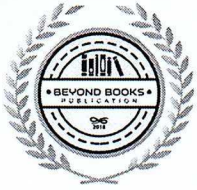


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Truly yours,




MA. TERESITA G. CALAPIS, LPT, DPA
Program Chair
#09773491201
ma.teresitacalapis@gmail.com



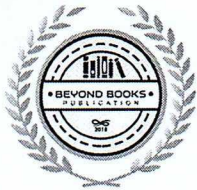
DR. RIGEL U. SANTIAGO
PROGRAM CO-CHAIR
PRACTICAL RESEARCH I

(SGD) ARLENE TOMINES-CARLOS, MAN, DHUM
PROGRAM CHAIR
INVESTIGATION, INQUIRIES AND IMMERSION

(SGD) LEA K. LADERA, LPT
PROGRAM CO-CHAIR
INVESTIGATION, INQUIRIES AND IMMERSION



LEONILO B. CAPULSO, LPT, MRS, MAEd, SMRIEDR, PhD (cand), Dhum
PROJECT DIRECTOR/LEADER
PCEO – BEYOND BOOKS PUBLICATION
Master Teacher I, San Matias National High School
SDO Pampanga
09335564886



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TRAINING MATRIX AND POOL OF SPEAKERS/ FACILITATORS

PRACTICAL RESEARCH 1



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DATE	TOPIC/S	SPEAKER/S	FACILITATOR	REMARKS
March 19, 2021 Friday 6:00-7:00pm Week 1	<ul style="list-style-type: none"> shares research experiences and knowledge explains the importance of research in daily life describes characteristics, processes, and ethics of research differentiates quantitative from qualitative research provides examples of research in areas of interest 	Erwin C. Pagtalunan, DPA (candidate) Master Teacher II Marcelo H. del Pilar National High School Philosophy/Social Sciences	Lea K. Ladera Irawan National High School Teacher III Puerto Princesa City, Palawan Science and Research	Google Meet FB Live YouTube Live
March 26, 2021 Friday 6:00-7:00pm Week 2	<ul style="list-style-type: none"> describes characteristics, strengths, weaknesses, and kinds of qualitative research Illustrates the importance of qualitative research across fields 	Maria Yvette M. Meniano, EdD Candidate De La Salle University Integrated School Laguna Campus STEM Science Faculty	Jojiemar M. Obligar Master Teacher II Tanauan City Integrated High School San Pedro II, Malvar, Batangas SDO: City Schools Division of Tanauan REGION: IV-A CALABARZON	Google Meet FB Live YouTube Live
April 2, 2021 Friday 6:00-7:00pm Week 3	<ul style="list-style-type: none"> designs a research project related to daily life writes a research title provides the justifications/reasons for conducting the research 	Ma. Teresita G. Calapis, DPA Dr. Pablito V. Mendoza Sr. High School Bustos, Bulacan SDO Bulacan	Cherry E. Garcia Castillejos National High School Zambales	Google Meet FB Live YouTube Live



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<p>Week 4</p>	<ul style="list-style-type: none"> states research question indicates scope and delimitation of research cites benefits and beneficiaries of research presents written statement of the problem 	<p>Herbert M. San Pedro SCHOOL: Casa del Nino Montessori & Science High School ADDRESS: San Pedro City, Laguna DESIGNATION: HS Principal SDO: Laguna REGION: IV A</p>		<p>Google Meet FB Live YouTube Live</p>
<p>April 9, 2021 Friday 6:00-7:00pm Week 5 and 6</p>	<ul style="list-style-type: none"> selects relevant literature Week 5 to 6 cites related literature using standard style synthesizes information from relevant literature writes a coherent review of literature 	<p>Rex A. Lim, PhD Davao City National High School, Senior High School English, Language Teaching, Applied Linguistics, Qualitative Research, Quantitative Research, Mixed Methods Research</p>	<p>Rommel Carl Peralta Master Teacher II Ligao National High School Guildid, Ligaw City Bicol Region V.</p>	<p>Google Meet FB Live YouTube Live</p>
<p>April 16, 2021 Friday 6:00-7:00pm Week 7 and 8</p>	<ul style="list-style-type: none"> follows ethical standards in writing related literature Week 7 to 8 presents a written review of the literature 	<p>Cherry E. Garcia Castillejos National High School Zambales</p>	<p>Jayben P. Locion, CSPE, LPT, MAT (CAR) Special Science Teacher I Samar National School Catbalogan City Area of specialty: Science/Research Email address: jayben.locion@gmail.com jayben.locion@deped.gov.ph</p>	<p>Google Meet FB Live YouTube Live</p>



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<p>April 23, 2021 Friday 6:00-7:00pm Week 1</p>	<p>Qualitative Research Designs</p>	<p>Propesor Resty Calo Samosa</p>		<p>Google Meet FB Live YouTube Live</p>
<p>April 30, 2021 Friday 6:00-7:00pm Week 2</p>	<p>Sampling Procedure</p>	<p>Arturo Jaravata Patungan Jr. Math and Physic Dept, College of Science, University of Santo Tomas Statistics, Data Science and Analytics, Quantitative Methods in Research Training Consultant For IBM SPSS, IBM AMOS SPSS and SPSS Modeler for StrandAsia Inc Metro Manila NCR</p>		<p>Google Meet FB Live YouTube Live</p>
<p>May 7, 2021 Friday 6:00-7:00pm Week 3</p>	<p>Data Collection, data gathering instrument and analysis procedussre</p>	<p>Jayben P. Locion, CSPE, LPT, MAT (CAR) Special Science Teacher I Samar National School Catbalogan City Area of specialty: Science/Research Email address: jayben.locion@gmail.com jayben.locion@deped.gov.ph</p>		<p>Google Meet FB Live YouTube Live</p>
<p>May 14, 2021 Friday 6:00-7:00pm</p>	<p>Presents a written research methodology</p>	<p>Dr. Mariquit M. Obrero University of Northern Philippines Designation: Professor III Address: Taleb, Bantay, Ilocos Sur</p>		<p>Google Meet FB Live YouTube Live</p>



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Week 4			Area of specialty: Science ,Technology and Education Research, Physics, Email address: obrromariquit@yahoo.com.ph		
May 21, 2021 Friday 6:00-7:00pm	Collection of data through Observations and Interviews	Emelito F. Sarmago Assistant Professor 4 Department of English Language Studies Faculty of Arts and Letters UST Manila			Google Meet FB Live YouTube Live
Week 5					
May 28, 2021 Friday 6:00-7:00pm	Infers and explain patterns and themes from data	Dr. Randy R. Gigawin MT II DepEd Capiz Division--SHS HUMSS		Rex A. Lim, PhD Davao City National High School, Senior High School English, Language Teaching, Applied Linguistics, Qualitative Research, Quantitative Research, Mixed Methods Research	Google Meet FB Live YouTube Live
Week 6					
June 4, 2021 Friday 6:00-7:00pm	Draws conclusions from patterns and themes Formulates recommendations based on conclusions	Dr. Riogel L. Santiago Teacher 1 Gordon Heights National High School (Olongapo City)		Ma. Teresita G. Calapis, DPA Dr. Pablito V. Mendoza Sr. High School Bustos, Bulacan SDO Bulacan	Google Meet FB Live YouTube Live
Week 7					



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PRACTICAL RESEARCH 1

Program Chair: Dr. Ma. Teresita G. Calapis

Program Co-Chair: Dr. Riogel L. Santiago

IT Specialist: Jayben P. Locion, CSPE, LPT, MAT (CAR) and Dr. Myra Flores



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TRAINING MATRIX AND POOL OF SPEAKERS AND FACILITATORS INVESTIGATION, INQUIRIES AND IMMERSION

DATE	TOPIC/S	SPEAKER/S	FACILITATOR	REMARKS
First Quarter March 17, 2021 6pm to 7pm	Week 1 Topic: Brainstorming for Research Topic	Speaker: Leonilo Basas Capulso	Facilitator: Le John Alfonso	
Week 2 March 24, 2021 March 31, 2021 6pm to 7pm	Topic: Identifying the Problem and Asking Questions	1st Speaker: Riogel Santiago 2nd Speaker: Herbert M. San Pedro	Facilitator: Le John Alfonso	
Week 3 to 5 April 5, 2021 6pm to 7pm	Topic: Reading on Related Topics RRL	Speaker: Emil Sarmago, PhD	Facilitator: Rollie Villegas, nPhD	
Week 6-8 April 14, 2021 6pm to 7pm	Topic: Understanding Ways to Collect Data	1st Speaker: Sir Rommel Carl Peralta	Facilitator: Cyrell Galang, EdD	



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Second Quarter Week 1-2 April 21, 2021 6 pm to 7 pm	Topic: Findingg Answers to Research Questions	Speaker: Jojie Obligar	Facilitator: Le John Alfonso	
Week 3 April 28, 2021	Topic: Reporting Findings, Drawing Conclusions and Making Recommendations	Speaker: Jupeth T. Pentang	Facilitator: Mam Edna Denubo	
Week 4 -5 April 30, 2021 6pm to 7pm	Topic: Sharing Your Research	Speaker: Roy Albert N. Acosta	Facilitator: Dr. Rollie Villegas	



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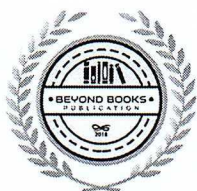
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INVESTIGATION, INQUIRIES AND IMMERSION

Program Chair: Dr. Arlene Tomines-Carlos

Program Co-Chair: Lea K. Ladera

IT Specialist: Jayben P. Locion, CSPE, LPT, MAT (CAR) and Dr. Myra Flores



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Research Talks

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CEO/PRESIDENT
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FREE REGISTRATION

Lecturer/Speaker

Leonilo B. Capulso
MT I/Cluster VI Research Coord.
San Matias National High School
SDO PAMPANGA

Moderator/Facilitator

Le John V. Alfonso
Teacher II
Sucad National High School
SDO PAMPANGA

Program Chair

Arlene Tomines-Carlos
Master Teacher - I
Sucad National High School
Apalit
SDO PAMPANGA

Program co-Chair

Lea R. Ladera
Irawan National High School
Teacher III Puerto Princesa
City, Palawan

**INQUIRIES,
INVESTIGATIONS &
IMMERSION**

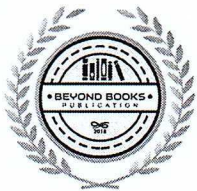
TOPIC 1/WEEK 1
BRAINSTORMING FOR RESEARCH TOPICS

Organizer:

BEYOND BOOKS PUBLICATION
Macabebe, Pampanga, PHILIPPINES
LEONILO B. CAPULSO- CEO/President
09335564886/09456130709


DATE:
**MARCH 17, 2021
WEDNESDAY
6:00 - 7:00 PM**

**OPEN FOR SHS
STUDENTS &
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Research Talks

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Google Meet
MARCH 17, 2021

**BRAINSTORMING FOR
RESEARCH TOPICS**
(Inquiries, Investigation & Immersion)




LEONILO B. CAPULSO
MASTER TEACHER I
SAN MATIAS NATIONAL HIGH SCHOOL
SDO PAMPANGA
+ **9335564886**





Research Talks

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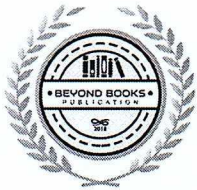


Google Meet

**TECHNICAL
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GROUP**



LEONILO B. CAPULSO
CEO/PRESIDENT
09335564886 / 09456130709



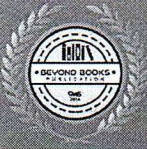
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Research Talks




FREE REGISTRATION

Lecturer/Speaker
**Erwin C. Pagtalunan**
Master Teacher II /
Marcelo H. del Pilar
National High School

Moderator/Facilitator
**Lea K. Ladera**
Irawan National High School
Teacher III Puerto Princesa
City, Palawan

Program Chair
**MA. TERESITA G. CALAPIS, DPA**
Dr. Pabilto V. Mendoza Sr. High
School

Program co-Chair
**Dr. Rigel L. Santiago**
Gordon Heights National
High School / Olongapo City

Organizer:
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LEONILLO B. CAPULSO- CEO/President
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PRACTICAL RESEARCH 1

TOPIC 1/WEEK 1
RESEARCH EXPERIENCES AND KNOWLEDGE
IMPORTANCE OF RESEARCH IN DAILY LIFE
CHARACTERISTICS, PROCESSES, AND ETHICS OF RESEARCH
QUANTITATIVE & QUALITATIVE RESEARCH

DATE:
MARCH 19, 2021
FRIDAY
6:00 - 7:00 PM

OPEN FOR SHS STUDENTS & TEACHERS IN THE PHILIPPINES



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DEMOSNTRATION TEACHING FESTIVAL RUBRICS

HIRING GUIDELINES FOR REMAINING DEPED TEACHER I POSITIONS

(Enclosure to DepEd Order No. 22, s. 2015)

The number of points attained for each of the fifteen (15) listed components shall be added and then divided by sixty (60). The quotient shall then be multiplied by 0.15 or 15%. The product shall then be multiplied by 100.

Example:

Sum of points attained for the 15 components = 45

$[(45 / 60) \times 0.15] \times 100 = 11.25$

Score for Demonstration Teaching = 11.25 / 15



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Component	Transforming 4 points	Developing 3 points	Emerging 2 points	Beginning 1 point
A. Lesson Planning and Preparation 1. Selecting Instructional Objectives	Teacher's objectives reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit practical/ workable methods of assessment.	Teacher's objectives represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit practical/ workable methods of assessment.	Teacher's objectives are of moderate value or suitability for students in the class, consisting of a combination of objectives and activities, some of which permit practical/ workable methods of assessment.	Teacher's objectives represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit practical/ workable methods of assessment.
2. Mapping Coherent Instruction	All of the elements of the instructional design support the stated instructional objectives, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.	Most of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	Some of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	The various elements of the instructional design do not support the stated instructional objectives or engage students in meaningful learning and the lesson or unit has no defined structure.
3. Instructional Materials, Resources, and Technology	All materials and resources support the instructional objectives and key concepts, and most engage students in	All materials and resources support the instructional objectives and key concepts, and most	Some of the materials and resources support the instructional objectives and key	Materials and resources do not support the instructional objectives and key



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Component	Transforming 4 points	Developing 3 points	Emerging 2 points	Beginning 1 point
B. Classroom Management	<p>meaningful learning. There is evidence of student participation in selecting or adapting materials.</p> <p>Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.</p>	<p>engage student in meaningful learning. Technology used to enhance and support instruction.</p> <p>Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.</p>	<p>concepts, and some engage students in meaningful learning.</p> <p>Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time.</p>	<p>concepts or engage students in meaningful learning.</p> <p>Classroom routines and procedures are partly inefficient, resulting in the loss of much instructional time.</p>
1. Managing Classroom Procedures	<p>Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.</p>	<p>Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.</p>	<p>Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time.</p>	<p>Classroom routines and procedures are partly inefficient, resulting in the loss of much instructional time.</p>
2. Organizing Physical Space	<p>Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.</p>	<p>Teacher's classroom is safe and learning is accessible to all students; the teacher uses physical resources well and ensures that the physical arrangement supports the learning activities.</p>	<p>Teacher's classroom is safe and essential learning accessible to all students but the future arrangement only partially supports the learning activities.</p>	<p>Teacher makes poor use of the physical environment resulting in unsafe or inaccessible conditions for some students. There is poor alignment between the physical arrangement and the lesson activities.</p>
C. Teaching-Learning Process	Transforming 4 points	Developing 3 points	Emerging 2 points	Beginning 1 point
1. Knowledge of Content and Pedagogy	<p>Teacher's knowledge of content and pedagogy is extensive, showing evidence of a continuing search for improved</p>	<p>Teacher demonstrates solid understanding of the content and its prerequisite relationships and</p>	<p>Teacher's content and pedagogical knowledge represents basic understanding but</p>	<p>Teacher displays little understanding of the subject or structure of the discipline, or of content-related</p>



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	<p>practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p> <p>Teacher formulates many of the high-level questions and assumes responsibility for the participation of all students in the discussion.</p>	<p>connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.</p> <p>Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.</p>	<p>does not extend to connections with other disciplines or to possible student misconceptions.</p> <p>Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.</p> <p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to</p>	<p>pedagogy.</p> <p>Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.</p> <p>The learning tasks and activities, materials, resources, instructional groups and/or technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>
2. Questioning and Discussion Skills				
3. Students' Learning	<p>Students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is</p>		



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	to intellectually engage with and reflect upon their learning and to consolidate their understanding.	appropriate, providing most students the time needed to be intellectually engaged.	be intellectually engaged.	
4. Students' Response to Activities	All students are cognitively engaged in the activities and in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities are appropriate to students. Almost all students are cognitively engaged in them.	Some activities are appropriate to students and engage them cognitively but others do not.	Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
5. Learning Activities	Learning activities are highly relevant to students and instructional objectives and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to students and instructional objectives and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional objectives and key concepts. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Learning activities are not suitable to students or instructional objectives and key concepts. They do not follow an organized progression and do not reflect recent professional research.
Component	Transforming 4 points	Developing 3 points	Emerging 2 points	Beginning 1 point
D. Language Proficiency				
1. Use of language	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to	Teacher's spoken language is audible, and written language is legible. Both are	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written



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	the lesson.	students' age and interests.	used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	language may contain many grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.
2. Conveyance of Information and Ideas	Conveys information and ideas with clarity.	Conveys information and ideas with considerable clarity.	Conveys information and ideas with limited clarity.	Presents orally using correct intonation and body language to clarify a message.
Component	Transforming	Developing	Emerging	Beginning
E. Assessment of Learning Outcomes	4 points	3 points	2 points	1 point
1. Congruence with Instructional Objectives	The assessment is completely congruent with the instructional objectives and key concepts, both in content and process.	All the instructional objectives and key concepts are assessed through the proposed plan, but the approach is more suitable to some goals than to others.	Some of the instructional objectives and key concepts are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional objectives and key concepts.
2. Assessing Student Learning	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional objectives. The results of assessment have minimal impact on the



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Component	Transforming 4 points	Developing 3 points	Emerging 2 points	Beginning 1 point
F. Reinforcement of Learning 1. Providing Opportunities to Strengthen KPUP	The teacher integrated and carried out the plan for reinforcing learning through well-defined agreement and established connection to next lesson.	The teacher integrated and carried out the plan for reinforcing learning through well-defined task as an agreement and but unable to establish connection to the next lesson.	The teacher integrated agreement in the plan without traces of reinforcing learning and connecting it to the next lesson.	The teacher failed to integrate and carry out the provision for reinforcing learning of the lesson taught.