



**HOLY CROSS OF DAVAO COLLEGE**  
**Sta. Ana Avenue, Davao City**

**"JOURNEY THROUGH MY TEACHING INTERNSHIP EXPERIENCE"**

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Presented to

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**HOLY CROSS COLLEGE OF DAVAO, INC.**  
(Teaching Institution)

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In Partial Fulfillment  
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Teaching Internship (Educ 415)

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By

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**J. C. F. B.**

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# **INTRODUCTION**

## INTRODUCTION

One of the most versatile and impactful professions I can think of is being an educator. At first glance, one might think education is simply about transferring knowledge to learners, but it goes far beyond that. Our role as teachers extends far beyond teaching lessons because we help shape young minds, nurture their potential, and guide them in becoming well-rounded individuals. This portfolio exhibits the lessons, growth, and realizations I encountered throughout my teaching internship journey. It highlights the meaningful experiences that helped shape my identity as a future educator.

As a future educator myself, I have come to realize the versatility of a teacher through the many experiences I gained during my internship journey. My role as a pre-service teacher was not confined to the four walls of the classroom. Beyond delivering lessons, we were entrusted with a variety of responsibilities that highlighted the multifaceted nature of teaching profession. These included assisting students in preparing for school performances, helping create props for various events, and supporting the accurate computation and recording of learners' grades. The thought of having to embody the skills that a teacher must possess is overwhelming, but when you are passionate about what you are doing nothing is too overwhelming.

At first, the idea of embodying all the skills and attributes of an effective teacher felt overwhelming. Teachers are expected to be mentors, counselors, organizers, performers, and lifelong learners all at once. However, I have learned that passion makes a difference. When you genuinely care about your students and take pride in your work, the most demanding moments become valuable opportunities to grow and improve. Through these responsibilities, I realized that teaching demands more than subject expertise as it also requires adaptability, empathy, creativity, time management, and a sincere commitment to student development. The classroom may be the physical space for learning, but the teacher's influence extends far beyond it.

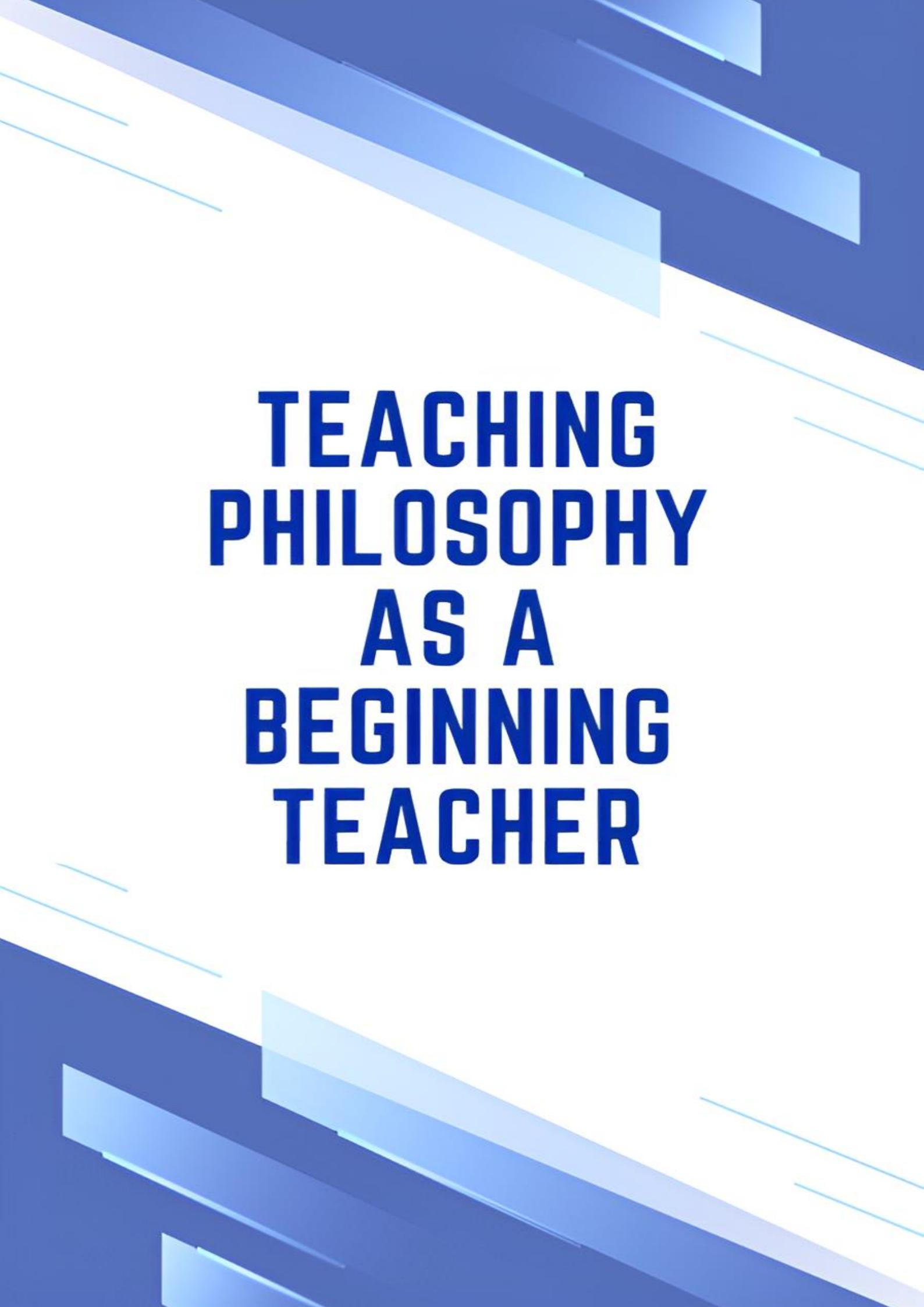
Furthermore, a teacher's responsibilities are not confined to the typical eight-hour school day as they often extend well beyond the classroom and into their personal time at home. As a pre-service teacher, I experienced this firsthand. There were days when I could not even recall completing certain tasks during school hours because many of our duties continued late into the evening. From preparing lesson plans and instructional materials to checking student outputs and revising teaching strategies, the workload required dedication outside of school premises.

This experience made me realize that teaching is not just a job, it is a commitment. Our primary goal is not only to help learners acquire knowledge, but also to guide them in applying what they have learned to real-life situations. To achieve this, we put careful thought into planning each lesson, ensuring that the learning objectives are clearly defined and closely aligned with meaningful, engaging activities. Through this process, I came to appreciate the level of effort and intentionality that great teaching demands.

This teaching internship has been more than just a requirement, it has been a transformative chapter in my journey toward becoming a true educator. Throughout this experience, I have been pushed outside of my comfort zone, challenged in ways I never expected, and inspired by the everyday magic that happens inside a classroom. It was during this time that I truly understood the depth of responsibility and influence that teachers carry. Teaching is not simply about delivering lessons, it is about connecting with students, recognizing their potential, and helping them see it for themselves.

There were moments of doubt, of exhaustion, and even frustration, but those were overshadowed by moments of joy, pride, and fulfillment. Seeing a student grasp a new concept, grow in confidence, or simply smile because they felt seen and supported reminded me why I chose this path. These moments have solidified my belief that teaching is not just a profession, it is a vocation, a lifelong calling that requires heart, resilience, and purpose.

This internship also taught me the value of continuous learning. Every day brought new insights. It is not just about pedagogy and classroom management, but about empathy, patience, flexibility, and the human side of education. I have grown not only in skill but in mindset, learning to approach challenges with curiosity rather than fear, and to see each student not as a task to manage, but as a life to impact.



# **TEACHING PHILOSOPHY AS A BEGINNING TEACHER**

## TEACHING PHILOSOPHY AS A BEGINNING TEACHER

Before our teaching internship began, I believed that traditional teaching methods would still be effective in the classroom. However, when I applied it in my class, I quickly noticed that students were not fully engaged and struggled to retain what was taught. This experience reminded me of Benjamin Franklin's well-known quote, "tell me and I forget, teach me and I remember, involve me and I learn." It made me realize the importance of active participation in the learning process. This realization allowed me to embrace two educational philosophies that influenced my teaching approach: existentialism and progressivism. These philosophies reshaped how I viewed teaching and learning not as the simple transmission of information from teacher to student, but as a meaningful, dynamic, and student-centered process that fosters lifelong learning and personal growth.

Existentialism taught me the importance of acknowledging and honoring each learner's individuality. I believe that students learn more effectively when they are engaged in content that connects with their interests, passions, and lived experiences. Every learner comes with unique perspectives, needs, and goals, and it is essential for teachers to recognize and respond to this diversity.

During my internship, I consistently implemented differentiated instructions by designing various activities and assessments that gave students multiple ways to express their understanding. Whether through creative projects and performance-based tasks, written reflections, or collaborative presentations, my goal was always to ensure that each student could learn in a way that felt authentic and empowering. This student-centered approach not only boosted engagement but also built confidence and fostered a sense of ownership over their learning journey.

Furthermore, I also recognized the growing demand for modern classrooms to move simply beyond the traditional teacher-centered instruction. As a pre-service teacher in the 21<sup>st</sup> century, I understand the importance of being adaptive, innovative, and student-centered. This is where progressivism played a crucial role. Rooted in the

belief that education should be practical, interactive, and connected to real-life experiences, progressivism encouraged me to design lessons that prioritized active participation, inquiry, and collaboration. Instead of being the usual teacher who talks while students listen, I chose to become facilitator in the classroom. I gave students the chance to take an active role in their learning by working together in groups, solving problems, and sharing what they learned with their classmates. I also led class discussions that helped the students to think more deeply and make connections between what we were learning and what happens in the real world. This method helped them ask questions, understand ideas better, and learn from each other. I noticed that when students were more involved and had a say in their learning, they were more interested, confident, and excited to participate. By stepping back and letting them take charge, I saw how much more they could do when given the opportunity.

Through the integration of progressivism and existentialism, I was able to create a learning environment that was both inclusive and engaging, one where every student felt seen, heard, and valued. These philosophies helped me move beyond traditional teaching and toward a more personalized, student-centered approach that celebrated individuality and encouraged active participation. I witnessed firsthand how students became more motivated, responsible, and reflective when they were given the freedom to explore ideas in ways that mattered to them, along with the right guidance and support to help them succeed. By allowing students to take ownership of their learning, they not only developed a deeper understanding of the content but also important life skills such as critical thinking, collaboration, and self-direction.

This experience strengthened my belief that meaningful education is not just about academic achievement, but about nurturing independent, thoughtful learners who are capable of contributing to the world around them. As I move forward in my teaching career, I remain committed to creating empowering learning experiences that place students at the heart of the educational process.

# **PROFESSIONAL READINGS**

## PROFESSIONAL READINGS

### **"When All Else Fails, Humanized Teaching is the Way"**

**By Ryan R. Pecson**

Ryan Pecson's article highlights the core principles of differentiated teaching strategies, emphasizing the importance of recognizing that every student brings a unique set of needs, interests, abilities, and learning styles into the classroom. It advocates an approach where educators actively listen, show empathy, and adapt their instruction to reflect the diverse backgrounds and individual circumstances of their learners. This kind of teaching goes beyond delivering content, but it also fosters connection, inclusion, and respect for each student's learning journey.

Reading this article completely changed my perspective on education. Initially, I believed that simply delivering my lessons was enough for students to learn. I assumed that if I taught clearly and followed my lesson plan, students would automatically understand and retain what was taught. However, this article opened my eyes to a more student-centered reality. It made me realize that learning is not a uniform process, that what works for one student might not work for another. Every learner has their own pace, preferences, and way of understanding the world. As a future educator, I no longer believe in the one-size-fits-all mindset. Instead, I must approach teaching with flexibility, awareness, and a willingness to adjust based on my students' needs.

Ryan Pecson's article is grounded in several theories of education that support differentiated instruction. One of the key theories it aligns with is Howard Gardner's Theory of Multiple Intelligences, which proposes that students possess a variety of intelligences such as linguistic, logical-mathematical, musical, and more. Furthermore, the article also reflects the principles of Carol Ann Tomlinson's Model of Differentiated Instruction, which advocates for adapting the content, process, product, and learning environment to meet students' diverse needs. Tomlinson's model highlights the

importance of considering a student's readiness level, interests, and learning profile when designing instruction.

**Source:** Pecson, R. (2018). When all else fails, humanized teaching is the way. *The Modern Teacher*, 123, 123–124.

### **"Exploring Filipino Teacher's Professional Workload"**

**By Roxanne T. Bongco and Inero Valbueno Ancho**

Bongco and Ancho's article highlights the noble nature of the teaching profession, emphasizing the significant sacrifices educators make, especially when it comes to time. Unlike many other professions, teaching extends far beyond regular working hours. Around the world, and particularly in the Philippines, teachers often go the extra mile for their students. Despite the heavy workload, the article shows how Filipino teachers display an exceptional level of dedication and perseverance. They continue to meet their responsibilities by finding effective strategies to manage their time, remaining motivated in the face of challenges, and demonstrating deep professional commitment. This unwavering determination, even under pressure, reflects the true spirit of resilience and adaptability within the teaching profession.

This article deeply influenced my mindset and helped prepare me for my journey in teaching internship. Before, I thought that teaching was mainly focused on delivering lessons and managing the classroom. However, the article opened my eyes to the emotional and physical demands of the profession. It made me realize that teaching requires more than just knowledge; it requires heart, sacrifice, and the ability to stay grounded even during the most demanding situations. During my internship, there were moments when I felt overwhelmed with lesson planning, assessment, classroom management, and activities outside the classroom. But remembering the insights from this article reminded me of the importance of resilience and dedication. It helped me stay motivated, manage my time better, and view challenges as part of my growth as a future educator.

The ideas in the article connect closely to several educational theories, particularly Albert Bandura's Social Cognitive Theory and John Dewey's Pragmatism. Bandura's theory emphasizes the role of self-efficacy, the belief in one's ability to succeed, which is reflected in how resilient teachers continue to thrive despite obstacles. Dewey's Pragmatism also views teaching and learning as rooted in experience and reflective practice. The adaptability of teachers, their ability to respond to real-life classroom challenges, and their commitment to ongoing growth are all aligned with Dewey's view that education is not just preparation for life, but life itself. These theories helped me understand that effective teaching is a continuous process of reflection, adjustment, and resilience.

**Source:** Bongco, R. & Ancho, I. (2019). Exploring Filipino teachers' professional workload. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 9(2), 19–29. <https://doi.org/10.37134/jrpptte.vol9.no2.2.2019> Directory of Open Access Journals – DOAJ+4eJournal UPSI+4Mendeley+4

# **WEEKLY JOURNAL**

## WEEKLY JOURNAL

### JOURNAL 1

**WEEK 10**

**March 24 to 28, 2025**

In the tenth week of my teaching internship, the most memorable moment was undoubtedly performing my final teaching demonstration. Throughout the week, I felt a mix of excitement and pressure, knowing that this was my final opportunity to showcase everything I had learned during my time as a pre-service teacher. I could not help but worry about all the potential challenges I might encounter, which made me both nervous and determined to give my best performance. However, what made this week truly unforgettable was the unexpected twist that came just two days before my demonstration.

The pressure began to mount as the final demonstration approached. I had spent several days preparing my lesson plan, reviewing materials, and rehearsing my delivery. But just two days before the demonstration, I found myself needing to completely change my lesson. The original plan was not as effective as I had hoped, and I realized it needed major revisions to make it more engaging and better aligned with the students' needs. Honestly, it was a bit of a funny moment because I had to scramble to rework everything at the last minute. I remember feeling a combination of panic and amusement at how quickly things had changed. But in hindsight, it served as a great reminder that, as a teacher, flexibility and adaptability are just as important as thorough preparation.

The final demonstration turned out to be a defining moment in my internship. While it was one of the most stressful weeks, it was also one of the most rewarding. The funny twist of having to change my lesson plan just two days before the demonstration turned out to be a blessing in disguise, forcing me to think quickly and remain adaptable. This experience underscored the importance of being prepared but also flexible as a teacher.



## JOURNAL 2

**WEEK 12**

**April 7 to 11, 2025**

As our final week as pre-service teachers approached, we were given responsibilities that marked the culmination of our teaching journey at San Lorenzo College of Davao, Inc. This week was not only a time of wrapping up lessons and saying goodbye but also an opportunity to witness and take part in the behind-the-scenes work that helps bring closure to the academic year. One of our main tasks was assisting with the computation and recording of students' grades, as well as helping prepare for the school's completion, graduation, and recognition ceremonies.

Being entrusted with tasks related to grading gave me a deeper appreciation for the administrative side of teaching. I assisted my cooperating teacher in checking requirements, computing final grades, and ensuring that all records were complete and accurate. This process required keen attention to detail and strict confidentiality. It made me realize that academic integrity is not just about teaching students the right values but also about upholding them in every aspect of the profession. Aside from academic responsibilities, we were also involved in helping organize the school's year-end ceremonies. We helped arrange programs, prepare certificates, set up decorations, and coordinate with other teachers and staff.

Our final week as pre-service teachers was a time of reflection, responsibility, and gratitude. Assisting with grades and year-end ceremonies allowed me to contribute meaningfully to the closing chapter of the school year. It reminded me that teaching goes beyond lesson plans and daily instruction includes guiding students to the finish line and celebrating their success. This experience gave me a stronger sense of purpose and a deeper respect for educators who work tirelessly behind the scenes to make these moments possible. As I close this chapter of my journey, I carry with me the lessons, memories, and fulfillment that only hands-on experience can provide.



# **EXPERIENCES AND REFLECTIONS ON PPST DOMAINS**

## EXPERIENCES AND REFLECTIONS ON PPST DOMAINS

### **Domain 1: Content Knowledge and Pedagogy**

This domain emphasizes the importance of mastery of the subject matter and the ability to deliver it in ways that promote meaningful learning. During my internship, I made it a priority to plan my lessons thoroughly by aligning them with the learning competencies and ensuring that the content was accurate, relevant, and age appropriate. I incorporated a variety of instructional strategies to address different learning styles, such as visual aids, hands-on activities, and collaborative tasks. To improve the quality of my lesson plans, I always consulted my cooperating teacher, who provided feedback on both content accuracy and teaching strategies. I also collaborated with my co-interns to share ideas, resources, and techniques that could make my lesson more engaging and effective.

This domain is essential because it ensures that teachers are not only knowledgeable in their subject area but are also equipped to deliver content in a way that is accessible and engaging for all learners. Strong content knowledge builds teacher confidence, while sound pedagogy bridges the gap between knowing and teaching. Through careful lesson planning and collaboration, I was able to better understand how to connect theory to practice. This process helped me become more intentional in my instructional decisions and more responsive to students' needs. Ultimately, Domain 1 serves as the foundation for effective teaching, as it ensures that learning is both meaningful and rooted in a deep understanding of the subject matter.

### **Domain 2: Learning Environment**

During my teaching internship, my goal goes beyond simply delivering lessons as I also aimed to create a classroom environment where every student felt safe, respected, and supported. Since I was assigned to teach both Grade 8 and Grade 9 students, one of my first priorities was to get to know them personally. I took time to learn their names, observe their behaviors, understand their interests, and listen to their concerns. This effort was not just about making them feel welcome, but it was a

crucial step in building mutual trust and fostering a sense of belonging. By establishing positive relationships early on, I was better able to manage the classroom fairly and sensitively, ensuring that every student received equal attention and opportunities to succeed.

Getting to know my students also helped me understand their individual learning needs and how best to support them. I became more aware of which students needed extra encouragement, who worked better in groups, and who preferred independent tasks. This understanding allowed me to adapt my teaching strategies to create an inclusive environment where no student felt left behind. Promoting safety in the classroom goes beyond physical well-being; it includes emotional and psychological safety, which are essential for effective learning. When students feel valued and secure, they are more likely to participate actively, take academic risks, and develop confidence in their abilities. Creating this type of classroom culture became a central part of my teaching practice throughout the internship.

### **Domain 3: Diversity of Learners**

I did not fully understand the extent of student diversity until I experienced it firsthand during my teaching internship. The challenge I faced was not only in designing appropriate lessons for different grade levels, but also in addressing the wide range of student differences within each class. Each learner brought a unique set of abilities, learning styles, personalities, and backgrounds. This diversity pushed me to think more critically and creatively about how I approached my teaching. In addition to the general range of learners, I also had the opportunity to work with students with special needs in both of my classes. This experience taught me the importance of flexibility, empathy, and differentiated instruction in meeting each learner where they are.

Working with such a diverse group of students helped me recognize that teaching is never a one-size-fits-all process. It requires an understanding heart, a reflective mind, and a willingness to adapt strategies so that every student feels

supported and included. I learned to modify my instructions, provide alternative activities when necessary, and offer individual guidance when needed. More importantly, I became more patient and more aware of the barriers some students face that may not always be visible. This experience deepened my appreciation for inclusive education and strengthened my commitment to creating a classroom environment where every learner is given the opportunity to succeed, regardless of their challenges or differences.

#### **Domain 4: Curriculum and Planning**

To ensure an effective and engaging classroom experience, teachers must begin with thoughtful planning. During my teaching internship, I came to fully appreciate the importance of lesson planning as a foundational step in delivering meaningful instruction. As a pre-service teacher, I realized that planning is not just about organizing activities, it is about aligning every part of the lesson with the curriculum standards and learning competencies. Through proper planning, I was able to create lessons that had clear objectives, appropriate instructional strategies, and relevant assessments that matched what students needed to learn.

With the guidance of my cooperating teacher, I learned how to break down the curriculum into manageable parts and design learning tasks that were suitable for the learners' level and context. I also collaborated with my co-interns to share insights and improve the quality of our plans. Careful preparation allowed me to anticipate possible challenges during instruction and make necessary adjustments when needed. This emphasizes the teacher's role in designing well-structured and learner-centered lessons, and my internship taught me that thoughtful planning is not only a requirement, but it is a professional responsibility. It ensures that learning is intentional, focused, and responsive to the diverse needs of students.

#### **Domain 5: Assessment and Reporting**

During my teaching internship, I came to understand that assessment is not just about grading students, it is a crucial tool for measuring learning progress and

guiding instructional decisions. To determine how much my students had truly understood, I made sure to design assessments that were not only aligned with the learning competencies but also meaningful and manageable for the students. Every quiz, performance task, or written output I created was intentionally rooted in the learning objectives, ensuring that what I was assessing directly reflected what had been taught.

Throughout my internship, I also received guidance from my cooperating teacher on how to improve the clarity and fairness of my assessments. I made it a point to vary my assessment strategies by using both formative and summative approaches to accommodate different learning styles and provide students with multiple ways to demonstrate their understanding. I learned how to provide timely and constructive feedback, which helped students recognize their strengths and areas for improvement. This practice taught me the importance of reporting, as it ensures that evaluation is not only systematic and evidence-based, but also supportive of student learning. More importantly, it showed me that effective assessment is not just the end of instruction, it is an integral part of the learning process.

#### **Domain 6: Community Linkages and Professional Engagement**

One of the most meaningful insights I gained during my teaching internship was the importance of building strong partnerships within and beyond the school community. As a pre-service teacher, I realized that effective teaching does not happen in isolation. Throughout my internship, I engaged in activities that allowed me to collaborate not only with my cooperating teacher and co-interns but also with parents, school staff, and community members. From assisting with school programs to attending parent-teacher conferences and outreach initiatives, I experienced firsthand how these linkages enhance student learning and well-being. These interactions helped me understand that learners are influenced by various factors outside the classroom, and as teachers, we have a responsibility to actively involve the broader community in the educational process.

Being exposed to this collaborative environment shaped my professional identity. It helped me become more open to feedback, more proactive in communication, and more responsive to the needs of students and their families. I saw how valuable it was to maintain strong partnerships with parents in supporting student behavior and academic performance. I also learned the importance of working with colleagues to plan events, solve problems, and share teaching strategies. These experiences highlight the teacher's role in fostering meaningful engagement with the school and local community. As a future educator, I now understand that community involvement not only strengthens educational outcomes but also builds trust, promotes inclusivity, and reinforces a shared responsibility for learners' success.

### **Domain 7: Personal Growth and Professional Development**

Before we officially began our teaching internship journey, we had the opportunity to attend several seminars and workshops designed to prepare us for the realities of the classroom. These learning sessions were not just requirements, but they were valuable experiences that equipped us with foundational knowledge and practical strategies essential for effective teaching. Personally, I saw the importance of attending these seminars, as they provided me with insights that I would not have fully understood from textbooks alone.

Through these seminars, I learned about key aspects of teaching such as classroom management, the development of effective instructional materials, and the professional conduct expected of teachers. I gained a clearer understanding of how to maintain a positive and productive learning environment, how to design engaging and purposeful lessons, and how to present myself as a role model to my students. These workshops helped bridge the gap between theory and practice, giving me tools that I later applied during my internship. Overall, they played a crucial role in building my confidence and readiness as a future educator.

# **LESSON PLAN**

## LESSON PLAN

### **SAN LORENZO COLLEGE OF DAVAO, INC.**



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*"Strengthening the Faith of the Youth through Catholic Education"*

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#### **Learning Plan in English**

**Grade 8**

**Quarter 4**

**Learning Competency:** Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a declamation or in a dramatic monologue.

**Topic:** Dramatic Monologue

**Duration (Minutes/Hours):** 1 hour

**References:** English for Innovative Minds 8

**Learning Materials:** Powerpoint presentation, book

#### **I. Learning Objectives:**

At the end of the topic, the learners will be able to:

- a. define dramatic monologue;
- b. recognize the importance of dramatic monologue through role playing; and
- c. perform a dramatic monologue.

#### **II. Preliminaries**

##### **A. Introduction**

- a. Prayer
- b. Greetings
- c. Attendance
- d. House Rules
- e. Review

#### **III. Learning Development/Experiences**

##### **A. ACTIVITY**

**"Mirror Mirror"**

**Instruction:**

1. The teacher will select four representatives from the class.
2. The representative's will be given a mirror, and each of them have to act as if they are talking to their future self.

3. They will be given 30 seconds for their activity.

## B. ANALYSIS

After the activity, the teacher will ask questions to the learners about the activity.

1. What have you noticed with the activity?
2. Are there specific emotions that you have felt while doing the activity?
3. Do you have any idea what our topic will be this morning?

## C. ABSTRACT

The teacher will ask the learners about the topic..

1. In your own words, what do you think is a dramatic monologue?
2. Where can we observe a dramatic monologue?

### Dramatic Monologue

It is a form of poetry or play that is meant to be performed or read with or without an audience. It is called a monologue because the speaker delivers a narrative alone by presenting insight and mental thoughts of his or her character.

#### Example:



#### Features of Dramatic Monologue:

1. **A character, created by the poet, addresses or interacts with imagined characters** - "Why do you linger in the corner of my mind, haunting my every step? Do you not know that I've tried to forget? Do you not see the tears I've shed, hoping to escape your memory? But no—there you are, always watching, always whispering, like a presence that refuses to leave."
2. **The feelings and mental thoughts of the speaker are revealed through his or her speech or discourse** - "Why did you do it? I thought I knew you—trusted

you. All these years, I believed in our bond, in the promises we made to one another. And yet, here I stand, alone, abandoned in this storm of deception. It cuts deeper than any blade ever could... Am I a fool for still hoping you'd come back? No... it's too late now. I've been blind. Foolish."

3. **There is an element of action** - "I've stood here, waiting, pondering my fate, hoping that someone would come to tell me what to do. But no more. I will take this sword in hand and walk into that battlefield. There will be no turning back, no hesitation. I will face the enemy, and if I fall, let it be with honor! This day, my destiny will be decided. I will act, not as a passive observer, but as a force to be reckoned with!"

The teacher will divide the class into two groups. Each group will be assigned a specific set of topics to discuss internally. They will have ten minutes to brainstorm and organize their ideas. Afterward, each group will choose a representative to present their insights to the class.

#### **Things to Consider when Performing Dramatic Monologue**

##### **Group 1**

1. Choose a dramatic monologue of your interest
2. Know the context of the character you will portray

##### **Group 2**

3. Be sure to memorize your dramatic monologue
4. After knowing the context or situation, visualize yourself with layers and dimensions of the characters you are representing

#### **GENERALIZATION:**

1. How would you describe a dramatic monologue?
2. In your activity, the character has to navigate relationships and trust. As a student, how do you navigate trust and loyalty in your own friendships or family relationships? Have you ever had to choose between loyalty to a friend and doing what's best for you?

#### **D. APPLICATION**

**Instruction:** The teacher will play a brief scene from the movies My Ex and Why's and Barcelona: The Love Untold. In this activity:

- Girls will portray Cali from My Ex and Why's
- Boys will portray Ely from Barcelona: The Love Untold

Each student will be given 5 minutes to practice their assigned scene. During this time, focus on capturing the character's emotions, body language, and vocal tone.

After 5 minutes, each student will have 30 seconds to perform their scene in front of the class. Make sure to fully embody your character and bring the scene to life within the time limit. The students will be graded based on the rubric below.

**Rubric: (20 Points)**

| Criteria                                  | Excellent (5pts)   | Satisfactory (4pts)   | Good (3pts)  | Needs Improvement (2pts)   | TOTAL |
|---|--|---|--|--|-------|
| <b>Character Portrayal</b>                | The character is fully embodied, showing a deep understanding of their motivations, background, and emotional state.     | The character is clearly portrayed, with some understanding of their motivations and emotions.                  | The character is somewhat portrayed, but lacks clarity in motivations or emotional depth.                  | The character portrayal is weak or unclear, lacking a sense of the character's motivations and emotions.             |       |
| <b>Emotional Depth &amp; Authenticity</b> | The performance conveys a wide range of emotions authentically, reflecting the character's inner turmoil or change.      | Emotions are clearly expressed, with some depth, but may lack full range or consistency.                        | Emotions are expressed, but they feel surface-level or inconsistent throughout the performance.            | Emotions are either not expressed or feel forced and disconnected from the character's internal journey.             |       |
| <b>Vocal and Physical Expression</b>      | The voice and physical movements are dynamic, expressive, and fully aligned with the character's emotional state.        | The voice and physicality match the character's emotions, but could use more variation or consistency.          | The voice and movements are mostly neutral or occasionally mismatched with the character's emotional tone. | The voice and physicality are disengaged from the character or inappropriate for the emotional context.              |       |
| <b>Engagement with the Scene</b>          | The performer actively engages with the imagined audience or environment, drawing the viewer into the character's world. | The performer engages with the scene and audience, but the connection may not be fully immersive or convincing. | The performer has some engagement with the scene, but it feels disjointed or passive.                      | The performer shows little engagement with the scene or imagined audience, making the performance feel disconnected. |       |
| <b>TOTAL</b>                              |  |   |  |  | /20   |

## ASSESSMENT

**Instruction:** Read the questions carefully and encircle the correct answer.

1. Which of the following best describes a dramatic monologue?
  - a) A dialogue between two or more characters
  - b) A conversation between a character and an audience
  - c) A narrative where the author speaks directly to the reader
  - d) A poem or speech in which a character speaks alone, revealing their thoughts and feelings**
2. In a dramatic monologue, who is typically the speaker addressing?
  - a) A group of characters
  - b) The reader directly
  - c) Themselves or an imagined figure**
  - d) The audience in a theater performance
3. What is a key element that distinguishes a dramatic monologue from other types of monologues?
  - a) It always has a comedic tone
  - b) It is performed with a dramatic visual effect
  - c) It has a clear, structured plot with multiple characters
  - d) It reveals the character's innermost thoughts and emotions**
4. What is the primary purpose of a dramatic monologue in poetry or literature?
  - a) To present a conversation between two characters
  - b) To reveal the thoughts, emotions, and inner conflict of a single speaker**
  - c) To describe a series of events with an external narrator
  - d) To explain a historical event in a factual manner
5. Which of the following is a typical theme in a dramatic monologue?
  - a) The exploration of the character's internal conflict or psychological state**
  - b) A dialogue about an external event or current political situation
  - c) The moral values of the society in which the character lives
  - d) A series of factual events leading to a climax
6. A dramatic monologue often includes which of the following elements?
  - a) A clear resolution by the end of the speech
  - b) A shift in the speaker's emotional or mental state**
  - c) A lengthy description of the setting
  - d) Multiple speakers or characters
7. In a dramatic monologue, how is the character's emotional journey typically conveyed?
  - a) Through direct action and external events
  - b) Through their internal dialogue and interaction with imagined characters or situations**
  - c) Through physical movements and gestures
  - d) Through vivid descriptions of the environment
8. Which of the following is NOT typically a feature of a dramatic monologue?
  - a) A single speaker who reflects on their thoughts and actions
  - b) A character interacting with imaginary or absent people
  - c) A dialogue between two or more characters**
  - d) The speaker's thoughts leading to a revelation or decision
9. In which of the following situations would a dramatic monologue be least effective?
  - a) A character reflecting on their own life choices
  - b) A character addressing an audience in a theater performance
  - c) A character speaking to themselves or an imagined figure**

- d) A character participating in a casual conversation with another person**
10. What is one of the emotional effects a dramatic monologue can have on an audience?
- a) It can make the audience feel like they are part of the conversation
  - b) It can create a sense of detachment by focusing on external actions
  - c) It often makes the audience feel humor and light-heartedness
  - d) It tends to focus on facts rather than emotional depth

### ASSIGNMENT

**Instruction:** Choose a movie and perform a dramatic monologue with focus on emotional delivery, body language, and voice. Analyze the character and connect their struggles or emotions to personal experiences. Reflect on the process of performing and what you learned about the character and yourself.

**Criteria: (15 points)**

Emotions Expression **5pts**

Performance **5pts**

Understanding of the character **5pts**

*\*Closing Prayer\**

**Date:** March 25, 2025

**Comments and Suggestions:**

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Prepared by: JADE CHRISTAL F. BATE  
Pre-Service Teacher

Checked by: \_\_\_\_\_

# **GRADED DEMO RATING SHEET FROM COOPERATING TEACHER**

## GRADED DEMO RATING SHEET FROM COOPERATING TEACHER

### Pre – Service Teacher's Actual Teaching Observation and Rating Sheet

(For use of College Supervisor and Cooperating Teacher)

Name of Mentee Jade Christal F. Bate Name of Mentor Shena Marie Tangcawan

Subject Taught English Date January 30, 2025 Time 8:45 AM - 9:45 AM

School San Lorenzo College of Davao, Inc.

Legend: 5=Outstanding 4=Very Satisfactory 3=Satisfactory 2=Fair 1=Needs Improvement

|   | 5<br>100-95 | 4<br>94-89 | 3<br>88-83 | 2<br>82-78 | 1<br>77-72 |
|---|-------------|------------|------------|------------|------------|
| <b>I. TEACHER'S PERSONALITY</b>   |             |            |            |            |            |
| A. The teacher is neat and well – groomed.  | 100         |            |            |            |            |
| B. The teacher is free from mannerism that tends to disturb the student's attention.      | 98          |            |            |            |            |
| C. The teacher's personality is strong enough to command respect and attention.           | 94          |            |            |            |            |
| D. The teacher shows dynamism and enthusiasm.   | 98          |            |            |            |            |
| E. The teacher has well modulated voice   | 94          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>II. LESSON PLANNING</b>  |             |            |            |            |            |
| A. Lesson plan is well prepared.  | 100         |            |            |            |            |
| B. There is congruence between:   |             |            |            |            |            |
| 1. objective and subject matter   | 100         |            |            |            |            |
| 2. objective and teaching procedure   | 100         |            |            |            |            |
| 3. objective and formative test   | 100         |            |            |            |            |
| 4. objective and assignment   | 100         |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>III. CONTENT</b>   |             |            |            |            |            |
| A. The teacher demonstrates in depth knowledge of the subject matter.                     | 98          |            |            |            |            |
| B. He/She is able to relate lessons to actual life situations                             | 100         |            |            |            |            |
| C. Keeps abreast of new ideas and understanding in the field                              | 94          |            |            |            |            |
| D. Gives sufficient and concrete examples to create meaningful learning experiences       | 100         |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>IV. TEACHING METHODS</b>   |             |            |            |            |            |
| A. Methods/s used was/were suited to the needs and capabilities of the students.          | 96          |            |            |            |            |
| B. The teacher was creative enough to adapt his/her method to the students' capabilities. | 100         |            |            |            |            |
| C. Visual aids and other examples were used to illustrate the lesson.                     | 100         |            |            |            |            |
| D. The teacher made effective use of the formative test after teaching.                   | 100         |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>V. CLASSROOM MANAGEMENT</b>  |             |            |            |            |            |
| A. The instructor uses instructional time effectively                                     | 98          |            |            |            |            |
| 1. The instructor creates a safe and purposeful learning environment.                     | 100         |            |            |            |            |
| 2. The instructor creates an environment of mutual respect, rapport and fairness.         | 100         |            |            |            |            |
| B. Order and discipline were present in the classroom.                                    | 94          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>VI. QUESTIONING SKILLS</b>   |             |            |            |            |            |
| The teacher's questioning skill stimulates discussion in different ways such as:          |             |            |            |            |            |
| 1. probing for learner's understanding  | 98          |            |            |            |            |
| 2. helping students articulate their ideas and thinking process                           | 94          |            |            |            |            |
| 3. promote problem solving  | 94          |            |            |            |            |
| 4. stimulate curiosity  | 98          |            |            |            |            |
| 5. encourages students to ask questions   | 100         |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |



Cooperating Teacher

### Pre – Service Teacher's Actual Teaching Observation and Rating Sheet

(For use of College Supervisor and Cooperating Teacher)

Name of Mentee Jade Christal F. Batz Name of Mentor Ms. Shena Marie Tangcawan  
 Subject Taught English Date January 30, 2025 Time 10:00 - 11:00 AM  
 School San Lorenzo College of Davao, Inc.  
 Legend: 5=Outstanding 4=Very Satisfactory 3=Satisfactory 2=Fair 1=Needs Improvement

|   | 5<br>100-95 | 4<br>94-89 | 3<br>88-83 | 2<br>82-78 | 1<br>77-72 |
|---|-------------|------------|------------|------------|------------|
| <b>I. TEACHER'S PERSONALITY</b>   |             |            |            |            |            |
| A. The teacher is neat and well – groomed.  | 100         |            |            |            |            |
| B. The teacher is free from mannerism that tends to disturb the student's attention.      | 100         |            |            |            |            |
| C. The teacher's personality is strong enough to command respect and attention.           | 98          |            |            |            |            |
| D. The teacher shows dynamism and enthusiasm.   | 98          |            |            |            |            |
| E. The teacher has well modulated voice   | 98          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>II. LESSON PLANNING</b>  |             |            |            |            |            |
| A. Lesson plan is well prepared.  |             |            |            |            |            |
| B. There is congruence between:   |             |            |            |            |            |
| 1. objective and subject matter   | 98          |            |            |            |            |
| 2. objective and teaching procedure   | 98          |            |            |            |            |
| 3. objective and formative test   | 98          |            |            |            |            |
| 4. objective and assignment   | 98          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>III. CONTENT</b>   |             |            |            |            |            |
| A. The teacher demonstrates in depth knowledge of the subject matter.                     | 98          |            |            |            |            |
| B. He/She is able to relate lessons to actual life situations                             | 98          |            |            |            |            |
| C. Keeps abreast of new ideas and understanding in the field                              | 98          |            |            |            |            |
| D. Gives sufficient and concrete examples to create meaningful learning experiences       | 98          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>IV. TEACHING METHODS</b>   |             |            |            |            |            |
| A. Methods/s used was/were suited to the needs and capabilities of the students.          | 98          |            |            |            |            |
| B. The teacher was creative enough to adapt his/her method to the students' capabilities. | 97          |            |            |            |            |
| C. Visual aids and other examples were used to illustrate the lesson.                     | 100         |            |            |            |            |
| D. The teacher made effective use of the formative test after teaching.                   | 98          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>V. CLASSROOM MANAGEMENT</b>  |             |            |            |            |            |
| A. The Instructor uses instructional time effectively                                     | 98          |            |            |            |            |
| 1. The instructor creates a safe and purposeful learning environment.                     | 98          |            |            |            |            |
| 2. The instructor creates an environment of mutual respect, rapport and fairness.         | 98          |            |            |            |            |
| B. Order and discipline were present in the classroom.                                    | 98          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |
| <b>VI. QUESTIONING SKILLS</b>   |             |            |            |            |            |
| The teacher's questioning skill stimulates discussion in different ways such as:          |             |            |            |            |            |
| 1. probing for learner's understanding  | 98          |            |            |            |            |
| 2. helping students articulate their ideas and thinking process                           | 98          |            |            |            |            |
| 3. promote problem solving  | 98          |            |            |            |            |
| 4. stimulate curiosity  | 98          |            |            |            |            |
| 5. encourages students to ask questions   | 98          |            |            |            |            |
| AVERAGE:  |             |            |            |            |            |

Cooperating Teacher



## HOLY CROSS OF DAVAO COLLEGE SCHOOL OF TEACHER EDUCATION

Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines  
Tel. No. (082) 221-9071 to 79 loc. 654 • Telefax: (082) 221-3008  
Email: [ste\\_office@hcdc.edu.ph](mailto:ste_office@hcdc.edu.ph) • Website: <http://www.hcdc.edu.ph>



### Pre-Service Teacher's Classroom Observation Sheet

Name of Mentee Jade Christal F. Bate Name of Mentor Shena Marie Tangcawan

Subject English Date 03/11/25 Time 8:45 - 9:45

School Sam Lorenzo College of Davao Inc.

Legend: 5—Outstanding 4—Very Satisfactory 3—Satisfactory 2—Fair 1—Needs Improvement

|   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <b>I. TEACHER'S PERSONALITY</b>   |   |   |   |   |   |
| A. The teacher is neat and well-groomed.  | ✓ |   |   |   |   |
| B. The teacher is free from mannerism that tends to disturb the learner's attention.            | ✓ |   |   |   |   |
| C. The teacher's personality is strong enough to command respect and attention.                 |   | ✓ |   |   |   |
| D. The teacher shows dynamism and enthusiasm.   | ✓ |   |   |   |   |
| E. The teacher has a well-modulated voice   | ✓ |   |   |   |   |
| <b>AVERAGE:</b>   |   |   |   |   |   |
| <b>II. LEARNING PLAN</b>  |   |   |   |   |   |
| A. Learning plan is well prepared.  |   | ✓ |   |   |   |
| B. There is congruence between:   |   |   |   |   |   |
| 1. objective and subject matter   | ✓ |   |   |   |   |
| 2. objective and teaching procedure   | ✓ |   |   |   |   |
| 3. objective and formative test   | ✓ |   |   |   |   |
| 4. objective and assignment   |   | ✓ |   |   |   |
| <b>AVERAGE:</b>   |   |   |   |   |   |
| <b>III. THE DELIVERY OF LESSONS</b>   |   |   |   |   |   |
| A. The teacher demonstrates in-depth knowledge of the subject matter.                           | ✓ |   |   |   |   |
| B. He/She is able to relate lessons to actual life situations                                   | ✓ |   |   |   |   |
| C. The teacher keeps abreast of new ideas and understanding in the field                        | ✓ |   |   |   |   |
| D. The teacher gives sufficient and concrete examples to create meaningful learning experiences | ✓ |   |   |   |   |
| <b>AVERAGE:</b>   |   |   |   |   |   |
| <b>IV. TEACHING METHODS</b>   |   |   |   |   |   |
| A. Methods/s used is /are suited to the needs and capabilities of the learners.                 | ✓ |   |   |   |   |
| B. The teacher is creative enough to adapt his/her method to the learners' capabilities.        | ✓ |   |   |   |   |
| C. Audio-visual aids and other examples are used to illustrate the lesson.                      | ✓ |   |   |   |   |
| D. The teacher makes effective use of the formative test after teaching.                        | ✓ |   |   |   |   |
| <b>AVERAGE:</b>   |   |   |   |   |   |
| <b>V. CLASSROOM MANAGEMENT</b>  |   |   |   |   |   |
| A. The teacher uses instructional time effectively  | ✓ |   |   |   |   |
| 1. The teacher creates a safe and purposeful learning environment.                              | ✓ |   |   |   |   |
| 2. The teacher creates an environment of mutual respect, rapport, and fairness.                 | ✓ |   |   |   |   |
| B. Order and discipline are present in the classroom.   | ✓ |   |   |   |   |
| <b>AVERAGE:</b>   |   |   |   |   |   |

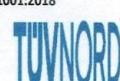
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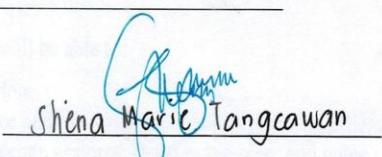
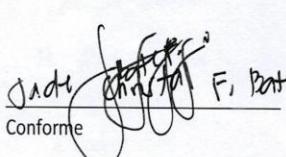


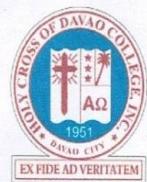
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|--|---|--|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|---|---|--|--|--|--|----------------------------|---|--|--|--|--|------------------------|---|--|--|--|--|--|---|--|--|--|--|-----------------|--|--|--|--|--|
|  <p><b>HOLY CROSS OF DAVAO COLLEGE</b><br/> <b>SCHOOL OF TEACHER EDUCATION</b></p> <p>Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines<br/> Tel. No. (082) 221-9071 to 79 loc. 654 • Telefax: (082) 221-3008<br/> Email: <a href="mailto:ste_office@hcdc.edu.ph">ste_office@hcdc.edu.ph</a> • Website: <a href="http://www.hcdc.edu.ph">http://www.hcdc.edu.ph</a></p>   |  |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| <hr/> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>VI. QUESTIONING SKILLS</b></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">The teacher's questioning skill stimulates discussion in different ways such as:</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">1. probing for learner's understanding</td> <td style="padding: 5px; text-align: center;">-</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">2. helping learners articulate their ideas and thinking process</td> <td style="padding: 5px; text-align: center;">-</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">3. promote problem solving</td> <td style="padding: 5px; text-align: center;">-</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">4. stimulate curiosity</td> <td style="padding: 5px; text-align: center;">-</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">5. encourage learners to ask questions</td> <td style="padding: 5px; text-align: center;">-</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px; text-align: right;"><b>AVERAGE:</b></td> <td style="padding: 5px;"></td> </tr> </table> <hr/> |   |  | <b>VI. QUESTIONING SKILLS</b> |  |  |  |  |  | The teacher's questioning skill stimulates discussion in different ways such as: |  |  |  |  |  | 1. probing for learner's understanding | - |  |  |  |  | 2. helping learners articulate their ideas and thinking process | - |  |  |  |  | 3. promote problem solving | - |  |  |  |  | 4. stimulate curiosity | - |  |  |  |  | 5. encourage learners to ask questions | - |  |  |  |  | <b>AVERAGE:</b> |  |  |  |  |  |
| <b>VI. QUESTIONING SKILLS</b>  |   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| The teacher's questioning skill stimulates discussion in different ways such as:   |   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| 1. probing for learner's understanding   | -   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| 2. helping learners articulate their ideas and thinking process  | -   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| 3. promote problem solving   | -   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| 4. stimulate curiosity   | -   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| 5. encourage learners to ask questions   | -   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| <b>AVERAGE:</b>  |   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| <p>Strengths: <u>Interactive, encourages students to speak up</u></p> <hr/> <p>Areas for Improvement: _____</p> <hr/> <p style="text-align: right;"> <br/> <u>Shiena Marie Tangcawan</u><br/> Supervising Teacher/Cooperating Teacher </p> <p> <br/> <u>Jude F. Pante</u><br/> Conforme </p> <p> <u>7/11/23</u><br/> Date of Post-Conference </p>   |   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |
| <hr/> <p>Accredited:</p>        <p>Institutional Member of:</p>      <p>Certified: ISO 21001:2018</p> <hr/>  |   |  |                               |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                            |   |  |  |  |  |                        |   |  |  |  |  |  |   |  |  |  |  |                 |  |  |  |  |  |



## HOLY CROSS OF DAVAO COLLEGE SCHOOL OF TEACHER EDUCATION

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Email: [ste\\_office@hcdc.edu.ph](mailto:ste_office@hcdc.edu.ph) • Website: <http://www.hcdc.edu.ph/>



### Pre-Service Teacher's Classroom Observation Sheet

Name of Mentee Jade Christal F. Batae Name of Mentor Shena Marie Tangcawan

Subject English Date 3/12/15 Time 8:45 - 9:45 AM

School San Lorenzo College of Davao Inc.

Legend: 5—Outstanding 4—Very Satisfactory 3—Satisfactory 2—Fair 1—Needs Improvement

|   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <b>I. TEACHER'S PERSONALITY</b>   |   |   |   |   |   |
| A. The teacher is neat and well-groomed.  |   |   |   |   |   |
| B. The teacher is free from mannerism that tends to disturb the learner's attention.            | / |   |   |   |   |
| C. The teacher's personality is strong enough to command respect and attention.                 | / |   |   |   |   |
| D. The teacher shows dynamism and enthusiasm.   | / |   |   |   |   |
| E. The teacher has a well-modulated voice   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>II. LEARNING PLAN</b>  |   |   |   |   |   |
| A. Learning plan is well prepared.  | / |   |   |   |   |
| B. There is congruence between:   |   |   |   |   |   |
| 1. objective and subject matter   | / |   |   |   |   |
| 2. objective and teaching procedure   | / |   |   |   |   |
| 3. objective and formative test   | / |   |   |   |   |
| 4. objective and assignment   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>III. THE DELIVERY OF LESSONS</b>   |   |   |   |   |   |
| A. The teacher demonstrates in-depth knowledge of the subject matter.                           | / |   |   |   |   |
| B. He/She is able to relate lessons to actual life situations                                   | / |   |   |   |   |
| C. The teacher keeps abreast of new ideas and understanding in the field                        | / |   |   |   |   |
| D. The teacher gives sufficient and concrete examples to create meaningful learning experiences | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>IV. TEACHING METHODS</b>   |   |   |   |   |   |
| A. Methods/s used is /are suited to the needs and capabilities of the learners.                 | / |   |   |   |   |
| B. The teacher is creative enough to adapt his/her method to the learners' capabilities.        | / |   |   |   |   |
| C. Audio-visual aids and other examples are used to illustrate the lesson.                      | / |   |   |   |   |
| D. The teacher makes effective use of the formative test after teaching.                        | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>V. CLASSROOM MANAGEMENT</b>  |   |   |   |   |   |
| A. The teacher uses instructional time effectively  | / |   |   |   |   |
| 1. The teacher creates a safe and purposeful learning environment.                              | / |   |   |   |   |
| 2. The teacher creates an environment of mutual respect, rapport, and fairness.                 | / |   |   |   |   |
| B. Order and discipline are present in the classroom.   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |

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### VI. QUESTIONING SKILLS

The teacher's questioning skill stimulates discussion in different ways such as:

1. probing for learner's understanding ✓
2. helping learners articulate their ideas and thinking process ✓
3. promote problem solving ✓
4. stimulate curiosity ✓
5. encourage learners to ask questions ✓ -

AVERAGE:

Strengths: Interactive, the students enjoy the class discussion

Areas for Improvement: \_\_\_\_\_

Shena Marie Tangcawan

Supervising Teacher/Cooperating Teacher

Jade Christal F. Bato  
Conforme

9/12/28  
Date of Post-Conference

Accredited:



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### Pre-Service Teacher's Classroom Observation Sheet

Name of Mentee Jade Christal F. Bato Name of Mentor Shena Marie Tangcawan

Subject English Date 03/19/25 Time 8:45 - 9:45 AM

School San Lorenzo College of Davao Inc.

Legend: 5-Outstanding 4-Very Satisfactory 3-Satisfactory 2-Fair 1-Needs Improvement

|   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <b>I. TEACHER'S PERSONALITY</b>   |   |   |   |   |   |
| A. The teacher is neat and well-groomed.  |   |   |   |   |   |
| B. The teacher is free from mannerism that tends to disturb the learner's attention.            | / |   |   |   |   |
| C. The teacher's personality is strong enough to command respect and attention.                 | / |   |   |   |   |
| D. The teacher shows dynamism and enthusiasm.   | / |   |   |   |   |
| E. The teacher has a well-modulated voice   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>II. LEARNING PLAN</b>  |   |   |   |   |   |
| A. Learning plan is well prepared.  | / |   |   |   |   |
| B. There is congruence between:   |   |   |   |   |   |
| 1. objective and subject matter   | / |   |   |   |   |
| 2. objective and teaching procedure   | / |   |   |   |   |
| 3. objective and formative test   | / |   |   |   |   |
| 4. objective and assignment   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>III. THE DELIVERY OF LESSONS</b>   |   |   |   |   |   |
| A. The teacher demonstrates in-depth knowledge of the subject matter.                           | / |   |   |   |   |
| B. He/She is able to relate lessons to actual life situations                                   | / |   |   |   |   |
| C. The teacher keeps abreast of new ideas and understanding in the field                        | / |   |   |   |   |
| D. The teacher gives sufficient and concrete examples to create meaningful learning experiences |   | / |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>IV. TEACHING METHODS</b>   |   |   |   |   |   |
| A. Methods/s used is /are suited to the needs and capabilities of the learners.                 | / |   |   |   |   |
| B. The teacher is creative enough to adapt his/her method to the learners' capabilities.        | / |   |   |   |   |
| C. Audio-visual aids and other examples are used to illustrate the lesson.                      | / |   |   |   |   |
| D. The teacher makes effective use of the formative test after teaching.                        | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>V. CLASSROOM MANAGEMENT</b>  |   |   |   |   |   |
| A. The teacher uses instructional time effectively  | / |   |   |   |   |
| 1. The teacher creates a safe and purposeful learning environment.                              | / |   |   |   |   |
| 2. The teacher creates an environment of mutual respect, rapport, and fairness.                 | / |   |   |   |   |
| B. Order and discipline are present in the classroom.   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |

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### VI. QUESTIONING SKILLS

The teacher's questioning skill stimulates discussion in different ways such as:

1. probing for learner's understanding
2. helping learners articulate their ideas and thinking process
3. promote problem solving
4. stimulate curiosity
5. encourage learners to ask questions

AVERAGE:

Strengths: Incorporating interactive activities during discussion and providing opportunities for students to lead the discussions.

Areas for Improvement: Give example for students to follow / use as a guide.

  
Shena Marie Tangcawan

Supervising Teacher/Cooperating Teacher

  
Jade Christal P. Bare  
Conforme

3/18/23  
Date of Post-Conference

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### Pre-Service Teacher's Classroom Observation Sheet

Name of Mentee Jake Chintoy F. Muñoz Name of Mentor Sheng Marie Tangcawan

Subject English Date 7/25/15 Time 8:45 - 9:45

School San Lorenzo College of Davao

Legend: 5=Outstanding 4=Very Satisfactory 3=Satisfactory 2=Fair 1=Needs Improvement

|   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <b>I. TEACHER'S PERSONALITY</b>   |   |   |   |   |   |
| A. The teacher is neat and well-groomed.  | / |   |   |   |   |
| B. The teacher is free from mannerism that tends to disturb the learner's attention.            | / |   |   |   |   |
| C. The teacher's personality is strong enough to command respect and attention.                 | / |   |   |   |   |
| D. The teacher shows dynamism and enthusiasm.   | / |   |   |   |   |
| E. The teacher has a well-modulated voice   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>II. LEARNING PLAN</b>  |   |   |   |   |   |
| A. Learning plan is well prepared.  | / |   |   |   |   |
| B. There is congruence between:   |   |   |   |   |   |
| 1. objective and subject matter   | / |   |   |   |   |
| 2. objective and teaching procedure   | / |   |   |   |   |
| 3. objective and formative test   | / |   |   |   |   |
| 4. objective and assignment   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>III. THE DELIVERY OF LESSONS</b>   |   |   |   |   |   |
| A. The teacher demonstrates in-depth knowledge of the subject matter.                           | / |   |   |   |   |
| B. He/She is able to relate lessons to actual life situations                                   | / |   |   |   |   |
| C. The teacher keeps abreast of new ideas and understanding in the field                        | / |   |   |   |   |
| D. The teacher gives sufficient and concrete examples to create meaningful learning experiences |   | / |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>IV. TEACHING METHODS</b>   |   |   |   |   |   |
| A. Methods/s used is /are suited to the needs and capabilities of the learners.                 | / |   |   |   |   |
| B. The teacher is creative enough to adapt his/her method to the learners' capabilities.        | / |   |   |   |   |
| C. Audio-visual aids and other examples are used to illustrate the lesson.                      |   | / |   |   |   |
| D. The teacher makes effective use of the formative test after teaching.                        | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |
| <b>V. CLASSROOM MANAGEMENT</b>  |   |   |   |   |   |
| A. The teacher uses instructional time effectively  | / |   |   |   |   |
| 1. The teacher creates a safe and purposeful learning environment.                              | / |   |   |   |   |
| 2. The teacher creates an environment of mutual respect, rapport, and fairness.                 | / |   |   |   |   |
| B. Order and discipline are present in the classroom.   | / |   |   |   |   |
| AVERAGE:  |   |   |   |   |   |

Accredited:

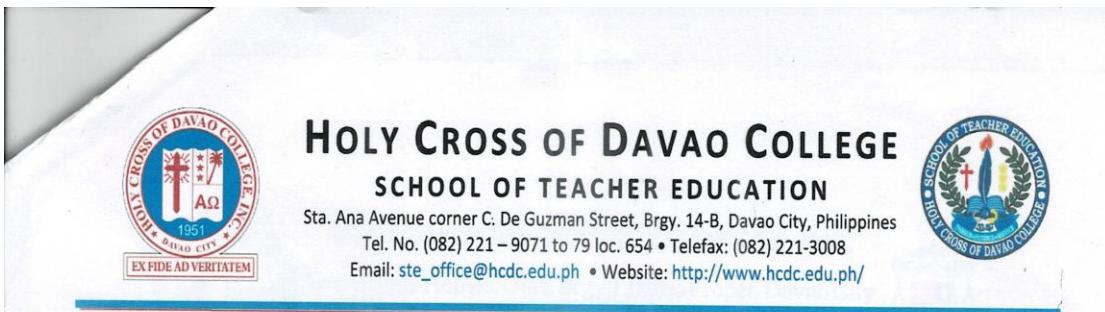


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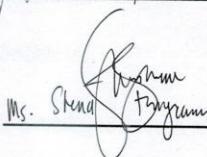




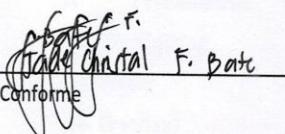
| <b>VI. QUESTIONING SKILLS</b>  |   |  |  |  |
|--|---|--|--|--|
| The teacher's questioning skill stimulates discussion in different ways such as: |   |  |  |  |
| 1. probing for learner's understanding   | / |  |  |  |
| 2. helping learners articulate their ideas and thinking process                  | / |  |  |  |
| 3. promote problem solving   | / |  |  |  |
| 4. stimulate curiosity   | / |  |  |  |
| 5. encourage learners to ask questions   | / |  |  |  |
| <b>AVERAGE:</b>  |   |  |  |  |

Strengths: Incorporated interactive activities / encourages learners to answer interrogative values in the lesson.

Areas for Improvement: Visual aids must be clear and big enough for students to read. / give more examples / give more questions

  
Ms. Shenae F. Batate

Supervising Teacher/Cooperating Teacher

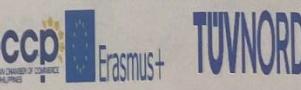
  
Jocelyne Chantal F. Batate  
Conforme

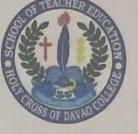
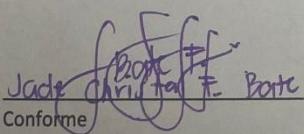
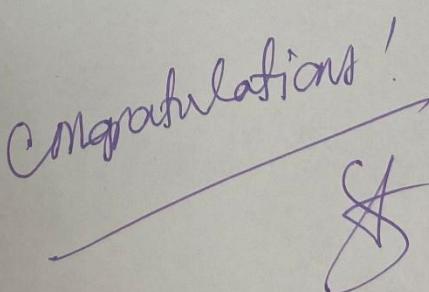
9/13/25

Date of Post-Conference

# **GRADED DEMO RATING SHEET FROM SUPERVISING TEACHER**

## GRADED DEMO RATING SHEET FROM SUPERVISING TEACHER

|  <p><b>HOLY CROSS OF DAVAO COLLEGE</b><br/>SCHOOL OF TEACHER EDUCATION<br/>Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines<br/>Tel. No. (082) 221-9071 to 79 loc. 654 • Telefax: (082) 221-3008<br/>Email: ste_office@hcdc.edu.ph • Website: http://www.hcdc.edu.ph/</p>  |  <p>SCHOOL OF TEACHER EDUCATION<br/>HOLY CROSS OF DAVAO COLLEGE</p> |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---------------------------------|--|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|---|---|--|--|--|--|---|---|--|--|--|--|---|---|--|--|--|--|-----------------|---|---|---|---|---|--------------------------|--|--|--|--|--|------------------------------------|---|--|--|--|--|---------------------------------|--|--|--|--|--|---------------------------------|---|--|--|--|--|-------------------------------------|---|--|--|--|--|---------------------------------|---|--|--|--|--|-----------------------------|---|--|--|--|--|-----------------|---|---|---|---|---|-------------------------------------|--|--|--|--|--|---|---|--|--|--|--|---|---|--|--|--|--|--|---|--|--|--|--|---|---|--|--|--|--|-----------------|---|---|---|---|---|-----------------------------|--|--|--|--|--|---|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|-----------------|---|---|---|---|---|--------------------------------|--|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|---|---|--|--|--|--|---|---|--|--|--|--|-----------------|---|---|---|---|---|
| <b>Pre-Service Teacher's Classroom Observation Sheet</b>   |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| Name of Mentee <u>Jode Batle</u> Name of Mentor _____<br>Subject <u>English</u> Date <u>03-24-2025</u> Time <u>8:45 -</u><br>School <u>San Lorenzo College</u>   |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| Legend: 5—Outstanding 4—Very Satisfactory 3—Satisfactory 2—Fair 1—Needs Improvement  |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">5</th> <th style="text-align: center;">4</th> <th style="text-align: center;">3</th> <th style="text-align: center;">2</th> <th style="text-align: center;">1</th> </tr> </thead> <tbody> <tr> <td><b>I. TEACHER'S PERSONALITY</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A. The teacher is neat and well-groomed.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B. The teacher is free from mannerism that tends to disturb the learner's attention.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C. The teacher's personality is strong enough to command respect and attention.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D. 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The teacher shows dynamism and enthusiasm. | ✓ |  |  |  |  | E. The teacher has a well-modulated voice | ✓ |  |  |  |  | <b>AVERAGE:</b> | 5 | 4 | 3 | 2 | 1 | <b>II. LEARNING PLAN</b> |  |  |  |  |  | A. Learning plan is well prepared. | ✓ |  |  |  |  | B. There is congruence between: |  |  |  |  |  | 1. objective and subject matter | ✓ |  |  |  |  | 2. objective and teaching procedure | ✓ |  |  |  |  | 3. objective and formative test | ✓ |  |  |  |  | 4. objective and assignment | ✓ |  |  |  |  | <b>AVERAGE:</b> | 5 | 4 | 3 | 2 | 1 | <b>III. THE DELIVERY OF LESSONS</b> |  |  |  |  |  | A. The teacher demonstrates in-depth knowledge of the subject matter. | ✓ |  |  |  |  | B. He/She is able to relate lessons to actual life situations | ✓ |  |  |  |  | C. The teacher keeps abreast of new ideas and understanding in the field | ✓ |  |  |  |  | D. The teacher gives sufficient and concrete examples to create meaningful learning experiences | ✓ |  |  |  |  | <b>AVERAGE:</b> | 5 | 4 | 3 | 2 | 1 | <b>IV. TEACHING METHODS</b> |  |  |  |  |  | A. Methods/s used is /are suited to the needs and capabilities of the learners. | ✓ |  |  |  |  | B. The teacher is creative enough to adapt his/her method to the learners' capabilities. | ✓ |  |  |  |  | C. Audio-visual aids and other examples are used to illustrate the lesson. | ✓ |  |  |  |  | D. The teacher makes effective use of the formative test after teaching. | ✓ |  |  |  |  | <b>AVERAGE:</b> | 5 | 4 | 3 | 2 | 1 | <b>V. CLASSROOM MANAGEMENT</b> |  |  |  |  |  | A. The teacher uses instructional time effectively | ✓ |  |  |  |  | 1. The teacher creates a safe and purposeful learning environment. | ✓ |  |  |  |  | 2. The teacher creates an environment of mutual respect, rapport, and fairness. | ✓ |  |  |  |  | B. 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| A. The teacher is neat and well-groomed.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| B. The teacher is free from mannerism that tends to disturb the learner's attention.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| C. The teacher's personality is strong enough to command respect and attention.  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
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| E. The teacher has a well-modulated voice  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>AVERAGE:</b>  | 5  | 4 | 3 | 2 | 1 |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>II. LEARNING PLAN</b>   |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| A. Learning plan is well prepared.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| B. There is congruence between:  |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| 1. objective and subject matter  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| 2. objective and teaching procedure  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| 3. objective and formative test  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| 4. objective and assignment  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>AVERAGE:</b>  | 5  | 4 | 3 | 2 | 1 |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>III. THE DELIVERY OF LESSONS</b>  |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| A. The teacher demonstrates in-depth knowledge of the subject matter.  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| B. He/She is able to relate lessons to actual life situations  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| C. The teacher keeps abreast of new ideas and understanding in the field   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| D. The teacher gives sufficient and concrete examples to create meaningful learning experiences  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>AVERAGE:</b>  | 5  | 4 | 3 | 2 | 1 |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>IV. TEACHING METHODS</b>  |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| A. Methods/s used is /are suited to the needs and capabilities of the learners.  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| B. The teacher is creative enough to adapt his/her method to the learners' capabilities.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| C. Audio-visual aids and other examples are used to illustrate the lesson.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| D. The teacher makes effective use of the formative test after teaching.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>AVERAGE:</b>  | 5  | 4 | 3 | 2 | 1 |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>V. CLASSROOM MANAGEMENT</b>   |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| A. The teacher uses instructional time effectively   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| 1. The teacher creates a safe and purposeful learning environment.   | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| 2. The teacher creates an environment of mutual respect, rapport, and fairness.  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| B. Order and discipline are present in the classroom.  | ✓  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| <b>AVERAGE:</b>  | 5  | 4 | 3 | 2 | 1 |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |
| Accredited:  Institutional Member of:  Certified: ISO 21001:2018   |  |   |   |   |   |   |   |                                 |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                          |  |  |  |  |  |                                    |   |  |  |  |  |                                 |  |  |  |  |  |                                 |   |  |  |  |  |                                     |   |  |  |  |  |                                 |   |  |  |  |  |                             |   |  |  |  |  |                 |   |   |   |   |   |                                     |  |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |                             |  |  |  |  |  |   |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |                 |   |   |   |   |   |                                |  |  |  |  |  |  |   |  |  |  |  |  |   |  |  |  |  |   |   |  |  |  |  |   |   |  |  |  |  |                 |   |   |   |   |   |

|  |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
|--|---|--|---|---|--|--|----|-------------------------------------|---|---|---|----|--|---|---|---|----|-------------------------|---|---|---|----|---------------------|---|---|---|----|-------------------------------------|---|---|---|-----------------|--|--|--|--|
|  <p><b>HOLY CROSS OF DAVAO COLLEGE</b><br/><b>SCHOOL OF TEACHER EDUCATION</b></p> <p>Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines<br/>Tel. No. (082) 221 - 9071 to 79 loc. 654 • Telefax: (082) 221-3008<br/>Email: ste_office@hcdc.edu.ph • Website: http://www.hcdc.edu.ph/</p>  |  |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| <b>VI. QUESTIONING SKILLS</b>  |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5">The teacher's questioning skill stimulates discussion in different ways such as:</td> </tr> <tr> <td style="width: 15%;">1.</td> <td style="width: 15%;">probing for learner's understanding</td> <td style="width: 15%; text-align: center;">-</td> <td style="width: 15%; text-align: center;">-</td> <td style="width: 15%; text-align: center;">-</td> </tr> <tr> <td>2.</td> <td>helping learners articulate their ideas and thinking process</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>3.</td> <td>promote problem solving</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>4.</td> <td>stimulate curiosity</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>5.</td> <td>encourage learners to ask questions</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td colspan="5" style="text-align: center;"><b>AVERAGE:</b></td> </tr> </table> |   | The teacher's questioning skill stimulates discussion in different ways such as: |   |   |  |  | 1. | probing for learner's understanding | - | - | - | 2. | helping learners articulate their ideas and thinking process | - | - | - | 3. | promote problem solving | - | - | - | 4. | stimulate curiosity | - | - | - | 5. | encourage learners to ask questions | - | - | - | <b>AVERAGE:</b> |  |  |  |  |
| The teacher's questioning skill stimulates discussion in different ways such as:   |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| 1.   | probing for learner's understanding   | -  | - | - |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| 2.   | helping learners articulate their ideas and thinking process                        | -  | - | - |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| 3.   | promote problem solving   | -  | - | - |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| 4.   | stimulate curiosity   | -  | - | - |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| 5.   | encourage learners to ask questions   | -  | - | - |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| <b>AVERAGE:</b>  |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| <p>Strengths: <u>Preliminaries ok! Good that you have sum-up the lesson before the activity.</u></p> <p>Areas for Improvement: <u>Memorize the names of your students,</u><br/> <u>Refrain from talking Visayan. Once/twice its fine, but beyond that.</u><br/> <u>you need to explain/give more example about monologue - relate it to other field.</u><br/> <u>Explain or give more examples, use the TV for some examples.</u><br/> <u>You need to give more extra time to your abstraction.</u> </p>   |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| Supervising Teacher/Cooperating Teacher<br><br>Jackie Ann T. Bort<br>Conforme   |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| Date of Post-Conference<br>  |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |
| <small>Accredited:</small>  <br><small>Institutional Member of:</small>           <br><small>Certified: ISO 21001:2018</small>   |   |  |   |   |  |  |    |                                     |   |   |   |    |  |   |   |   |    |                         |   |   |   |    |                     |   |   |   |    |                                     |   |   |   |                 |  |  |  |  |

# **NON-TEACHING DEMO RATING SHEET**

## NON-TEACHING DEMO RATING SHEET

### Rating Scale for Non-Teaching Performance

Name of Intern Jade Christal F. Date Date April 10, 2025

Subject Taught: English

School: San Lorenzo College of Davao, Inc.

| AREAS  | 5<br>100-95  | 4<br>94-89 | 3<br>88-83 | 2<br>82-78 | 1<br>77-72 |
|--|--|------------|------------|------------|------------|
| I. OBSERVATION OF SCHOOL POLICIES  |  |            |            |            |            |
| 1. Reports to class regularly and promptly.<br>2. Observe policies on student discipline and exude the desirable conduct expected of a student teacher during off-campus teaching.   | 98<br>100  |            |            |            |            |
| II. ATTENDANCE AND PARTICIPATION TO SCHOOL ACTIVITIES  |  |            |            |            |            |
| 1. Attends and participates in school assemblies, meetings, and other co-curricular activities required of them during the off-campus teaching.  | 100  |            |            |            |            |
| III. RELATIONSHIPS WITH STUDENTS, COOPERATING TEACHERS, CO-INTERNS, SCHOOL HEADS, AND OTHER SCHOOL PERSONNEL OF THE COOPERATING SCHOOL   |  |            |            |            |            |
| 1. Relates well with, and teaches effectively and efficiently diverse and multitude types of learners;<br>2. Works effectively with the cooperating teacher.<br>3. Goes along with the co-interns and is helpful to them.<br>4. Shows respect to the school heads and other personnel.   | 98<br>100<br>100<br>100  |            |            |            |            |
| IV. PROFESSIONALISM  |  |            |            |            |            |
| 1. Shows respect and belief in oneself.<br>2. Maintains professional poise and good morning.<br>3. Assumes responsibility and exhibits initiative, resourcefulness, and commitment.<br>4. Accomplishes work on time and is able to produce quality work and good output.   | 100<br>100<br>100<br>98  |            |            |            |            |
| V. PERSONALITY   |  |            |            |            |            |
| 1. Neat in appearance; observant of personal hygiene; has professional bearing; Wears appropriate attire during classes and school functions.<br>2. Maintains composure when under pressure.<br>3. Courteous and respectful.<br>4. Manifests honesty and integrity in dealing with others.<br>5. Accepts criticisms open-mindedly.<br>6. Acts optimistically in his or her undertaking and responsibilities.<br>7. Develop a feeling of mutual trust with other pre-service teachers.<br>8. Projects self-confident with others.<br>9. Communicates clearly, sensibly and comprehensively.   | 100<br>100<br>100<br>100<br>100<br>100<br>100<br>100<br>100                    |            |            |            |            |
| VI. PERFORMANCE  |  |            |            |            |            |
| 1. Reports to classes regularly and attends school functions and other required extracurricular activities.<br>2. Shows creativity and resourcefulness in his/her performance.<br>3. Attends sessions well prepared; participates intelligently and actively in discussions.<br>4. Shows mastery of the subject matter taught and prepares lesson plans promptly.<br>5. Learned new teaching methods and acquired assignments and tasks promptly and diligently.<br>6. Cooperates with other teachers to accomplish desired goals.<br>7. Accomplishes all required assignments and tasks promptly and diligently.<br>8. Observe efficient management skills.<br>9. Quality of work acceptable.<br>10. Inspires other pre-service teachers with his/her ideas and plans actions resulting in better performance.<br>11. Possesses the physical ability to work for long periods of time with sustained energy and soundness of the mind.<br>12. Draws logical conclusions and makes decisions easily from given situations. | 99<br>100<br>100<br>100<br>99<br>100<br>100<br>100<br>100<br>100<br>100<br>100 |            |            |            |            |

Shena Marie Tangcawan  
Cooperating Teacher



## HOLY CROSS OF DAVAO COLLEGE

### SCHOOL OF TEACHER EDUCATION

Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines

Tel. No. (082) 221 - 9071 to 79 loc. 654 • Telefax: (082) 221-3008

Email: [ste\\_office@hcdc.edu.ph](mailto:ste_office@hcdc.edu.ph) • Website: <http://www.hcdc.edu.ph>



Dear Sir/Madam:

May I request for my grade in Pre-Service Teaching to be submitted to my Supervising teacher for consolidation.

The following criteria may serve as general guidelines:

|                                    |                 |
|------------------------------------|-----------------|
| 1. Personal and Social Traits      | 40% <u>40</u> % |
| 2. Professional Qualities          | 60% <u>57</u> % |
| a. Knowledge of the Subject Matter | - 20% <u>10</u> |
| b. Teaching Skills                 | - 20% <u>10</u> |
| c. Classroom Management            | - 20% <u>10</u> |

General Average: 100% 97 %

Thank you very much for the favorable action.

Very truly yours,

Jade Christal F. Bata

Pre-Service Teacher

Confirmed by  
Shena Marie Tangcawan

Cooperating Teacher

Noted by:

Lilian B. Dupa, PhD

Supervising Teacher

Accredited:



Institutional Member of:



Certified: ISO 21001:2018



# **SUMMATIVE ASSESSMENT WITH TABLE OF SPECIFICATION**

## SUMMATIVE ASSESSMENT WITH TABLE OF SPECIFICATION



### SAN LORENZO COLLEGE OF DAVAO, INC.

Lorenzville Homes, Ulas, Barangay Talomo, Davao City

Telephone No. (082) 233-0848

S.Y. 2023-2024



*"Strengthening the Faith of the Youth through Catholic Education"*

### Third Quarter Assessment English 9

Name \_\_\_\_\_  
Grade & Section: \_\_\_\_\_

Date: \_\_\_\_\_  
Score: \_\_\_\_\_

**General Instructions:**

1. Read and follow the instructions carefully.
2. Make sure to write your name, year & section, date and other information required.
3. In answering, follow what is required.
4. Do not stand up to submit your paper. Wait for the instruction of the proctor.
5. Do not go out of the room until your proctor gives you permission to do so.

**I. DIRECTION:** Read the following sentences. Identify the following parts of a report referred in the following statements below. Choose your answer from the box.

| Title      | Executive Summary   | Introduction | Body |
|------------|---|--------------|------|
| Conclusion | Recommendation  |              |      |
| e _____    | 1. It is part of the report that briefly summarizes the key points, including the purpose, findings, and conclusions. |              |      |
| i _____    | 2. What section of a report provides the background, objectives, and scope of the study?                              |              |      |
| t _____    | 3. It is the heading of a report that should clearly reflect its content and purpose.                                 |              |      |
| b _____    | 4. What section presents detailed information, analysis, and evidence supporting the report's objectives?             |              |      |
| c _____    | 5. It is the section where the writer restates the main findings and their significance in a concise manner.          |              |      |
| r _____    | 6. What part of a report suggests possible action based on the findings?  |              |      |
| i _____    | 7. It is written to capture the reader's attention and provide an overview of what the report is about.               |              |      |
| b _____    | 8. In which section can readers find the most detailed explanations, data analysis, and supporting evidence?          |              |      |
| c _____    | 9. It provides a summary of the findings and explains whether the report's objectives were met.                       |              |      |
| r _____    | 10. What section of the report presents logical suggestions for improvement or future actions?                        |              |      |

**II. DIRECTION:** Identify what is the function of the infinitive in the sentence. Write the letter of the correct answer.

a. Noun              b. Adjective              c. Adverb

- c \_\_\_\_\_ 1. To prepare for the storm, we nailed plywood over the store windows.  
 b \_\_\_\_\_ 2. The clothes to iron are on my bed.  
 a \_\_\_\_\_ 3. To graduate from college is the only thing I want.  
 a \_\_\_\_\_ 4. I love to eat ice cream during summer.  
 c \_\_\_\_\_ 5. You must go to Harry's to get good ice cream.  
 c \_\_\_\_\_ 6. He bought flowers to apologize to his girlfriend.

- a\_\_\_\_\_ 7. Karen forgot to turn off the oven.  
 c\_\_\_\_\_ 8. Jake wore a scary costume to scare the kids.  
 B\_\_\_\_\_ 9. I need a book to read on the flight.  
 B\_\_\_\_\_ 10. I'm bringing some candy to eat while traveling.  
 A\_\_\_\_\_ 11. His dream is to fly an airplane.  
 C\_\_\_\_\_ 12. Dylan practices hard to get better at pitching.  
 B\_\_\_\_\_ 13. Mary Rose saw an opportunity to escape.  
 B\_\_\_\_\_ 14. I need a place to keep my bags and luggage.  
 C\_\_\_\_\_ 15. We sat on the porch to relax.

**III. DIRECTION:** Create 5 sentences using the verbal — Infinitives. Underline the participle used in the sentence. (3 pts. each)

Function as a Noun

1. \_\_\_\_\_  
 2. \_\_\_\_\_

Function as an Adjective

3. \_\_\_\_\_  
 4. \_\_\_\_\_

Function as an Adverb

5. \_\_\_\_\_

**IV. DIRECTION:** Read each sentence carefully. Identify whether the verbal in bold is an infinitive, gerund, or participle and compare how they function in the sentence. Write your answers in the table below. (2 pts. each)

| Sentence   | Type of Verbal: Gerund, Participle, and Infinitive | How does it function in the sentence? (Explain) |
|--|--|---|
| 1. The Flash used his speed <b>to catch</b> the bank robber.     | I  |   |
| 2. The wounded dog was <b>limping</b> along the road.            | P  |   |
| 3. <b>Running</b> helps me clear my head.                        | G  |   |
| 4. <b>Brimming</b> with confidence, Jack confessed his feelings. | G  |   |
| 5. Monica wanted <b>to score</b> five goals in the soccer game.  | I  |   |

**V. DIRECTION:** Read and understand each question carefully. Write your answers on the space provided.

Criteria:

Content – 3 points

Grammar – 2 points

Total – 5 points

1. How does a soliloquy differ from a monologue in terms of purpose, audience, and delivery? Provide examples to support your analysis.

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2. Do you think a synopsis is essential in a play, book, or film? Justify your answer by providing examples of how it helps or hinders audience understanding.

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## TABLE OF SPECIFICATION

| San Lorenzo College of Davao, Inc.<br>Lorenzville Homes, Ulas Brgy. Talomo Davao City<br><b>TABLE OF SPECIFICATION</b><br><b>JUNIOR/SENIOR</b><br>SY 2024-2025 |  |                 |             |               |               |               |            |          |                      |                   |                  |
|--|--|-----------------|-------------|---------------|---------------|---------------|------------|----------|----------------------|-------------------|------------------|
| TOPICS   | Learning Competencies  | Number of Hours | Remembering | Understanding | Applying      | Analyzing     | Evaluating | Creating | Total # of Questions | Total # of Points | % OVERALL POINTS |
| Verbs  | Differentiate the functions of gerunds, participles and infinitives in a sentence. | 3               |             | Test I: 1-10  |               |               |            |          | 10                   | 10                | 16.7             |
| Verbs: Infinitives   | Identify and use infinitives correctly in sentences.                               | 2               |             | Test II: 1-15 |               |               |            |          | 15                   | 15                | 25               |
|  | Construct sentences using infinitives in different tenses.                         | 2               |             |               | Test III: 1-5 |               |            |          | 3                    | 15                | 25               |
| Writing a Report   | Identify the key elements and structure of a report                                | 3               |             |               |               | Test IV: 1-10 |            |          | 10                   | 10                | 16.7             |
| Soliloquy and Monologue  | Differentiate soliloquy and monologue in drama                                     |                 |             |               |               | Test V: 1     |            |          | 1                    | 5                 | 8.3              |
| Synopsis   | Identify the key elements of a synopsis (main idea, characters, setting and plot)  | 2               |             |               |               |               | Test VI: 1 |          | 1                    | 5                 | 8.3              |
| Total # of Questions   |  |                 | 25          | 3             | 11            | 4             |            |          | 40                   |                   |                  |
| Total # of Points  |  |                 |             | 25            | 25            | 15            | 5          |          |                      | 60                |                  |
| % OVERALL POINTS   |  |                 | 41.7        | 25            | 25            | 8.3           |            |          |                      |                   | 100              |
|  |  |                 | %LOTS       |               |               |               | %HOTS      |          |                      |                   |                  |

Prepared by: Jade Christal F. Borte  
Subject Teacher  
Checked by: Mrs. Angel Marie F. Padao  
Academic Coordinator  
Noted by: Rev.Fr. Jerick B. Asdang, DCD  
School Director  
Date: \_\_\_\_\_  
QL: \_\_\_\_\_  
T: \_\_\_\_\_

# **SEMINAR REFLECTIONS**

## SEMINAR REFLECTIONS

### LESSON PLANNING AND CURRICULUM MAPPING

Planning is an essential aspect of the teaching and learning process. During the seminar, I learned that without proper planning, even the most knowledgeable teacher may struggle to deliver content effectively. As a pre-service teacher, I have come to deeply appreciate the importance of lesson planning and curriculum mapping. These tools are not just formal requirements; they are practical instruments that allow teachers to align their instruction with academic standards, student needs, and overall educational goals.

A well-designed lesson plan includes clear objectives, instructional strategies, assessment methods, and the integration of teaching aids and technology. It enables teachers to anticipate potential challenges, adjust pacing, and make accommodations for diverse learners. Curriculum mapping, on the other hand, helps ensure that content is distributed logically over time and that there is continuity and progression from one lesson or unit to the next. Furthermore, Planning also facilitates reflection and professional growth. After each lesson, I can review what worked well and what needs improvement, then use that feedback to refine future plans. This reflective process helps me become more responsive and adaptable as an educator.

In conclusion, lesson planning and curriculum mapping are much more than organizational tasks, they are integral to the craft of teaching. They help bridge the gap between theory and practice, enabling educators to deliver content in ways that are meaningful and effective. As I continue my journey as a future educator, I am committed to making lesson planning a priority in my teaching practice. It is a skill that not only supports student learning but also empowers me as a teacher to be intentional, thoughtful, and prepared. Ultimately, careful planning lays the foundation for a successful teaching and learning experience, one that benefits both the teacher and the students in profound ways.

## PREPARATION OF INSTRUCTIONAL MATERIALS

Before our teaching internship, we participated in workshops focused on the development of instructional materials. These seminars were incredibly insightful, as they provided me with valuable knowledge and practical strategies on how to create effective and engaging visual aids. Prior to attending the workshop, I assumed that any resource or image could be used in visual presentations as long as it was somewhat related to the topic. However, I soon realized that, as future educators, we have a responsibility to be intentional and selective in the materials we use.

Creating instructional materials goes beyond simply decorating a classroom or making slides look appealing. Visual aids play a crucial role in reinforcing concepts, supporting different learning styles, and maintaining student engagement. If not designed thoughtfully, they can easily become a source of distraction rather than support. For instance, using too many colors, cluttered layouts, or unrelated images can cause confusion and reduce the effectiveness of a lesson. The workshop emphasized the importance of clarity, relevance, and simplicity in designing visual tools. I learned that good visual aids should highlight key ideas, guide student focus, and complement what is being taught not compete with it.

The experience of attending the workshop on instructional materials greatly impacted my perspective as a future teacher. It made me realize the importance of thoughtful planning and intentional design in every aspect of teaching, including the resources we use. Effective visual aids are not only tools for communication, but also for inclusion and engagement. As I move forward in my teaching career, I will apply what I have learned to create instructional materials that support learning goals, accommodate diverse learners, and contribute to a dynamic and inclusive classroom environment.

## SCHOOL LEADERSHIP

School leadership is one of the most influential factors in shaping the direction and success of a learning environment. As a future educator, I have come to realize that a strong leader does more than manage, they inspire, guide, and set the tone for the entire school community. Through my experiences and observations during my training, I have developed a deep appreciation for the role that school leaders play in creating a culture of excellence and collaboration.

As I prepare for my future in education, I understand how important it is for leaders to prioritize teaching and learning. School leaders must support teachers' growth, provide resources, and stay updated with effective strategies. During one of my internships, I observed how a principal regularly conducted coaching sessions and encouraged reflective teaching. That experience showed me how leadership grounded in support and development can significantly impact teacher effectiveness and student learning.

Looking ahead, I aspire to be part of a school culture led by someone who values teamwork, growth, and integrity. School leadership is not just a title, it is a responsibility that requires courage, wisdom, and a genuine desire to make a difference. I hope that in my future career, I can contribute to and learn from strong leadership, and maybe one day take on that role myself. Because great leaders don't just run schools, they shape futures.

## PROFESSIONAL DECORUM

Professional decorum is something I have come to value deeply during my journey as a pre-service teacher. It is more than just following rules or dressing a certain way, it is about how I present myself, how I communicate, and how I earn the trust and respect of others in the professional environment. Every interaction I have had in school settings has taught me the importance of maintaining professionalism at all times.

During the seminar, it was discussed that professional decorum means communicating effectively and respectfully. This taught me how to be mindful of my words, both in person and through written communication like emails. In one instance, I needed to address a concern with a cooperating teacher. Rather than reacting emotionally, I chose to approach it calmly and with respect. That experience showed me that professionalism is not about avoiding conflict but about managing it gracefully. Another important aspect I have learned is the value of being accountable. Whether it is preparing materials, meeting deadlines, or simply following through on what I said I would do, I know my reliability shapes how others see me. I have also made it a point to reflect on my experiences, ask for feedback, and learn from my mistakes. Being professional is not about being perfect, it is about being honest, consistent, and open to growth.

Overall, I believe that professional decorum is essential to becoming a respected and effective educator. It creates a positive learning environment, fosters good relationships, and models the kind of behavior we expect from students. As I move forward in my teaching career, I will continue to carry myself with integrity, humility, and respect. Because to me, being a professional isn't just about how I act when things are easy—it's about how I stay grounded, composed, and respectful, even when things are challenging.

# **RETROSPECTION**

## **RETROSPECTION**

Reflecting on my teaching internship, I realize how much I have grown as both an individual and an aspiring educator. Initially, I entered this journey with an idealized view of what it meant to be a teacher. I thought teaching was primarily about delivering lessons and transferring knowledge. However, as I spent time in the classroom, I quickly came to understand that the role of a teacher is far more complex and demanding than I had anticipated. My internship allowed me to see firsthand that teaching goes beyond the four walls of the classroom; it involves nurturing young minds, managing classroom dynamics, adapting to diverse student needs, and guiding learners toward becoming well-rounded individuals.

Throughout my internship, I was able to experience the many facets of teaching. The responsibilities extended far beyond what I initially expected. Whether it was assisting in extracurricular activities, preparing for school performances, or helping in the management of student assessments, I learned that being a teacher requires a range of skills and dedication. These duties often demanded personal time outside of school hours, which taught me the true nature of teaching as not just a job, but a commitment. I learned to embrace the emotional and intellectual demands of the profession, and as I did, I found that passion for work could transform the most challenging moments into valuable opportunities for growth.

Furthermore, one of the most valuable lessons I learned was the importance of building strong, respectful relationships with my co-teachers. At first, I was focused mainly on planning lessons, managing the classroom, and trying to prove that I could handle the demands of teaching. But over time, I realized that teaching is not a solo journey—it is deeply collaborative. The connections I formed with my co-teachers helped shape not only my professional skills but also my confidence and growth as a future educator.

The classroom became a space where I could apply new ideas, try out innovative teaching strategies, and reflect on my own teaching practices. I discovered

the importance of developing strong connections with students and recognizing their individual learning needs. Through implementing a student-centered approach, inspired by existentialism and progressivism, I saw how much more engaged and motivated my students became when they were allowed to take ownership of their learning. These philosophies encouraged me to look at teaching not merely as a one-way transmission of knowledge, but as a dynamic, interactive process. I also came to realize the significant role empathy, patience, and flexibility play in education, and I learned how to cultivate a learning environment that values every student's unique strength and need.

As I reflect on the challenges I faced, there were moments of doubt, exhaustion, and even frustration, but these were always followed by moments of joy, fulfillment, and personal achievement. Watching a student grasp a difficult concept or seeing them grow in confidence was incredibly rewarding. These experiences deepened my understanding of the profound impact teachers can have on their students' lives. More than just teaching academic content, it became clear to me that teaching is about inspiring students, helping them see their potential, and fostering a love of learning that lasts long after they leave the classroom.

Looking ahead, I realize that my journey as a teacher is just beginning. This internship has given me a solid foundation, but I now understand that teaching is a lifelong learning process. The insights I gained during my time in the classroom will stay with me throughout my career, reminding me of the importance of continuous growth, adaptation, and the need to remain connected to my students as individuals. As I move forward, I remain committed to creating an inclusive and engaging classroom where every student is empowered to learn, grow, and reach their full potential.

# **DOCUMENTATION**

**DOCUMENTATION**







# **CERTIFICATE OF COMPLETION**

**CERTIFICATE OF COMPLETION***Certificate of Completion*

is awarded to

JADE CHRISTAL F. BATEof HOLY CROSS OF DAVAO COLLEGE, INC.for having satisfactorily completed the required  
number of hours for**Teaching Internship**(6 units/ 360 hours) on

Given this \_\_\_\_\_ day of \_\_\_\_\_

in the year of our Lord,

Two Thousand Twenty FiveMrs. Lilian B. Dupas, PhD

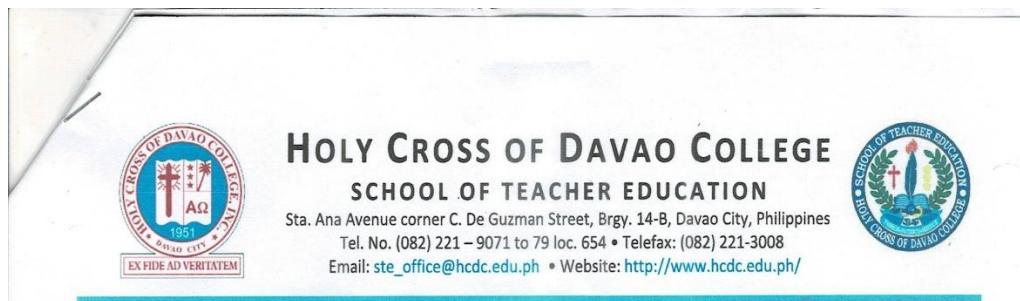
College Supervisor

Dean

Principal

# APPENDICES

## APPENDICES



### CLEARANCE FORM

This is to certify that Mr. / Ms. Jade Christal F. Bate a Pre-Service Teacher (PST) of the Holy Cross of Davao College, School of Teacher Education for SY 20 24 - 20 25 of the 1<sup>st</sup> Semester ( ) 2<sup>nd</sup> Semester ( ) is cleared from any school obligation/s from his / her cooperating teacher.

Signature of Cooperating Teacher: 

Name of Cooperating Teacher: Shenae Marie Tangcawan

Date: April 07, 2025

Accredited:



Institutional Member of:



Certified: ISO 21001:2018



# **CURRICULUM VITAE**

## CURRICULUM VITAE



**Jade Christal F. Bate**

**Purok African Daisy, Baguio District, Davao City**

**09105251511 | jadechristal.bate@hcdc.edu.ph**

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### **PERSONNAL INFORMATION**

Birth: December 25, 2002

Civil Status: Single

Sex: Female

Age: 22

### **EDUCATION**

**Baguio Central Elementary School**

Baguio District, Davao City

**Elementary (2008 – 2015)**

**Baguio National School of Arts and Trades (Cosmetology and Beauty Care)**

Baguio District, Davao City

**Junior High School (2015 – 2019)**

**Holy Cross College of Calinan (Humanities and Social Sciences)**

Calinan, Davao City

Senior High School (**2019 – 2021**)

**Holy Cross College of Davao (Bachelor of Secondary Education Major in English)**

Sta. Ana Avenue Corner C. De Guzman Street, Brgy. 14-B, Davao City  
**Tertiary (2021 – present)**

### **WORK EXPERIENCES**

**Guild of English Major Students Officer**

Assistant Auditor (2023 – 2024)

### **SKILLS**

- Mastery in MS Spreadsheet, Word, and PowerPoint Presentation
- Good Communication Skill

### **AFFILIATIONS**

**Student Volunteer in NSTP**

Member (2023 - present)



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Jade Christal F. Bate