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CAMARINES NORTE STATE COLLEGE

F. Pimentel Avenue, Brgy. 2, Daet, Camarines Norte – 4600, Philippines



LEARNING ASSESSMENT STRATEGIES

BSED

THE K TO 12 GRADING SYSTEM

FS 1

Observations of Teaching-Learning in Actual School Environment



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ON BECOMING A TEACHER

Episode 3 Focus on Gender, Needs, Strengths, Interests, Experiences Language, Race, Culture, Religion, Socio-economic Status, Difficult Circumstances, and Indigenous People

THE K TO 12 GRADING SYSTEM

**Focus on Gender, Needs,
Strengths, Interests,
Experiences Language,
Race, Culture, Religion,
Socio-economic Status,
Difficult Circumstances, and
Indigenous People**



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SPARK Your Interest

Episode 3 provides an opportunity to observe how differences in gender, racial, cultural and religious backgrounds, including coming from indigenous people, influenced learner behavior interaction and performance in school. One will also analyze and reflect on practices that teachers use in leveraging diversity in the classroom. It also provides an opportunity to observe how differences in abilities affect interaction in his school and learn about the strategies that teachers use in addressing the learners' needs toward effective teaching and learning.



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- Describe the characteristics and needs of learners from the diverse backgrounds;
- Identify the needs of students with different levels of abilities in the classroom;
- Identify the best practices in differentiated teaching to suit the varying learner needs in a diverse class (PPST 3.1.1); and
- Demonstrate openness, understanding and acceptance of the learners' diverse needs and backgrounds.



REVISIT the Learning Essentials

Here are principles and concepts relevant to this episode:

1. Principles of development
 - a. Development and learning proceed at varying rates from child to child as well as at uneven rates across different areas of the child's functioning. (NAEYC, 2019)
 - b. Development and learning are maximized when learners are challenged to achieve at a level just above their current level of mastery. And also, when they have many opportunities to practice newly acquired skills. Differentiated instruction is a student-centered approach that aims to match the learning,



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content, activities and assessment to the different characteristics, abilities, interest, and needs of the learners.

2. The PPST highlighted the following factors that bring about the diversity of learners:
 - a. Differences in learners gender, needs, strengths, interests, and experiences.
 - b. English linguistic, cultural, socio-economic and religious backgrounds
 - c. Learners with disabilities, giftedness, and talents.
 - d. Learners under challenging circumstances, circumstances which include geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters, child abuse, and child labor.

Effective teachers are knowledgeable about how issues related to the factors mentioned affect learners. The teachers developed in them **sensitivity** and **empathy**. They remember that the learners respond and perform at different levels. The teachers are sure the students that their **gender identity, culture and religion are respected their strengths are recognized** and their **needs will be met**. These teachers declare to all that **everyone has the chance to learn and succeed**. They create a learning community where everyone can work together and contribute regardless of their abilities, capacities, and circumstances.

Teachers who **celebrate** and **leverage student diversity** in the classroom:

- Use strategies to build a caring community in the classroom.
- Model, respect and acceptance of different cultures and religions
- Bring each of the student's home culture and language into the shared culture of the school.
- Provide more opportunities for cooperation than competition.

3. Focus on **indigenous peoples**

A young teacher approach to indigenous peoples starts with a keen awareness of one's own identity, including one's beliefs and cultural practices. True serious reflection. One may realize that the self is a product of all the influences of key people in one's life and the community, real and virtual. Similarly, learners from indigenous groups carried with them their beliefs, views and cultural practices. One's attitude needs to be that of openness and respect. Come in **not** with the view that one's own culture is superior. We approach with a sincere willingness. And deep interest to know and understand the



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indigenous people's culture. We aim to make teaching learning **facilitative rather than imposing**.

- a. From your professional education subjects/courses, most likely you have discussed indigenous peoples in the Philippines. You learn that our country has about **110 ethno-linguistic groups**, majority of which is in Mindanao, some in Northern Luzon and fewer in the Visayas. (UNDP Philippines, 2010). They represent about 10 to 20% of our total population. There are two big indigenous peoples groups which have several smaller ethnic groups within them, the non-muslim groups called the Lumads in Mindanao, and the Igorots Northern Luzon. Among others, we have the Badjaos, Ati and Tumandok, Mangyans, and Aetas.
- b. Republic Act 8371 (1997), the indigenous Peoples Rights Act, recognizes and protects the rights of indigenous cultural communities (ICC) and Indigenous peoples (IP). Our country was admired by other nations for enacting this law. However, years later so, much still has to be done to improve the lives of millions of people from indigenous groups. (Reyes, Mina and Asis, 2017)
- c. Guided by RA 8371, in 2015 DepEd issued DO 32, s.2015, adapting the Indigenous Peoples Education (IPED) Curriculum framework. Most useful for you as a future teacher to remember are the 5 Key Elements of the Indigenous Peoples Education Curriculum (DO 32, s.2015 enclosure, pp.15-18):

1. Curriculum Design, Competencies and Content. Interfacing the national curriculum with Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Learning Systems (ILS). The design of a culturally appropriate and responsive curriculum has the following features:

- a. Anchors the learning context on the ancestral domain, the community's world view, and its indigenous cultural institutions.
- b. Includes and respects the community's expression of spirituality as part of the curriculum context.
- c. Affirms and strengthens indigenous culturally identity.
- d. Revitalizes, regenerates, strengthens and enriches IKSPs, ILS, and indigenous languages.
- e. Emphasizes competencies that I needed to support the development and protection of the ancestral domain, the vitality of their culture and advancement of indigenous peoples rights and welfare.



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- f. Supports the Community's efforts to discern new concepts that will contribute to the Community's cultural integrity while in enabling meaningful relations with the broader society.
 2. **Teaching Methodology and Strategies.** A culturally appropriate and responsive curriculum employs teaching methodologies and strategies that strengthen and enrich and complement the communities indigenous teaching-learning process.
 3. **Learning Space and Environment.** A culturally appropriate and responsive curriculum recognizes that the ancestral domain where IKSPs are experienced, lived, and learned in the primary learning environment and learning space of indigenous learners.
 4. **Learning Resources.** Instructional materials and other learning resources shall be developed and utilized in line with the described curriculum, content, and teaching learning process.
- Classroom Assessment.** Assessment shall be done utilizing tools appropriate to the standards, competencies, skills and concepts being covered, their design and use shall address the needs and concerns of the community and shall be developed with their preparation.



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OBSERVE, ANALYZE, REFLECT

Activity 3.1

Observing differences among learners, gender, needs, strengths, interests and experiences; and differences among learners' linguistic, cultural, socio-economic, religious backgrounds, and difficult circumstances.

Name of FS Student: Rizza Joy A. Jane

Course: BSEd Major in Sciences

Year and Section: 4th year Block A

Sir Kim Paolo Armin A.

Resource Teacher 1: Torcelino VI

Signature: _____

September
Date: 8, 2025

The learner's differences and the type of interaction they bring surely affect the quality of teaching and learning. This activity is about observing and gathering data to find out how its student diversity affects learning.

To realize the **Intended Learning Outcomes**, where you're always through these steps:

Step 1. Observed a class in different parts of his school day. (beginning of the day, class time, recess, etc.)

Step 2. Describe the characteristics of the learners in terms of age, gender, and social and cultural diversity.

Step 3. Describe the interaction that transpired inside and outside the classroom.

Step 4. Interview the resource teacher about the principles and practices that she uses in dealing with diversity in the classroom.

Step 5. Analyze the impact of individual differences on learners' interactions.

The **observation form** is provided for me to document my observations.



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OBSERVE

An Observation Guide for the Learners' Characteristics

Read the following carefully before you begin to observe. Then write your observation report on the space provided on the next page.

- 1) Find out the number of students gathered data as to their ages, gender, racial groups, religious and ethnic backgrounds.

During class:

- 1) How much interaction is there in the classroom? Describe how the students interact with one another and with a teacher. Are there groups that interact more with the teacher than others?
- 2) Observe the learner seated at the back and the front part of the room. Do they behave and interact differently?
- 3) Describe the relationship among the learners. Do the learners cooperate with or compete against each other?
- 4) Who are mostly students participating actively? Who among them ask for most help?
- 5) When is student is called and cannot answer the teacher's question, do the classmates try to help him? or do they raise their hands so that the teacher will call them instead?

Outside class:

- 1) How do the students grow themselves outside class? Homogeneously by age? by gender? by racial or ethnic groups? by their interests? or by the students in mixed social groupings? If so, describe the groupings.
- 2) Notice who are alone and those who are not interacting. Describe their behavior.

Interview the teachers and ask about their experience about learners in different circumstances. Request them to describe these circumstances and how it has affected the learners. Ask about the strategies they used to help these learners cope.

Ask the teachers about the strategies they apply to address the needs of diverse students due to the following factors.

- Gender, including LGBT



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- Language and cultural differences.
- Differences in religion
- Socio-economic status.

OBSERVATION REPORT

Name of the School Observed **CNSC – College of Education Laboratory School**

School Address **J.Lukban Ext., Daet, Camarines Norte**

Date of Visit **September 8, 2025**

On the following day of my observation, together with our field study group, we conducted a short survey among the students to gather information about their backgrounds and characteristics. I found that the class consists of 27 students, with 12 male and 14 female, with ages ranging from 13 to 15 years old. All the students are Bicolano, which provides a shared cultural background that influences their interactions and communication styles. The students show diversity in terms of gender, and some identify as part of the LGBTQ+ community, which adds to the inclusiveness of the classroom environment. In terms of religious affiliation, I noticed that more than half of the students identify as Roman Catholic, while others are Born-again, Mormon, Islam, and non-practicing, reflecting a range of beliefs and values within the class. During the survey, I also observed that some students have disabilities, such as poor eyesight, arthritis, and asthma, which affect how they participate in classroom activities. The class reflects a rich mix of abilities, beliefs, and perspectives.

The class showed an impressive bond and interaction even outside the classroom. I have witnessed the activeness of the student taking parts in the activity. Most students shows cooperative behavior, willing to help each other, and friendly. For instance, I also noticed student who are unable to answer, the his classmate encourage him and repeating the questions in a more basic form and giving additional idea. I have noticed that student typically gather on group in which they shared common interest and mixed with gender. They often group together based on shared interests, like talking about hobbies, school projects, or



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common activities. There were also times where student were alone and not interacting with their classmate and prefer to be alone. However, whenever this occurs, students immediately finds a way to bind and reconnect with each other. They always make sure that everyone take parts of the activity, making sure everyone will have a great time, both in learning and in having fun. In terms of the arrangement, students seated at the front of the classroom tend to be more active, attentive, and showing strong engagement and interest with the lesson. In contrast, students at the back are generally quieter and less consistent in their participation. Some of them may occasionally become loud, especially when interacting with peer. This seating difference seems to influence both their attentiveness and their willingness to engage with the teacher and the lesson. Among the student, our survey shows that Ms. Magdaluyo, who they describe as active and excelled in class. On the other hand, some students tend to ask for help, seeking clarification from the teacher during lessons or when completing tasks, highlighting the variety of learning ability of student within the classroom.

During the interview, the resource teacher emphasized the importance of demonstrating sensitivity when interacting with learners from diverse backgrounds. He particularly highlighted gender sensitivity, noting that it is explicitly stated in the syllabus that they adhere to maintain gender sensitivity and inclusivity in the classroom. Additionally, understanding, open-minded, and practicing sensitivity helps the resource teacher to support the well-being and development of all learners, reflecting the reality that student's nowadays are more sensitive to issues of respect, equality, and acceptance. Lastly, the resources teacher noted that teachers must recognize these sensitivities to effectively support every learner's growth and well-being.



ANALYZE

- 1) Identify the persons who play key roles in their relationships and interactions in the classrooms. What roles do they play? Is there somebody who appears to be the leader, a mascot/joker, an attention seeker, a little teacher, a doubter/pessimist?

Evidently, inside the four corners of the classroom, I have witnessed among the 27 students their own unique personality and roles that they play that makes them stand out. There are leaders, friendly one, loquacious, and make the class happy. The leader supersede the role of president, she is the one who try to maintain and instructed her classmates to stay quiet



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and remind the her classmate. There are also some student who prevalently shower their brightness and joke around to entertain the class. Despite this, it is also evident that there are still students who seek attention, which is a normal traits that is not necessary a negative. I see does student as preserve and comfortable in showing their skills and ability in different form. More importantly, It is amazing how the teacher able to handle and deal with the difference of the student while maintaing a conducive environment.

What makes the learners learners assume there roles? What factors affects their behavior?

The reason why the learners portray and assume their roles based on their personality, influence from peers and the community, and their personal beliefs and values, dictating factors that somehow satify others. These factors affect how they behave, interact with others, and make decisions in different situations. This reminds me of Kohlberg's Theory of Moral Development, particularly the Conventional Level, Stage 3, where behavior is influenced by an individual's desire to be perceived by society as a good person.

- 2) Is there anyone you observe who appear left out? Are you students who appear "different"? Why do they appear different? Are they accepted or rejected by the others? How is this shown?

I observed few learner who seemed left out particularly during group presentation. Despite that students quickly found ways to reconnect, ensuring everyone participated and enjoyed both learning and fun together.

What does the teacher do to address issues like this?

In this matter, the teacher address this issue by reconnecting with his students through collaboration and adaptive activities. Where the teacher puts students' of different skill together in one group to support, learn and build connection from one another.

- 3) How do you spell the teacher influenced the class interaction, considering the individual differences of the students?

From my observation, the teacher influenced class interaction by adjusting questions and activities based on students' abilities. The teacher called on both active and quiet learners, giving everyone a chance to share. This showed awareness of their individual differences. The teacher was approachable and welcomed students' questions, which encouraged open communication and made students feel comfortable sharing their



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thoughts. This interactive demonstrated an awareness of their individual differences and created an inclusive learning environment.

- 4) What strategies does the teacher use to maximize the benefits of diversity in the classroom?
How does the teacher leverage diversity?

During my observation, the teacher employ strategy like encouraging the student to be collaborative with their peers during group work, where students with different streangth can contribute and learn from each other. Another things, according to the teacher to accommodate and acknowledge one of the student differences and ability is to be flexible and adaptable. Since student are dynamic and with difference in learning abilities wihtin the classroom, the teacher must keep up with it by adjusting the lesson for student who arare struggling to understand and match the abilities of the student who perform well. By acknowledging students uniqueness, the teacher create an inclusive and positive environment for everyone. The teacher leverages diversity by promoting inclusivity, encourage collaboration, and supportive environment.



REFLECT

- 1) How do you feel being in that classroom? Did you feel a sense of oneness or unity among the learners and between the teacher and the learner?

Stepping into the classroom, I immediately sense the welcoming and intenttness of the student when they see their teacher. Althrough the classroom is filled with individually different students, it does not affect them to form a strong sense of unity among them as well as they build a good teacher and students relationship. This is evident when everyone are confidence in participation, helping their peers, and encouraging them to answer, and there was no sign of unhealthy competition but rather show a sign that the teacher is effectively foster supportive and sensitivity whitin the classroom. The way the student socialize and care for each other made me feel the oneness in the classroom.



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Activity 3.2

Observing differences among learners with disabilities, giftedness, and talents.

Resource Teacher: Sir Kim Paolo Armin A.
Torcelino VI

Signature: _____

Date: September 8,
2025

Grade/Year Level: Grade 9

Subject Area: Science

Date: September 8-9,
2025

To realize that **Intended Learning Outcomes**, work your way through these steps.

1. Observe at least two of these classes.
 - a. SPED less with learners with intellectual disabilities.
 - b. SPED less with learners with physical disabilities.
 - c. SPED class for the gifted and talented.
 - d. A regular class with inclusion of learners with disabilities.
2. Note the needs of the learners that the teacher should address.
3. Interview the teachers to find out more about the learners.
4. Write observation report.
5. Analyze your observation data.
6. Reflect on your experience.



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OBSERVE

Use observation guide provided for you to document your observations.

An Observation Guide for the Learners' Characteristics

Read the following carefully before you begin to observe. Then write your observation report on the space provided on the next page.

1. Observe the class to see the differences in abilities of the learners.
2. Try to identify the students who seem to be performing well and those that seem to be behind.
3. Validate your observations by asking the teacher about the background and needs of the learners.
4. Observe the behavior of both regular students and those with special needs. Note their dispositions, Pace in accomplishing task, interaction with teacher, and interaction with others.
5. Observe the teacher's method in addressing the individual learning needs of the students in his or her class.



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OBSERVATION REPORT

Name of the School Observed CNSC College of Education Laboratory School

School Address J. Lukban Ext., Daet, Camarines Norte

Date of Visit September 9-10, 2025

In the SPED class I observed student who are deaf, mute and autistic, showing attentiveness by carefully watching the teacher's hand gestures and facial expression. The classroom contains 16 number of student with 10 high school and 6 pupils. Ages ranges from 5-16. Since there is only one classroom for SPED students as a result, the room is composed of mix students and there are 3 teacher that supervise and facilitate the teaching. During the discussion, the subject being taught is math and science therefore the teacher handle two section of student at the same time, the first section of student are tasked to solved the written assessment on board, while the other group of student are concentrating on the lesson being discuss. The teacher employed various methods to address the individual learning needs of the students. The teacher used written instruction, visual aid, gestures, and sign language to support students. They also closely monitor the progress of the student by constantly checking on them making sure all students could follow and grasp the lesson. To effectively support student's special needs, the teacher used differentiated instruction based on student's level of learning ability and needs. In constructing lesson plan, the teacher employ the Individualized educational Program (IEP) as a guide to align the activities aligned with the needs of the students. Additionally, the teacher said, they also used scaffolding where it help the students to digest the lesson content more easily while gradually remove the support to encourage learning independency among the learners. Moreover, they also give extra time, particularly on student who are behind and do a repeated or remedial practice to support better retention and understanding.

On the other hand, all student show activeness in discussion by using sign language and responding through writing on the board. The teacher make sure she accommodate and acknowledge the special needs of each and one of her class. Another notable observation is the behavior of the student in class, the student showed activeness just like a regular student. They were loquious using sign language and even communicating with their seatmate while their teacher was in front, which is a typical high school student moment. Moreover, regular students showed confidence in completing tasks at a faster pace and interacted easily with both the teacher and their peers. On the other hand, the SPED students demonstrated patience and attentiveness, taking more time to accomplish tasks while relying on visual cues, gestures, or sign language to communicate. Despite these differences, the SPED students show positive disposition and focus throughout the lesson while actively engaged with the teacher and peers. The interaction among SPED students



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was mostly limited to their own group, in which limit interaction among students of the same age, as the SPED students and rarely had the opportunity to engage with other students of the same age outside the SPED setting. This limited social exposure may affect their social skills and peer relationships, but the teacher still managed the class with persistence, effort, and encouragement, showing that learning could still happen despite the limitations.

Another remarkable things I have learned as a future teacher is the importance of patience, empathy, and flexibility in addressing the diverse needs of learners. I realized that students with special needs have different ways of communicating, participating, and expressing themselves, yet they are just as capable of learning and engaging when given the right support to create a positive and inclusive learning environment where each one of student with or without disability feel valued, accepted and appreciate.



ANALYZE

- 1) Did your observation match the information given by the teacher?
Based on the information given by the teacher, my observation matched what the teacher gave. The teacher's method, strategies teacher employed, and behavior of the student.
- 2) Describe the differences in ability levels of the students in the class? What practices or strategies are done or should be done to differentiate instruction to meet the needs of the learners?
The differences between student makes them a diverse learners, while some quickly understand the lesson while other are struggling and need more assistance. To address there differences, the teacher use differentiated instruction like scaffolding, written instruction and create a lesson plan with the guide of IEP to acknowledge student's special needs and individual capabilities to meet diverse need of all the learners.



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3) Describe the methods used by the teacher in handling the students' differences in abilities. How did the students respond to the teacher? Did the teacher use differentiated instruction? If yes, describe how.

The teacher used various instructional methods in handling the differences of the students while acknowledging their individual needs. To deliver the lesson effectively, the teacher used written instructions by writing down on the board the content to be discussed and providing additional explanations or guidance for those who needed more support. In addition, the teacher incorporated hand gestures and sign language to ensure that all students could understand and follow the lesson. These strategies helped make the learning process more inclusive and accessible for everyone in the classroom. This approach allowed all students to engage with the lesson at their own pace and according to their abilities.



REFLECT

1) Recall the time when you were in elementary or high school. Recall the high and low achievers in your class. How did your teacher deal with differences in abilities? Was your teacher effective?

I have recollected my time during elementary and high school, and I noticed that some teachers treated students differently. They relied more on traditional learning and favored high-achieving students while neglecting those who needed more assistance and were struggling. At that point, I asked myself how a teacher could be prejudiced and fair at the same time, uplifting only students who already excel. Impartiality means treating every student equally and making each one feel that they matter just as much as the top student's. I consider myself an average student—not the loudest voice, most active, or top scorer—mainly because of my social anxiety and fear of being judged. But I have come to realize that learning is not about being the best; it is about being present in each lecture and recognizing one's worth. Throughout my experience, I met great individuals who influenced me to be optimistic and discover my own rhythm. I am grateful to the teachers who gave recognition and saw beyond grades and labels, empowering and encouraging students like me to be brave and confident. Based on my experience, I have seen how teachers manage students by embracing diversity, inspiring them to try, viewing mistakes as opportunities, and helping them grow without being overwhelmed by the fear of falling short. These strategies support struggling students, build self-esteem, and create an environment focused on growth.



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- 2) What dispositions and traits will you need as a future teacher to meet the needs of the learners?

To become a better teacher, I need to be patience and empathy to understand each one of my learner has needs and willing to guide them. I must also be adaptable and creative to adjust my teaching strategies based on their learning style and interests in order for me to effectively plan and deliver the lessons. Another crucial thing is having a positive attitude and sense of fairness, which allow me to build a positive learning atmosphere where every student were heard, seen, and valued regardless of their differences. I must also remain committed to continuous personal and professional growth because I want to give a transformative learning with new teaching approach and technologies to make lessons engaging and appropriate on their level.



SHOW Your Learning Artifacts

With the principle of individual differences in mind, what methods and strategies will you remember in the future to ensure that you will be able to meet the needs of both the high and low achievers in your class? Make a collection of strategies on how to address students' different ability levels.

As a future educator, to meet the needs of both high and low achievers in my future classroom, I will use various methods and teaching strategies that take into consideration of individual differences. First I will employ differentiate instruction through adjusting the lesson and activities to cater the needs of my student. This will ensure my student's can learn effectively and challenged appropriately. Next, I will use I will also incorporate varied teaching methods, such as leveraging ICT tool, visual aids, and hands-on activities, on my discussions, to engage different learning styles and make the lesson interesting. I will also promote positive reinforcement and give my student praises and celebrating their effort and performance, while continuously monitoring their progress and feedback for improvement. This will help me to build a teacher-student while building their confidence in the process. I will not only make my lesson engaging but also digestible through scaffolding, I will create a manageable tasks



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FIELD STUDY

ON BECOMING A TEACHER

Episode 3 Focus on Gender, Needs, Strengths, Interests, Experiences Language, Race, Culture, Religion, Socio-economic Status, Difficult Circumstances, and Indigenous People

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appropriate to their cognitive level and gradually reducing support as student get gain confidence and understanging while developing their higher-order thinking skills in the learning process.

Additionally, I will maintain an inclusive and supportive classroom environment, where every student feels valued and recognized regardless of their ability. I will regularly monitor progress through formative assessments and feedback, allowing me to adjust lessons and provide additional support where needed. Encouraging students to learn from mistakes, take risks, and try new strategies will also be a core part of my approach, fostering resilience and motivation for all learners.



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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 3-**Focus on Gender, Needs, Strengths, Interests, Experiences Language, Race, Culture, Religion, Socio-economic Status, Difficult Circumstances, and Indigenous Peoples**

Learning Outcomes: describe the characteristics and needs of learners from diverse backgrounds; Identify the needs of students with different levels of abilities in the classroom; Identify best practices in differentiated teaching to suit the varying learner needs in a diverse class (PPST 3.1.1); demonstrate openness, understanding and acceptance of the learners diverse needs and backgrounds.

Name of FS Student: Rizza Joy A. Jane

Date Submitted: September 14, 2025

Year and Section: 4th year Block A

Course: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.
ANALYSIS	All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.	Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observation were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.
REFLECTIONS	Profound and clear; supported by what were observed and analyzed	Clear but lacks depth; supported by what were observed and analyzed	Not so clear and shallow; somewhat supported by what were observed and analyzed	Unclear and shallow; rarely supported by what were observed and analyzed



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LEARNING ARTIFACTS		Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome				Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome		Portfolio is not reflected on in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome		Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant	
SUBMISSION		Submitted before the deadline				Submitted on deadline		Submitted a day after the deadline		Submitted two (2) days or more after the deadline	
Comment/s											
SCORE	20	19-18	17	16	15	14	13-12	11	10	9-8	Below
GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below

KIM PAOLO ARMIN A. TORCELINO VI

Signature of FS Teacher above Printed Name

September 12, 2025

Date