



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education
College of Alternative and Lifelong Learning



SUMMARY OBSERVATION

FOCUS ON THE LEARNER, THE LEARNING PROCESS, AND THE LEARNING ENVIRONMENT

CLASS OBSERVED: **Grade 10 – FGEEL-ITL**

DATE (of Observation): **October 10, 2025**

NAME OF THE TEACHER: **Ms. Kwen Jirah G. Faelnar (BTLE ICT IV-26) c/o Dr. Lorena A. Castro**

NAME OF THE OBSERVER: **EVARDO, Ezekiel John M.**

LEGEND: VE – Very Evident; ME- More Evident; E-Evident; NE-Not Evident; NO-Not Observed

INDICATORS	VE	ME	E	NE	NO
FOCUS ON THE LEARNER					
1. Learners are prepared and ready to engage in the lesson.	✓				
2. Learners actively participate in individual and group activities.	✓				
3. Learners interact respectfully and collaborate with classmates.	✓				
4. Learners exercise critical thinking by asking and answering meaningful questions.	✓				
5. Learners display appropriate behavior during activities and transitions.	✓				
6. Learners demonstrate motivation and interest throughout the lesson.	✓				
7. Learners connect lesson content to prior knowledge and real-life situations.			✓		
8. Learners show evidence of understanding through outputs or performance.	✓				
9. Learners respond positively to teacher feedback and guidance.	✓				
10. Learners practice inclusivity and respect for diverse perspectives.	✓				
FOCUS ON THE LEARNING PROCESS					
1. Teacher explains lesson purpose or connects lesson to prior knowledge.	✓				
2. Teacher provides preparatory activities to ensure learner readiness.	✓				
3. Teacher organizes lesson logically with a clear beginning, development, and closure.	✓				
4. Teacher uses varied and appropriate teaching-learning strategies.	✓				
5. Teacher employs differentiated activities to address learners' needs and levels.	✓				
6. Teacher integrates instructional materials and technology effectively.	✓				
7. Teacher asks purposeful and higher-order questions.	✓				
8. Teacher uses effective verbal and non-verbal communication strategies.	✓				
9. Teacher gives timely and constructive feedback.	✓				
10. Teacher provides opportunities for reflection, synthesis, and transfer of learning.	✓				

INDICATORS	VE	ME	E	NE	NO
FOCUS ON THE LEARNING ENVIRONMENT					
1. Teacher establishes a safe, secure, and orderly learning environment.	✓				
2. Classroom arrangement supports interaction, collaboration, and visibility.	✓				
3. Learning environment promotes fairness, respect, and care.	✓				
4. Classroom climate encourages active participation and cooperation.	✓				
5. Teacher manages learner behavior through proactive and positive discipline.	✓				
6. Teacher implements routines, rules, and procedures consistently.	✓				
7. Learning space is inclusive and responsive to learners with diverse needs.	✓				
8. Teacher prepares and arranges learning materials to create a supportive and organized learning environment.	✓				
9. Lesson time is maximized with smooth transitions between activities.	✓				
10. Teacher fosters a positive and motivating atmosphere for learning.	✓				
Strengths Noted <i>(What specific teacher actions or classroom practices stood out as effective, but may not have been captured fully by the checklist?)</i>					
The most outstanding strength that Ms. Kwen demonstrated was her creative thematic integration. Ms. Kwen did not just teach the content; she created an immersive learning experience by using the popular Encantadia theme in her motivation, recall, and grouping activities. This practice—using pop culture elements like props ("Brilyante ng mga elemento") and music—demonstrated resourcefulness as she was able to think of such concept that I would personally think of, and it showed a strong understanding of her learners' interests, which made everyone in the class engaged and motivated even before the lesson officially began.					
Additionally, she also had a segment during her lesson proper entitled "What if?" where she asks the students if what will happen if they added too much or too less of the ingredients from the recipe given by Dr. Castro, if some procedures weren't met like accidental extended cooking time and such. This is a perfect integration of Science concepts for their TLE course content as it modeled interdisciplinary learning and critical thinking on the side of the learners.					
Points for Improvement <i>(What opportunities for better teaching or learning did you notice that were not reflected in the indicators?)</i>					
I did not note any significant weaknesses or negative aspects from Ms. Kwen's demonstration teaching, as the lesson was highly engaging and effectively executed. The only opportunity for further improvement would be to introduce a brief, structured, whole-class activity immediately after the video demonstration that she presented to the class. This would serve as a final check if the students were able to memorize or at least familiarize the procedures of making a Pan de Coco before students move into the planning session. In this way, she can ensure that her video demonstration was effective to the students or it never really had any effect on the student's learning.I did not note any significant weaknesses or					

negative aspects, as the lesson was highly engaging and effectively executed. The only opportunity for further refinement would be to introduce a brief, structured, whole-class activity immediately after the video demonstration. This would serve as a final check for procedural mastery before students move into the high-level, complex planning activity, thereby ensuring the foundational content is secured by all learners.

Additional Observations

(Anything unique, noteworthy, or surprising about the learners, process, or environment that should be recorded?)

It was noteworthy how Ms. Kwen utilized self-prepared instructional materials. As per Dr. Castro's advice, she filmed herself actually baking a batch of pan de coco along with her Encantadia-inspired Canva presentation/ Creating a personal video demonstration (using video editing software) and designing custom visuals via Canva shows how dedicated she is in delivering a highly engaging lecture and learning experience for her students.

Furthermore, the 10th-grade learners displayed a great level of self-regulation; despite the high energy generated by the themed activities and group work as well as a "weekend mindset" with the subject being the second to the last class for the week, the class maintained focus with minimal intervention, confirming their readiness and respect for the learning environment. The clear coordination with Dr. Castro for the final synthesis also showed a strong collaborative team approach between Ms. Kwen and Dr. Castro.

Insights as a Future Teacher

(What personal realizations or takeaways did you gain from this observation experience?)

The biggest insight I gained relates directly to motivation and workload in the public school system. As a current DepEd teacher, I know how easy it is to get caught up in paperwork and administrative tasks. This often makes me limit my lesson preparation to strictly following the curriculum guide, causing me to skip ambitious, creative ideas like Ms. Kwen's Encantadia theme.

This lesson highlighted the crucial difference between teaching college and JHS students. Having primarily taught college students, I relied on their existing intrinsic motivation—they chose their program and can largely self-regulate. However, I often struggle with unmotivated JHS students (like some Grade 7s) who might only attend class for practical reasons, such as receiving daily allowance from their parents, as some would even fake going to school after receiving allowance by leaving the house and not going to the school premises without their parents' or teachers' awareness. In my Counseling Psychology class during my undergraduate years as a psychology major, we have learned that "You cannot help or save individuals who doesn't wish to be helped or to be saved." Such notion also extends to sales or marketing: "You cannot sell a product to a person who doesn't have any interest or even a faint intention of purchasing something at the moment." My background in Psychology made me believe that you can't force motivation onto a student who lacks the internal drive.

Ms. Kwen's lesson completely shifted that view. She demonstrated the powerful and necessary role of extrinsic motivation at the junior high level. She successfully made the students want to participate by creating an exciting, immersive environment. While these creative plans feel impractical when I am bombarded with tasks, the solution is clear: I must plan these major engaging hooks—like the theme, props, and video—far ahead of time. This strategic, early preparation will ensure I can implement high-quality, motivating pedagogy that successfully engages even the least intrinsically driven students.

See the context at the next page.

Subject Matter/Topic

Technology and Livelihood Education Grade 10 – Bread and Pastry Production: Pan de Coco

PanDaria: The Enchanted Academy of Baking and Delight

Final Teaching Demonstration – Grade 10 – TLE

By Ms. Kwen Jirah G. Faelnar

BTLE ICT IV-26 – Field Study Teacher

Supervised by Dr. Lorena A. Castro

October 10, 2025, 1:00 PM to 3:00 PM

The demonstration lesson, focused on the TLE competency of baking Pan de Coco, was structured to clearly guide students from engagement to knowledge application and final synthesis.

To begin, Ms. Kwen utilized minimal classroom management before establishing a highly engaging environment, launching into Encantadia-themed activities. She used music and thematic props (like the "Brilyante ng mga elemento") for group identification, recall, and individual motivation.

For the core content delivery and Ms. Kwen's instruction, she effectively used technology, presenting procedural steps via a personally prepared video demonstration of the Pan de Coco baking process (supported by Canva visuals). Ms. Kwen developed Critical Thinking by immediately engaging students in the inquiry-based "What Ifs?" activity, linking ingredient effects to Science concepts, and tasked the groups with a planning session for the upcoming periodic assessment.

Finally, to close the instructional period, Dr. Castro provided the required synthesis of the lectures and inputs. As part of this synthesis, he introduced the complex calculations related to costing, pricing, and profit identification as salient items for the students to focus on during their preparation for the next week's evaluation.