



## **2E-EDUC 3- PRINCIPLES AND METHODS OF TEACHING**

**Term 1 SY 2025-2026**

**Teacher-made Classroom Observation Tool at PNU FGEEL-ITL**

October 6 – 10, 2025

Name of CT Student: **EVARDO, Ezekiel John M.**

Degree Finished: Bachelor of Science in Psychology

Date Submitted: October 18, 2025

### **Class Observation Profile**

School/Institution: Philippine Normal University – FGEEL-ITL

Date of Observation: October 10, 2025

Modality ( Online or Onsite ) : Onsite

Time: 1:00 PM - 3:00 PM

Learning Area/Subject Observed: Technology and Livelihood Education

Grade/Year Level: Grade 10

No. of Students: Boys: 9 Girls: 12 Total: 21

Duration of Class: 2 hours

**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 54 – TLE**

**By Ms. Kwen Jirah G. Faelnar**

**BTLE ICT IV-6<sup>0</sup> – Field Study Teacher**

**Supervised by Dr. Lorena A. Castro**



**Lesson Objectives:**

**At the end of the lesson, the students are expected to:**

- C1. Identify and prepare the tools, ingredients, and safety rules needed for baking Pan de Coco
- P1. Demonstrate the proper step-by-step process in baking Pan de Coco.
- A1. Exhibit cleanliness, patience, and teamwork throughout the baking process.

**Part I. Overview of Teaching-Learning Observations**

**Observe the teaching and learning episode and answer the following briefly:**

Questions	Brief Significant Observations
1. How did the teacher implement the following? Please describe strategies and/or techniques employed. <b>(A) Lesson Introduction/Preliminary</b>	Ms. Kwen started the class with minimal classroom management techniques as the students are well regulated (given that they are already in 54th grade) and have already adjusted to the routine that Dr. Castro has possibly set in the class during the academic year's class opening.
<b>(B) Lesson Development/Lesson Proper</b>	Ms. Kwen led the class thruogh an Encantadia-themed activities and lesson development techniques as seen in recall activities (group activity), motivation activities (individual recitation), and demonstrated Pan de Coco cooking through video demonstrations personally prepared by Ms. Kwen. She even had a portion in her lecture entitled "What if?" where she asked the students if what will happen if they have accidentally used too much flour, left the baking process for longer than the intended time as indicated in the recipe, etc. which integrated science lessons in their cooking learning.
<b>(C) Culminating/Closure</b>	Dr. Castro synthesized the lectures and other inputs provided by Ms. Kwen and identified salient items for their upcoming periodic assessment.
2. What dominant teaching methods/ approaches/ did the teacher use? Please describe.	Ms. Kwen used activity-based learning by heavily relying on students doing things, as seen in group activities and individual recitations. Additionally, she also utilized demonstration method by presenting a



	<b>video of her making a batch of pan de coco .</b>
<b>3. What instructional materials including technology were used by the teacher?</b>	Ms. Kwen utilized mostly Canva in presenting her presentation slides to the class. She also possibly used video editing software in constructing her demonstration video for pan de coco. She also used printed props pasted on the board such as the “Brilyante ng mga elemento” which is an Encatadia-inspired theme as a way to group students as well as some speakers to play the Encatadia music theme when starting and ending the lesson.
<b>4. How did the teacher assess the attainment of the lesson objectives?</b>	Dr. Castro will be holding a practical exam by next week in creating a pan de coco, which fits the learning objectives of the class. Given that baking pan de coco requires adequate time and preparation, it is a fitting schedule of assessment for the subject matter.

## Part II. A Closer Look at the Lesson /Teaching-Learning Episode

No.	Indicators	Observations/Comments
	<b>The demonstration teacher . . .</b>	
5	<ul style="list-style-type: none"><li>formulate lesson objectives that are directly related to learning competency based from the curriculum guide of the core subjects and closely related to the new literacy/21<sup>st</sup> century skills</li></ul>	The objectives are clearly articulated using the Cognitive, Psychomotor, and Affective (CPA) domains. The objectives (C5: Identify, P5: Demonstrate, A5: Exhibit) are highly relevant to a Technical-Vocational-Livelihood (TVL) competency like Prepare and Produce Bakery Products. The inclusion of A5 (Teamwork) shows a direct link to the 65st Century Skill of Collaboration.
6	<ul style="list-style-type: none"><li>integrate appropriately the new literacy/21<sup>st</sup> century skills/SDG into the core subjects/topics</li></ul>	The lesson effectively integrated key 65st Century Skills (the 8Cs): Collaboration (group planning/teamwork), Communication (recitation/presentations), Critical Thinking (the @What Ifs?@portion which involved cooking troubleshooting and analysis), and Creativity (implied in the final planning session). The focus on food preparation and costing also touches upon Financial Literacy.



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7	<ul style="list-style-type: none"><li>plan highly coherent activities and that has a clear structure and flow for the development of the topic and new literacy/21<sup>st</sup> century skills</li></ul>	<p><b>The lesson demonstrated seamless flow among the parts of her learning procedure. The sequence moved seamlessly from engaging recall activities (Encantadia theme) to motivation, followed by the demonstration (content delivery), and Dr. Castro's culminating in the high-level application activity (costing breakdown and planning session). This structure successfully developed the content while embedding the 8Cs.</b></p>
8	<ul style="list-style-type: none"><li>apply knowledge of content within and across curriculum teaching areas and integration of new literacy/21<sup>st</sup> century skills</li></ul>	<p><b>Ms. Kwen demonstrated excellent content knowledge integration across curriculum areas. By connecting the effects of ingredients (e.g., too much flour/sugar) to Science concepts (chemical/physical processes), she enriched the TLE lesson and modeled interdisciplinary learning.</b></p>
9	<ul style="list-style-type: none"><li>use varied and appropriate instructional materials and resources that support the lesson objectives and engage learners in meaningful learning for the development of the subject content and new literacy/21<sup>st</sup> century skills</li></ul>	<p><b>The use of instructional materials was varied and highly engaging. The self-prepared video demonstration was an appropriate resource to support the psychomotor objective (P5: Demonstrate). Furthermore, the thematic printed props (@Brilyante ng mga elemento@ and music were effective in creating an immersive and meaningful learning environment for motivation and grouping.</b></p>
0	<ul style="list-style-type: none"><li>use appropriate information and communications technology (ICT) that enhance and support teaching and learning for the development of the subject content and the new literacy/21<sup>st</sup> century skills</li></ul>	<p><b>As a ICT major herself, Ms. Kwen utilized ICT appropriately and purposefully. The use of Canva for professional-looking presentations and video editing software for the demonstration video (a form of Digital Literacy skill display) enhanced both the content delivery and the learning experience, supporting the lesson objectives directly.</b></p>
1	<ul style="list-style-type: none"><li>use varied teaching strategies that enhance learner achievement of content and new literacy/21<sup>st</sup> century skills including 4Cs as well as other higher-order thinking skills in consideration with learners' needs, interests and experiences</li></ul>	<p><b>The lesson featured highly varied and effective teaching strategies. Strategies included Thematic Instruction (Encatadia-themed), Demonstration Method (video demonstration prepared by her), Individual Recitation, Group Collaboration, and an inquiry-based approach (@What Ifs?@ that prompted Higher-Order Thinking Skills (HOTS), especially Analysis and Evaluation of possible outcomes.</b></p>



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2	<ul style="list-style-type: none"><li>manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments</li></ul>	<p><b>The lesson successfully alternated between individual recitation (motivation) and group work (recall and planning session), ensuring every student had a role in the learning process. The use of thematic props to assign groups was a creative management technique.</b></p>
3	<ul style="list-style-type: none"><li>use effective verbal and non-verbal communication strategies to support learner understanding, participation, engagement and achievement</li></ul>	<p><b>Ms. Kwen never really had any difficulties in performing verbal communication strategies as the students themselves present any inquiries they have in Ms. Kwen's lectures. Additionally, every time her students shares something in the class, she acknowledges it meaningful as she breaks down further her student's personal sharing and relating it to the lesson and objectives at hand.</b></p>
54	<ul style="list-style-type: none"><li>manage learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environment</li></ul>	<p><b>Ms. Kwen never had any learner behavior issues as students are well-regulated and was already used to Dr. Castro's routine. She reinforced student participation by creating a point system whenever they participate in class through individual recitation.</b></p>
55	<ul style="list-style-type: none"><li>design and use varied and appropriate assessment /evaluation strategies consistent with lesson objectives</li></ul>	<p><b>The assessment strategies planned by Dr. Castro (i.e. costing breakdown, planning session, planned practical demonstration for pan de coco baking due next week) and it touches upon the 7 domains and even integrating Financial Literacy in costing breakdown.</b></p>
56	<ul style="list-style-type: none"><li>provide application /extension activities to create/produce a project/ or performance to demonstrate acquired knowledge and skills of subject content and new literacy /21<sup>st</sup> century skills.</li></ul>	<p><b>The group planning session which required students to prepare a costing breakdown, pricing, and profit identification is a powerful application/extension activity. This can even be attributed to Performance and Entrepreneurial skills which can also be considered as a crucial 65<sup>th</sup> century competencies.</b></p>
57	<ul style="list-style-type: none"><li>has good voice, pleasing personality and exudes energy and dynamism.</li></ul>	<p><b>Ms. Kwen had a lively voice, and a commanding voice, as if she has a lapel mic connected to a sound system while speaking despite not having any.</b></p>
58	<ul style="list-style-type: none"><li>show rapport, recognize and appreciate individual and/or group effort, participation and contribution</li></ul>	<p><b>Through Ms. Kwen's individual recitation and group activities, she was able to recognize and appreciate individual and group effort throughout the lesson, making the lesson even more engaging to the students. Her rapport with her</b></p>



	that led to the success of the lesson.	<b>students are implied as seen on positive behavior demonstrated by the students during the lesson.</b>
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### Part III. Reflections:

Please answer the following questions with brief and concise response.

1. Over-all, how would you describe the teaching-learning episode you observed? What are the strong areas/ strategies or techniques which you think is a good practice?

I would describe it as a very fun and interactive teaching-learning episode as the Ms. Kwen was able to prepare a lesson that piques the interest of the students through a pop culture reference such as Encantadia, a famous TV show for her intended age group. I would also say that it was deliberately planned as because of the Encantadia theme was overarching throughout the lesson, the transitions were seamless. The presentation slides are also engaging and lively as it was able to sustain the learners' interest until the very end of the lesson. I would say that that alone is a strong area/strategy for me to adapt it as i tend to focus more on the technical aspects of learning i.e. the conceptual and theoretical aspects of the lesson.

2. Over-all, what would you suggest or recommend to improve the conduct of the lesson?

I would not suggest or recommend anything to improve the lesson at it was an outstanding preparation and demonstration by Ms. Kwen. Not only she was able to meet all her objectives, but she was also able to sustain the interests of the learners as well as made the entire atmosphere engaging for learning. For me, I would like to model Ms. Kwen's teaching strategies as guided by Dr. Castro's supervision on my learning. I really enjoyed their classes.

3. Which of the indicators do you think is/are most challenging to you? Please explain briefly.

I think that the following indicators are challenging to me as I reflect my performance on teaching on my current work in DepEd for Grade 7 students:

- Indicator 11 (design and use varied and appropriate assessment /evaluation strategies consistent with lesson objectives)  
I rarely design varied assessment/evaluation strategies as I tend to only focus on objective assessment tools. For me, I have developed a lasting belief that assessments/evaluation strategies should only be measured objectively as there is an absolute standard



for what is right and wrong. If we are to formulate a subject means of assessment, such as role-play for example, I felt that we cannot really assess if everyone really learned from the role-play activity. And while role-play activates a lot of domains (cognitive, psychomotor, affective), social loafing is highly evident and not everyone is as engaged with role-plays. So I usually stick with one form of assessment, usually objective forms of assessment.

- Indicator 10 (manage learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environment)

As someone who has taught from college students then transitioning to junior high school students, it was such a challenging feat to discipline my Grade 7 students as I rarely have to perform strict classroom management strategies on my college students as most of them can self-regulate already and are motivated in finishing their chosen degree. I encounter students who are simply going to school for daily monetary allowance from their families, and so it was challenging for me on how to keep them motivated, given that they lack any motivation at all. I have been used to relying on my students' intrinsic motivation for me to keep them engaged, but now, I have to contrive opportunities for extrinsic motivation to keep them engaged.

- Indicator 13 (has good voice, pleasing personality and exudes energy and dynamism)

For some reason, I have noticed that I tend to lose my voice easily after just 2 days of teaching in a week. My students at my current work also noted that I have a voice that seems to lack some sense of snap or pop. "*Sir, ang lamig po ng boses ninyo.*" I see this as a shortcoming as a teacher, that I should have left an impression or implement a voice that exudes energy to make the lessons lively.

#### 4. What do you see as your greatest challenge in classroom management?

For me, the most challenging part in my own personal experience regarding classroom management is enforcing extrinsic motivation especially for students who are not intrinsically motivated. I have been used to riding on to my student's intrinsic motivation as the source of my classroom management, but given that some students are only there for the sake of daily allowance from their parents or guardians, we have to be the source of their motivation, which is difficult for me to handle as I have always believed that "You cannot help a person if this person doesn't want any helping." I have encountered this lesson during my undergraduate years in our Counseling Psychology class, which has been a part of my philosophy in dealing with human relationships such as in teaching. I have developed the idea that if a student in my class is generally unmotivated, then I just ask them to perform their bare minimum (i.e. submit requirements on time) just to pass the general education course they are currently enrolled at. I think I have to change that mindset in order to improve my classroom management.



**5. What strategies do you use / do you think will you use the most or regularly depend on to maintain classroom control?**

As of the moment, I am implementing extrinsic motivation on my class through behavioristic methods by enforcing a point system in recitation. Whenever they are able to recite on my classes, they will earn points that can be added to their scores in quizzes given that most of them, which is especially beneficial to some of the students who are highly motivated but had difficulty in keeping up with the lessons. This has turned the class more engaged and active whenever I am conducting classes to them.

**6. What words of advice would you give to a new teacher regarding lesson planning, classroom structure and managing learner behavior?**

I would say to them to familiarize the technicalities of lesson planning in order to keep up with the administrative requirements of the job, especially to someone working in the DepEd. Formats are usually available in file sharing sites like Scribd, StuDocu, Coursera, and such which can serve as a guide for them in formulating lesson plans. To beginning teachers like me who transitioned from tertiary level that had minimal paperworks compared to DepEd, lesson planning could be a daunting experience especially if you aren't guided with the technicalities of lesson planning. I don't have much experiences so far in managing classroom structures and managing learning behavior as I have yet to learn much from this subject as well as other hands-on teaching demonstration from various courses throughout my tenure in CTP, so I couldn't provide any meaningful and impactful advice to new teachers.

**7. What is your overall insights gained from this class/lesson observation exercise?**

I have learned a lot from the teaching observation we had last October 10, 2025, as I have learned how extrinsic motivation is necessary for learners in the primary and secondary level as some might be not as engaged and motivated with their education. By creating relatable themes for lesson planning such as Encantadia or any pop references, you can instill interest among learners especially if the students lack intrinsic motivation. While this can be time-consuming and effortful when done in practice, it would still be a great addition if the teachers will have such initiative.



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