



Gov. Alfonso D. Tan College  
 Program: INSTITUTE OF CRIMINAL JUSTICE EDUCATION  
 OBE Evaluation Form  
 First Semester S.Y. 2020-2021

Name of Professor: HANEYLYN L. CAGOD  
 Topic: HUMAN RIGHTS Time: 1:00-2:30 Room: MD-206

Course: CLJ2  
 Semester/SY: 2019-2020

Scale and Description	5 Expert (Excellent)	4 Proficient (Very Good)	3 Competent (Good)	2 Advanced Beginner (Fair)	1 Novice (Needs Improvement)
<b>I. Instructional Competence</b>	5	4	3	2	1
<b>A. Content Mastery</b>	Possesses extensive and comprehensive knowledge of the content of the course and has excellent grasp of other related areas knowledge.	Masters the subject matter and has a very good grasp related areas of knowledge.	Knows the subject matter and has good grasp of other related areas of knowledge.	Is somewhat familiar with the subject and has a few ideas on other related areas of knowledge.	Has a little familiarity with the subject matter and other related areas of knowledge.
	5	4	3	2	1
<b>B. Lesson Clarity</b>	Presents lesson clearly and explicitly, with well-chosen examples, vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present the material most of the time.	Lessons are clearly presented with examples given..	Presents lessons clearly and uses language and explanations that are confusing or inappropriate.	Does not show evidence of presenting lesson clearly and often uses confusing words and language.

II. Management of Learning	5	4	3	2	1
<b>A. Managing student behavior</b>	Has a highly effective discipline repertoire and can capture and hold students' attention.	Has effective repertoire of discipline tactics and can capture and maintain students' attention	Discipline styles that can maintain order and discipline in class.	Disciplinary repertoire and students are frequently not paying attention.	Discipline skills and constantly struggles to get students' attention
<b>B. Establishing a culture of learning</b>	5 The teacher has an exemplary rapport with students and demonstrates interest and respect in individual students' experiences, thoughts and opinion. The teacher responds individually and sensitively to students concerns.	4 The teacher has positive rapport with students and demonstrates respect for and interest in all students' most of the time.	3 The teacher has basic rapport with students and demonstrate respect and rapport for majority of the students	2 The teacher establishes a basic relationship with some students with instances of ignoring students' queries or concern.	1 There is a little or no evidence of a positive rapport between the teacher and students. The teacher may respond disrespectfully to students or ignore their questions or comments.
<b>C. Managing classroom procedures</b>	5 Shows students exactly what's expected by eliciting/asking essential questions, objectives, and showing rubrics, and exemplars of proficient work.	4 Teachers give students a clear sense of purpose by eliciting the unit's essential questions and the lesson's objectives.	3 Show students a clear sense of purpose by eliciting/asking the unit's essential questions and the lesson's objectives.	2 Tells students the main learning objectives of each lesson.	1 Begins lessons without giving students a sense of where instruction is headed

Comments/Suggestions/Recommendations:

Management of Learning Rating: \_\_\_\_\_

Try to provide more legal basis to your explanations on the given topic!

	5	4	3	2	1
<b>C. Engagement</b>	Gets all students highly involved in focused work/activity as active learners and problem-solvers.	Allows majority of the students to become actively involved and focused in class activities.	Facilities involvement among learners with a few students not actively involved in the class activities.	Attempts to get students actively involved but many students are disengaged.	Mostly lectures with students as passive listeners.
	5	4	3	2	1
<b>D. Differentiation</b>	The teacher effectively uses independent and collaborative strategies to make learning accessible and challenging for all students.	The teacher supports the learning needs of students through a variety of strategies, materials that make learning accessible and challenging for the students.	The teacher uses strategies and techniques that make learning accessible and challenging.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible.	The teacher does not attempt to make the lesson accessible and challenging and attempt are inappropriate.
	5	4	3	2	1
<b>E. Art of Questioning</b>	Teacher uses higher order thinking questions or prompts extensively to challenge students cognitively, advance high level thinking and discourse, and promote mega-cognition. Teachers facilitate that all voices are heard in the discussion.	Teachers ask various questions designed to promote students thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for them to respond	Teacher uses higher order questions in some aspects of discussion to promote understanding and critical thinking.	Teacher's questions leads students through a single path of inquiry, with answers seemingly determined in advance. The teacher's attempts to frame some questions designed to promote students thinking and understanding, but only a few students are involved.	Teacher's questions are of low cognitive challenge with single correct responses. Student teacher interaction is predominantly recitation style, with the teacher as the only mediator in all questions and answer.

Comments/Suggestions/Recommendations:

Instructional Competence Rating: \_\_\_\_\_

The applied strategies are quite impressive.



III. Assessment of Learning	5	4	3	2	1
A. Assessment strategies	The teacher monitors students' progress by employing a comprehensive and appropriate diagnostics, formative and summative assessment techniques to match every student's needs, abilities, and learning styles.	The teacher employs a variety of formal and informal assessments techniques to collect evidence of students' knowledge and skills	The teacher uses a good number of formal and informal assessments.	The teachers uses only one measure of students performance and does not vary assessment approaches.	The teacher does not use tests or other measure of students' performance.
	5	4	3	2	1
D. Feedback	Informs students of their scores of performance in class at all times	Most of them informs students of their scores of performance in class	Inform students of their performance in class in some cases.	Seldom inform students of their performance and standing in class.	Does not feedback to students on class performance

Comments/Suggestions/Recommendations:

Assessment of Learning Rating: \_\_\_\_\_

The assessment strategies are very relevant to the topics.