

## PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM TEACHING QUALITY SNAPSHOT

The Teaching Quality Snapshot is NOT intended to be an assessment of teaching quality, but rather as a tool to gather data on teaching practices and their effects on learning. For curriculum review purposes, it may be used to provide feedback on identifying teaching practices that help in enhancing student learning. For the school administration, the aggregate information on the snapshots of teaching practices will help in providing a general picture of teachers' pedagogical practices, which will help in the planning of professional development programs. Because this tool is a simple checklist, hence the term, "snapshot," it is not a cumbersome tool for those conducting the visitations. It may be done in as short as two minutes, and will allow the visitors to monitor more teachers over a shorter period of time. For the teachers being observed this tool will give a quick feedback on practices, and may be used to promote consciousness on the use of various strategies for teaching.

This tool was adapted from the King/Drew Magnet High School of Medicine and Science Classroom Visitation Guide.

### INSTRUCTIONS TO OBSERVER

---

1. When conducting an observation, mark the times of arrival and departure as the time and length of visit may be a factor in the analysis of results.
2. Ensure that all other information are filled out either before or after the observation. Should there be questions on the Subject and Topic being discussed, you may ask the teacher before or after the class.
3. A snapshot observation is ideally done as an unannounced visit, but a general announcement of the week of observation may be made ahead of time.
4. Ensure that the teacher observed will get the copy of the filled out observation form as soon as possible.
5. Place a check mark for the positively observed items, and an X for the items that have negative observations; leave blank those which are not observed or not applicable for the particular visit.

Subject:	Grade Level:
Topic:	

PSHS Monitoring Tool for Teaching and Learning in the Classroom

### What is the TEACHER doing? Instructional Delivery Method

- |                                      |   |                                     |
|--------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Whole Group | <input type="checkbox"/> Guided Exercise      | <input type="checkbox"/> Lecture    |
| <input type="checkbox"/> Small Group | <input type="checkbox"/> Independent Exercise | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Pair Share  |   |                                     |

**Language Used in Delivery** (state approximate % per item if mixed)

- English                       Filipino                       Dialect

**Strategies**

- Outlining & Summarizing                       Note-taking  
 Modeling                       Scaffolding  
 Cross-discipline connections                       Checking for Understanding  
 Use of manipulatives/graphic organizers  
 Laboratory work  
 Targeted teaching/differentiation  
 Using alternative learning styles and modalities  
 Creating opportunities for students to arrive at multiple solutions  
 Incorporating culturally responsive literature and perspectives into lessons  
 Incorporating gender responsiveness literature and perspectives into lessons

**Standard(s)**

- Posted / Clear expectations                       In student language  
 Connected to lesson

**Classroom Environment Provided**

- Culturally relevant materials                       Respects cultural diversity                       Clean  
 Free from distraction                       student work displayed                       Safe  
 Effective classroom management

**Local Initiatives in Place**

- Usage of instructional guides                       Wait time

**What are the STUDENTS doing?**

**Student Tasks / Work Products**

- individual assignments                       Cooperative learning                       Worksheets  
 Presentations                       Choral response                       Project  
 Performance                       Academic dialogue                       Note taking  
 Taking assessment                       Self-evaluation/reflection                       Others

**Taxonomy Level / Rigor**

- Knowledge                       Comprehension                       Application  
 Analysis                       Synthesis                       Evaluation

**Student Learning Behavior Observed**

- Engaged in tasks                       Engaged in constructive dialogue / Accountable talk  
 Asking relevant questions  
 Answering questions                       Learners demonstrate competence in traditional and non-traditional ways

**Materials Observed in Use by Students**

- Textbooks                       Supplemental materials                       Core materials  
 Technology                       Manipulatives  
 Classroom materials that reflect diversity

**NOTES:**

**Teacher Name:** \_\_\_\_\_

**Room:** \_\_\_\_\_ **Time In:** \_\_\_\_\_ **Time Out:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **No. of Students:** \_\_\_\_\_

**Visitor Name & Signature:** \_\_\_\_\_