



Republic of the Philippines  
Department of Education  
REGION IX, ZAMBOANGA PENINSULA  
SCHOOLS DIVISION OF DAPITAN CITY

Office of the Schools Division Superintendent

February 17, 2025

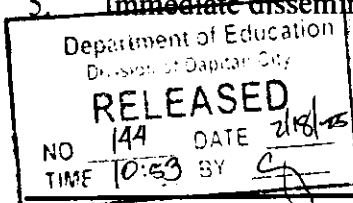
DIVISION MEMORANDUM

No. 144, s. 2024

**ADOPTION OF 'E-CHECKED TAMC' STRATEGY IN IMPROVING ACADEMIC PERFORMANCE AND SCHOOL GOVERNANCE OF SDO DAPITAN CITY**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors, CID and SGOD  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Heads/Principals  
Elementary and Secondary School Teachers  
All Others Concerned

1. In pursuit of continuous improvement in **academic performance and effective school governance**, the Schools Division of Dapitan City hereby adopts the **E-CHECKED TAMC' Strategy (Enhanced Curriculum implementation monitoring towards Holistic Engagement for Comprehensive Knowledge, skills, values & Expertise Development through Technical Assistance, Mentoring and Coaching)**. This initiative aims to **strengthen instructional supervision, enhance curriculum delivery, and promote holistic learning engagement** among stakeholders with the focus areas, strategies, activities and assessment tools transpired herein.
2. The implementation of "**E-CHECKED TAMC' Strategy** aims and focuses on:
  - a. **Enhancing Curriculum Implementation Monitoring** to ensure alignment with learning standards and effective teaching practices.
  - b. **Providing Targeted Technical Assistance** to equip teachers with innovative instructional strategies and address learning gaps.
  - c. **Fostering Holistic Engagement** by involving school heads, teachers, students, parents, and the community in educational improvement.
  - d. **Promoting Values Integration and 21st-Century Skills** to develop well-rounded learners.
  - e. **Maximizing ICT and Learning Resource Utilization** to improve instructional delivery and governance.
3. Attached are the strategy details and customized guidelines on the implementation of **E-CHECKED TAMC' Strategy** with its focus areas, strategies, activities and assessment tools.
4. For more information and/or clarifications please contact ASDS Aurelio A. Santisas 09171195044 or CID Chief Vicente Jose V. Suarez II at 09175100066.
5. ~~Immediate dissemination and compliance of this Memorandum is desired.~~



  
**FELIX ROMY A. TRIAMBULO, CESO V**  
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## INNOVATION PROPOSAL

- I. Title of Innovation:** *“E-CHECKED TAMC” - Enhanced Curriculum implementation monitoring towards Holistic Engagement for Comprehensive Knowledge, skills, values & Expertise Development Through Technical Assistance, Monitoring and Coaching*
- II. Proponent:** AURELIO A. SANTISAS, CESE – ASDS
- III. Description:** *“E-CHECKED TAMC” is a strategy adopted by CID to strengthen its usual conduct of Monitoring and Clinical Supervision to schools. It is conducted during school visits and class observations prioritizing the schools with low MPS based on the results of the Division Unified Quarterly Assessments.*
- IV. Objectives of the “E-CHECKED TAMC” Strategy**
- 1. Strengthen Curriculum Implementation Monitoring**
    - Establish a systematic and data-driven approach to monitor and evaluate the effectiveness of curriculum implementation in schools.
    - Ensure alignment of teaching strategies with curriculum standards, learning competencies, and best practices.
  - 2. Enhance Teacher Capacity through Technical Assistance**
    - Provide targeted coaching, mentoring, and professional development to equip teachers with innovative instructional strategies.
    - Foster continuous improvement by addressing gaps and challenges in curriculum delivery.
  - 3. Promote Holistic Engagement Among Stakeholders**
    - Encourage active participation of school heads, teachers, students, parents, and the community in the learning process.
    - Strengthen collaboration and shared responsibility for improving learning outcomes.
  - 4. Develop Comprehensive Knowledge, Skills, and Values**
    - Ensure that learners acquire not only academic competencies but also essential life skills and values for holistic development.
    - Integrate character education, 21st-century skills, and real-world applications into classroom instruction.
  - 5. Optimize the Use of Learning Resources and ICT Integration**
    - Maximize the use of instructional materials, digital tools, and ICT-based resources to enhance teaching and learning.
    - Promote innovative approaches that make learning more engaging, interactive, and inclusive.





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6. **Sustain a Culture of Excellence in Teaching and Learning**
  - Establish a system of continuous improvement by using feedback, reflection, and research-based practices in instructional supervision.
  - Recognize and scale up best teaching practices to ensure consistent quality in curriculum implementation.
7. **Ensure Data-Driven Decision-Making for Educational Improvement**
  - Utilize assessment results, classroom observations, and other performance indicators to inform instructional decisions.
  - Implement evidence-based strategies to address learning gaps and improve overall school performance.

***V. Focus Areas of Engagements during School Visits & Observation of Classes:***

- **Instructional Supervisory Plan (ISP) of School Heads**
- **Lesson Plan of Teachers alignment with MELC/MATATAG Curriculum**
- **Learning Delivery – application of strategies learned during trainings attended by teachers**
- **Utilization of Instructional Materials (Science & Math LTE, DCP utilization, ICT Integration, LR Corner utilization)**
- **Values Integration (across learning area & grade level)**
- **Enabling Learning Environment of schools**
- **Present and validate the comparative MPS by Learning Area of the teacher and schools**

***VI. Strategies and Activities Employed***

1. ***Use of Monitoring & Assessment Tools with Rubrics, Survey Questionnaires, Checklists***
2. ***Class Observation Tools with rubrics***
3. ***Clinical Supervision***
4. ***Provision of Technical Assistance, Mentoring and Coaching***
5. ***Conduct of Post Observations & FGD***
6. ***Rewards and Recognition***

***VII. Criteria for Assessments with Rubrics***

**A. Instructional Supervisory Plan (ISP) of the School Head.**

The rubrics below provide a structured way to assess an Instructional Supervisory Plan's quality and effectiveness.



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### 1. Clarity and Organization

Scale	Description
<b>5 Excellent</b>	The ISP is well-structured, with clear objectives, strategies, and timelines. Information is logically organized and easy to follow.
<b>4 Proficient</b>	The ISP is mostly well-organized, with minor areas that need improvement in clarity or structure.
<b>3 Satisfactory</b>	The ISP presents relevant information, but some sections lack coherence or proper sequencing.
<b>2 Developing</b>	The ISP lacks organization, making it difficult to understand or follow. Some sections are incomplete.
<b>1 Needs Improvement</b>	The ISP is poorly structured, missing key components, and lacks clarity in objectives and strategies.

### 2. Alignment with Educational Standards and Goals

Scale	Description
<b>5 - Excellent</b>	The ISP aligns fully with national, regional, and school improvement plans, ensuring high-quality instruction.
<b>4 - Proficient</b>	The ISP aligns with educational goals but may need minor refinements to strengthen its connection to standards.
<b>3 - Satisfactory</b>	The ISP addresses some educational standards but lacks explicit connections to key goals.
<b>2 - Developing</b>	The ISP shows limited alignment with educational standards and goals, requiring significant improvement.
<b>1 - Needs Improvement</b>	The ISP does not align with school or national educational standards, making it ineffective.

### 3. Supervisory Strategies and Implementation Plan

Scale	Description
<b>5 - Excellent</b>	The ISP includes well-defined, evidence-based supervisory strategies with clear implementation steps and timelines.
<b>4 - Proficient</b>	The ISP contains effective strategies but may require further detail in implementation procedures.
<b>3 - Satisfactory</b>	The ISP provides some strategies, but they are not fully developed or practical for implementation.
<b>2 - Developing</b>	The ISP includes vague or limited strategies, with unclear implementation processes.
<b>1 - Needs Improvement</b>	The ISP lacks concrete supervisory strategies and does not provide an actionable implementation plan.



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#### 4. Monitoring and Evaluation Mechanisms

Scale	Description
5 - Excellent	The ISP includes comprehensive and specific monitoring and evaluation tools, with clear indicators for assessing instructional quality.
4 - Proficient	The ISP contains solid evaluation methods, though some indicators may need refinement.
3 - Satisfactory	The ISP has general evaluation mechanisms but lacks depth and specificity.
2 - Developing	The ISP includes minimal evaluation tools, making it difficult to measure instructional effectiveness.
1 - Needs Improvement	The ISP lacks a clear monitoring and evaluation plan, making assessment ineffective.

#### 5. Stakeholder Involvement and Support

Scale	Description
5 - Excellent	The ISP actively involves teachers, staff, parents, and stakeholders in supervisory processes, ensuring collaboration and support.
4 - Proficient	The ISP includes stakeholder engagement but may require further enhancement to strengthen collaboration.
3 - Satisfactory	The ISP mentions stakeholder involvement but does not clearly outline their roles.
2 - Developing	The ISP includes minimal stakeholder participation, with unclear plans for engagement.
1 - Needs Improvement	The ISP does not involve stakeholders or address their roles in instructional supervision.

#### B. Lesson Plan (MELC/MATATAG Curriculum)

The rubrics below provide a structured way to assess the quality and effectiveness of lesson plans of teachers based on the **MELCs/MATATAG Curriculum**.

##### 1. Alignment with MELCs/MATATAG Curriculum

Scale	Description
5 - Excellent	The lesson plan fully aligns with MELCs/MATATAG Curriculum, with well-defined competencies, learning objectives, and activities that directly support curriculum standards.
4 - Proficient	The lesson plan aligns with MELCs/MATATAG Curriculum but may need minor refinements in competency articulation.
3 - Satisfactory	The lesson plan covers MELCs/MATATAG competencies but lacks strong connections between objectives and activities.
2 - Developing	The lesson plan shows limited alignment with MELCs/MATATAG standards, requiring significant improvement.
1 - Needs Improvement	The lesson plan does not align with MELCs/MATATAG Curriculum and lacks clearly defined competencies.



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## 2. Lesson Structure and Organization

Scale	Description
5 - Excellent	The lesson plan follows a well-structured format with clear objectives, engaging activities, and a logical sequence that promotes student understanding.
4 - Proficient	The lesson plan is well-organized but may need slight improvements in transitions or activity flow.
3 - Satisfactory	The lesson plan has a basic structure but may be inconsistent in logical sequencing or clarity.
2 - Developing	The lesson plan lacks a clear structure, making it difficult to follow and implement effectively.
1 - Needs Improvement	The lesson plan is poorly organized, missing essential components, making it ineffective.

## 3. Instructional Strategies and Engagement

Scale	Description
5 - Excellent	The lesson plan incorporates diverse, learner-centered strategies (e.g., active learning, differentiated instruction) that fully engage students.
4 - Proficient	The lesson plan includes effective strategies but may need minor enhancements to maximize student engagement.
3 - Satisfactory	The lesson plan uses some engagement strategies but lacks variety or depth in instructional methods.
2 - Developing	The lesson plan includes minimal engagement strategies, relying on passive learning methods.
1 - Needs Improvement	The lesson plan lacks interactive or engaging instructional strategies, limiting student participation.

## 4. Assessment and Evaluation Methods

Scale	Description
5 - Excellent	The lesson plan includes well-defined, formative and summative assessments that effectively measure student learning based on MELCs/MATATAG competencies.
4 - Proficient	The lesson plan includes solid assessment methods but may need slight refinements to improve alignment with learning objectives.
3 - Satisfactory	The lesson plan includes assessments but lacks variety or a strong connection to objectives.
2 - Developing	The lesson plan contains limited assessment strategies, making it difficult to measure student progress effectively.
1 - Needs Improvement	The lesson plan lacks clear assessment methods, making learning evaluation ineffective.





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**5. Differentiation and Inclusivity**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The lesson plan effectively incorporates strategies for diverse learners, including students with special needs, and ensures an inclusive learning environment.
4 - Proficient	The lesson plan includes differentiation strategies but may need slight enhancements to cater to all learners.
3 - Satisfactory	The lesson plan considers some learner differences but does not fully address inclusivity.
2 - Developing	The lesson plan has minimal differentiation, limiting accessibility for diverse learners.
1 - Needs Improvement	The lesson plan does not address inclusivity or differentiation, making it ineffective for diverse learners.

**C. Learning Delivery – application of strategies learned during trainings attended by teachers**

**1. Application of Training-Based Strategies**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The teacher fully integrates new strategies learned from training, adapting them effectively to different classroom situations.
4 - Proficient	The teacher applies training-based strategies with minor adjustments needed for optimal effectiveness.
3 - Satisfactory	The teacher attempts to apply learned strategies but does not fully maximize their potential impact.
2 - Developing	The teacher applies few strategies from training, with limited effectiveness in learning delivery.
1 - Needs Improvement	The teacher does not apply or shows little evidence of using strategies learned from training.

**2. Student Engagement and Participation**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The teacher successfully uses training-based strategies to create an interactive and highly engaging learning environment.
4 - Proficient	The teacher applies engaging strategies, though some students may need additional support to participate actively.
3 - Satisfactory	The teacher incorporates engagement strategies, but student participation is inconsistent.
2 - Developing	The teacher applies minimal strategies for engagement, leading to passive student involvement.
1 - Needs Improvement	The learning delivery lacks engagement strategies, resulting in low student participation.





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### 3. Differentiation and Inclusivity

Scale	Description
5 - Excellent	The teacher effectively implements differentiated instruction, ensuring inclusivity for all learning styles and needs.
4 - Proficient	The teacher applies differentiation strategies with slight room for improvement in addressing all learner needs.
3 - Satisfactory	The teacher attempts to differentiate instruction but inconsistently addresses diverse learners.
2 - Developing	The teacher shows minimal efforts in differentiation, with limited support for struggling or advanced students.
1 - Needs Improvement	The teacher does not differentiate instruction, leading to challenges in meeting students' diverse learning needs.

### 4. Assessment and Feedback Strategies

Scale	Description
5 - Excellent	The teacher effectively applies various assessment and feedback strategies learned from training, ensuring timely and constructive student feedback.
4 - Proficient	The teacher uses assessment and feedback strategies effectively, though some refinements may enhance student learning outcomes.
3 - Satisfactory	The teacher applies basic assessment methods but may not fully integrate feedback strategies learned from training.
2 - Developing	The teacher provides limited assessment and feedback, reducing opportunities for student growth.
1 - Needs Improvement	The teacher does not implement effective assessment and feedback strategies, making it difficult to measure student progress.

### 5. Classroom Management and Learning Environment

Scale	Description
5 - Excellent	The teacher applies effective classroom management strategies from training, creating a well-structured, supportive, and positive learning environment.
4 - Proficient	The teacher maintains good classroom management using learned strategies but may need minor refinements.
3 - Satisfactory	The teacher demonstrates basic classroom management skills but inconsistently applies training-based strategies.
2 - Developing	The teacher struggles with effective classroom management and applies minimal strategies from training.
1 - Needs Improvement	The teacher lacks structured classroom management, leading to a disruptive or ineffective learning environment.



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**D. 1. Utilization of Instructional Materials, Visual Aids, Tools, and Equipment in Teaching**

The rubrics below provide a structured way to assess how well teachers utilize **instructional materials, visual aids, tools and equipment** in their teaching.

<b>Scale</b>	<b>Description</b>
5 - Excellent	The teacher effectively integrates a variety of instructional materials, visual aids, tools, and equipment in lessons. Materials are relevant, well-prepared, engaging, and enhance student learning.
4 - Proficient	The teacher regularly uses instructional materials, visual aids, and tools effectively, with minor areas for improvement in maximizing engagement or relevance.
3 - Satisfactory	The teacher uses instructional materials and visual aids, but not consistently or effectively. Some materials may lack clarity or engagement.
2 - Developing	The teacher uses minimal instructional materials and visual aids, with limited impact on student understanding and engagement.
1 - Needs Improvement	The teacher does not utilize instructional materials, visual aids, or tools, leading to ineffective lesson delivery.

**2. DCP Utilization (DepEd Computerization Program)**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The teacher fully utilizes DCP equipment (computers, projectors, e-classroom tools) to enhance lessons and student engagement.
4 - Proficient	The teacher incorporates DCP equipment effectively but may need minor improvements in integration.
3 - Satisfactory	The teacher uses DCP tools but inconsistently or without maximizing their instructional potential.
2 - Developing	The teacher rarely uses DCP tools, limiting their impact on instruction.
1 - Needs Improvement	The teacher does not use DCP equipment in teaching.

**3. ICT Integration in Teaching and Learning**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The teacher seamlessly integrates ICT tools (e.g., interactive software, digital content, online resources) to enhance learning.
4 - Proficient	The teacher integrates ICT tools effectively but could enhance engagement through more varied strategies.
3 - Satisfactory	The teacher uses ICT tools occasionally but without full alignment to lesson objectives.
2 - Developing	The teacher makes minimal use of ICT tools, with limited impact on student learning.
1 - Needs Improvement	The teacher does not integrate ICT into instruction.



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**4. Learning Resource (LR) Corner Utilization**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The LR Corner is well-organized, fully utilized, and provides diverse, relevant, and accessible materials for students.
4 - Proficient	The LR Corner is functional and used regularly, though some improvements could enhance its effectiveness.
3 - Satisfactory	The LR Corner is present but not consistently used to support student learning.
2 - Developing	The LR Corner is underutilized and lacks engaging or updated materials.
1 - Needs Improvement	There is little to no use of an LR Corner in classroom instruction.

**E. Values Integration (across learning area & grade level)**

**Rubric: Values Integration in Teaching and Learning**

<b>Scale</b>	<b>Description</b>
5 - Excellent	The teacher seamlessly integrates values in lessons, actively modeling ethical behavior and encouraging students to apply values in real-life situations. Values are explicitly embedded in discussions, activities, and assessments.
4 - Proficient	The teacher effectively integrates values in lessons and activities, though some opportunities for deeper connections and applications may be missed.
3 - Satisfactory	The teacher includes values in teaching but in a general way, without fully linking them to lesson objectives or real-life applications.
2 - Developing	The teacher occasionally mentions values, but they are not well-integrated into the lesson or student activities.
1 - Needs Improvement	The teacher does not integrate values into teaching, and lessons lack ethical, moral, or character-building discussions.

**F. Attendance (School Head, Teachers and Learners)**

**G. Present and validate the comparative MPS by Learning Area of the teacher and schools as transpired in the Consolidated Quarterly Assessment results of CID.**

**PREPARED BY:**

  
**AURELIO A. SANTISAS**  
Assistant Schools Division Superintendent

**APPROVED:**

  
**FELIX ROMY A. TRIMBULO, CESO V**  
Schools Division Superintendent



## PPST Career Stages and COT Rubric Levels

The PPST presents a continuum of practice by stipulating what the teachers are expected to know and do at different stages of their development. To address this continuum, each indicator in the COT uses nine (9) rubric levels based on the four (4) career stages: Beginning, Proficient, Highly Proficient, and Distinguished. Each level corresponds to the extent of performance of teachers in each career stage.

LEVEL	1	2	3	4	5	6	7	8	9
<b>LEVEL NAME</b>	<b>Not Evident</b>	<b>Building</b>	<b>Organizing</b>	<b>Developing</b>	<b>Applying</b>	<b>Consolidating</b>	<b>Integrating</b>	<b>Discriminating</b>	<b>Synthesizing</b>
<b>LEVEL DESCRIPTIONS</b>	The teacher does not demonstrate the indicator.	The teacher demonstrates a limited range of separate aspects of the indicator.	The teacher demonstrates a limited range of loosely-associated pedagogical aspects of the indicator.	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.	The teacher applies deep knowledge and understanding of the indicator discriminately to contextualize teaching and learning processes within the discipline to meet individual and group learning goals.	The teacher strategically applies exceptional knowledge and understanding of the indicator to foster a teaching and learning culture that values informed feedback, critical thinking and lifelong learning goals.

If taken in separate career stages, each indicator has 5 levels. The Beginning rubric uses levels 1 to 5; the Proficient rubric uses levels 3 to 7; the Highly Proficient rubric uses levels 4 to 8, and the Distinguished rubric uses levels 5 to 9.

1	2	3	4	5	6	7	8	9
<b>Not Evident</b>	<b>Building</b>	<b>Organizing</b>	<b>Developing</b>	<b>Applying</b>	<b>Consolidating</b>	<b>Integrating</b>	<b>Discriminating</b>	<b>Synthesizing</b>

**BEGINNING**

**PROFICIENT**

**HIGHLY PROFICIENT**

**DISTINGUISHED**



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**Annex B. Diversity of Learners – Learner’s linguistic, cultural, socio-economic, and religious background**

<b>INDICATOR 14</b>	<b>Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds</b>
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1	2	3	4	5	6	7	8	9
<p>The teacher does not employ strategies to address learners' linguistic, cultural, and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher employs limited strategies but fails to address learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher employs strategies which are somewhat appropriate to address learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher employs strategies which are partially appropriate to address learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher employs strategies which are appropriate to address learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher employs a variety of strategies which are appropriate to address learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher employs an extensive repertoire of strategies to create a learner-centered environment that addresses individual and group of learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds.</p>	<p>The teacher applies consistently effective strategies for learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds that encourage learners to be confident, resilient, and to embrace the changing local and global environments.</p>	<p>The teacher adapts and modifies teaching and learning experiences taking into account the individual and group of learners' linguistic and/or cultural and/or socio-economic and/or religious backgrounds to promote learners' success.</p>

**FEATURES OF PRACTICE**

<p>The teacher does not demonstrate an accurate understanding of the educability of individual learners.</p>	<p>The teacher lacks familiarity with learners' backgrounds and has made no attempts to modify instructions.</p>	<p>The teacher demonstrates a limited understanding of the educability of individual learners.</p>	<p>The teacher displays familiarity of learners' background but sometimes lacks responses in addressing them.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instruction.</p>	<p>The teacher delivers appropriate instructional adaptation for individual learner needs.</p> <p>The adaptation of instruction is specific and effective.</p>	<p>The teacher demonstrates a wider understanding of the educability of individual learners.</p>	<p>The teacher provides opportunities for learners to suggest ways in which instruction or lessons might be modified according to their diverse backgrounds to advance their learning and enhance their self-confidence.</p>	<p>The teacher provides instructional adaptation for individual and group learners' background to maintain an environment for learners' engagement.</p> <p>The teacher enables learners' ability to adapt activities according to their diverse backgrounds to enhance their understanding.</p>
<p>The teacher provides no instructional adaptation for individual learner needs.</p>	<p>The teacher's instructional strategies do not respond to learners' background.</p>	<p>The teacher gives opportunities to only few learners to actively engage in the learning activities.</p>	<p>The teacher provides diverse learners with opportunities to actively engage in various learning activities.</p>	<p>The teacher provides diverse learners with opportunities to actively engage in various learning activities.</p>	<p>The teacher provides diverse learners with opportunities to actively engage in various learning activities.</p>	<p>The teacher provides diverse learners with opportunities to actively engage in various learning activities.</p>	<p>The teacher sustains an engaging relationship with the learners consistent to achieve the objectives.</p>	