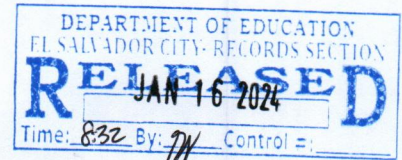




Republic of the Philippines
Department of Education

**REGION X- NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY**



**Office of the
Schools Division Superintendent**

10 January 2024

DIVISION MEMORANDUM
No. 024, s. 2024

**VIRTUAL RE-ORIENTATION FOR THE MULTI-YEAR GUIDELINES ON THE
RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM FOR SCHOOL-BASED
PERSONNEL**

To: **Office of the Assistant Schools Division Superintendent
Chief Education Supervisors, CID/SGOD
Division Performance Management Team (PMT)
All Public Elementary and Secondary School Heads
All Master Teachers
All Others Concerned**
This Division

1. In line with DepEd Order (DO) No 2, s. 2015 prescribing the **Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education Department**, the Office through the Performance Management Team shall conduct a Virtual Re-orientation on the **Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS)** on **January 19, 2023** at **1:30-4:30 pm** via **Google Meet** <http://tinyurl.com/2p859t7s> Meeting ID : say-fjga-sjm.
2. The participants of this activity are the **Performance Management Team, School Heads** and **Master Teachers** to ensure collaboration and dissemination of information.
3. The activity aims to:
 - a. Re-orient the school heads and master teachers on the necessary procedures and all other necessary information on the adoption and implementation of performance management and appraisal of teachers.
 - b. Ensure that tools, forms, protocols developed and modified are utilized to ensure measures of teachers' performance throughout the (3) Sys are appropriate, adaptive and relevant to capture teachers' actual performance.
4. Attached is the D.M. No. 008, s. 2023 for your reference and a program matrix of the said activity.
5. This office shall adhere to the Equal Opportunity Principle (EEOP), in all steps to be undertaken for this activity. Hence, all decisions and actions shall be based solely on guidelines set forth with no discrimination on the account of age, gender and identity, sexual orientation, civil status, disability, religion, ethnicity, or political affiliation.

Handwritten signature



Address: Zone 3, Poblacion, El Salvador City
Telephone No: (088) 855-0113
Website: www.depedelsalvadorcity.net
Email Address: elsalvador.city@deped.gov.ph



**Transforming Schools,
Forging Partners**





Republic of the Philippines
Department of Education
REGION X- NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

6. This is for information, guidance and compliance.


RANDOLPH B. TORTOLA 
Schools Division Superintendent

To be indicated in the Perpetual Index
under the following subjects:

SGOD/PMT/hrd

IPCRF RPMS
CY 2024



Address: Zone 3, Poblacion, El Salvador City
Telephone No: (088) 855-0113
Website: www.depedelsalvadorcity.net
Email Address: elsalvador.city@deped.gov.ph

*Transforming Schools,
Forging Partners*





Republic of the Philippines
Department of Education
REGION X- NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

VIRTUAL RE-ORIENTATION ON THE MULTI-YEAR GUIDELINES ON THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM

January 19, 2024 @1:30-4:30 pm

via Google Meet

<http://tinyurl.com/2p859t7s> Meeting ID: say-fjga-sjm

Online Attendance/Registration	-	-	-	c/o Host
Opening Prayer	-	-	-	HELEN S. PALASAN Principal III, PSB
Statement of Purpose	-	-	-	CONNIEBEL C. NISTAL Assist. Schools Division Superintendent
Message	-	-	-	RANDOLPH B. TORTOLA Schools Division Superintendent
Introduction of the Resource Speaker/s	-	-	-	c/o Host
Orientation Proper	-	-	-	RON P. MUGOT Former RPMS Focal Master Teacher I, Hinigdaan NHS

Topic: **Multi-year Guidelines on the Results-Based Performance Management System – Phil. Professional Standards for Teachers (RPMS-PPST)**

Open Forum/Discussion

Additional Inputs on IPCRF Processes and Rating Mechanisms

- - - - **KAREN ROSE A. SERRANIA**
Senior Education Program Specialist, HRD

Closing Remarks - - - - **ROLLY B. LABIS**
Chief, SGOD

Closing Prayer - - - - **MARIVIC S. TORRES**
Principal

Host: **MARILOU Y. DESCALLAR**
EPS II/GC II

[Handwritten signature]





Republic of the Philippines
Department of Education

FEB 03 2023

DepEd MEMORANDUM
No. **008**, s. 2023

**MULTI-YEAR GUIDELINES ON THE RESULTS-BASED PERFORMANCE
MANAGEMENT SYSTEM-PHILIPPINE PROFESSIONAL
STANDARDS FOR TEACHERS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. Consistent with DepEd Order (DO) No. 2, s. 2015 prescribing the **Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd)** and pursuant to Section 5 of DO 42, s. 2017 on the **National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)**, which mandates that **all performance appraisals for teachers shall be based on this set of standards**, this Department continues its commitment to integrating and embedding the PPST into the RPMS for teachers.

2. Geared towards competency-based performance management, professional development, and career progression, the PPST-based RPMS for teachers shall utilize all the 37 indicators of the PPST and shall be distributed across three school years (SYs): SY 2022–2023, SY 2023–2024, and SY 2024–2025. This DepEd Memorandum titled **Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST)** details the enclosed procedures and all other necessary information on the adoption and implementation of performance management and appraisal of teachers. The tools, forms, and protocols stipulated herein are developed and modified to ensure that the measures of teacher performance throughout the next three SYs are appropriate, adaptive, and relevant to capture teachers' actual performance and are applicable to all contexts and scenarios faced by the schools adopting different learning modalities.

3. This Memorandum shall cover all teachers in public elementary and secondary schools and community learning centers (CLCs), including those assigned to teach under the **Alternative Learning System (ALS)**, **Madrrasah Education**, **Special Education (SPED)**, and **Special Science Education**. It shall guide the Ratees, Raters, Approving Authorities, and other stakeholders in managing and evaluating teachers' performance anchored on the PPST.

4. Furthermore, the RPMS timeline for the next three SYs shall be aligned with the annual **School Calendar and Activities** issued by the Department.

5. For more information, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or at telephone number (02) 8470-6630.

6. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


GLORIA JUMAMIL-MERCADO
Undersecretary 

Encl.:

As stated

References:

DepEd Order (Nos. 42, s. 2017 and 2, s. 2015)

To be indicated in the Perpetual Index
under the following subjects:

EMPLOYEES
OFFICIALS
PERFORMANCE
POLICY
PROGRAMS
SCHOOLS
TEACHERS



To authenticate this document,
please scan the QR code



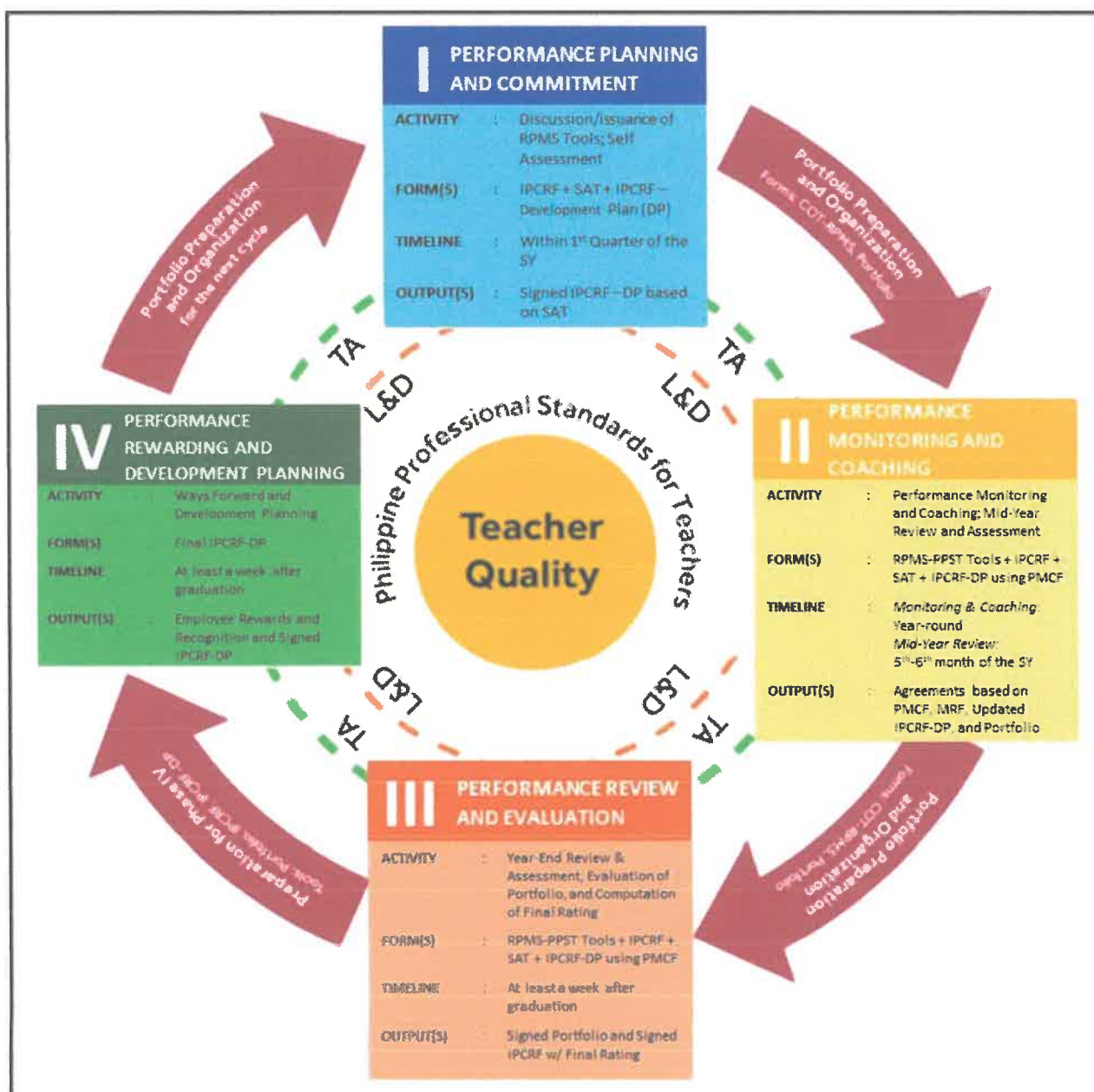
DEPED-OSEC-481679

MULTI-YEAR GUIDELINES ON THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM – PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (RPMS-PPST)

I. The Multi-Year RPMS Timeline and RPMS Cycle for Teachers

- The performance cycle of teachers follows the DepEd RPMS Cycle prescribed in DepEd Order (DO) No. 2, s. 2015 (*Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education*). Figure 1 illustrates the four (4) phases of the RPMS Cycle and its alignment with the RPMS-related activities of teachers within a School Year (SY).

Figure 1: The RPMS Cycle for Teachers



2. This guidelines shall cover three (3) SYs: SY 2022-2023, SY 2023-2024, SY 2024-2025. Each SY shall follow the prescribed RPMS timeline provided below (Figure 2).

Figure 2: The RPMS Timeline for Teachers

RPMS Cycle Phase	Task/Activity	Tools	Person(s) Responsible	Schedule
PHASE I Performance Planning and Commitment	Discussion of RPMS-PPST Tools	1. RPMS Manual for Teachers and School Heads	Raters	The month before the start of classes ¹
	Self-Assessment with Initial Individual Development Planning	1. Self-Assessment Tool (SAT) 2. Individual Performance Commitment and Review Form (IPCRF) Part IV – Individual Development Plan (IDP)	Ratees	1st to 2nd month of the 1st Quarter ²
PHASE II Performance Monitoring and Coaching	Classroom Observation	Classroom Observation Too (COT) and Forms	Ratees and Raters	Within the SY Once every Quarter ³
	Accomplishment PMCF	<i>Rater:</i> Performance Monitoring and Coaching Form (PMCF)	Ratees and Raters	At least once every Quarter
	Mid-Year Review and Assessment and Revisiting the Individual Development Plans	<i>Ratee:</i> Draft IPCRF - IDP <i>Rater:</i> PMCF	Ratees and Raters	Within the 5th to 6th month of the school year
PHASE III Performance Review and Evaluation	Performance Assessment of Teachers	IPCRF Teacher's Portfolio	Raters, Ratees, and Approving Authorities	At least a week after scheduled graduation
PHASE IV Performance Rewarding and Development Planning	Finalization of Individual Development Plans	IPCRF - IDP	Ratees	At least a week after scheduled graduation
	Submission of IPCRF to Raters	Accomplished IPCRF with complete signatures	Ratees	
	IPCRF Data Collection to Schools Division Office		Raters	At least a month after scheduled graduation

¹ For SY 2022-2023, the step (Discussion of RPMS-PPST Tools) shall commence upon the issuance of these Guidelines.

² For SY 2022-2023, this step (Self-Assessment with Initial Individual Development Planning) shall commence upon the issuance of these Guidelines.

³ For SY 2022-2023, only two (2) classroom observations shall be required. For SY 2023-2024 and SY 2024-2025, four (4) classroom observations shall be required.

3. The performance rating of teachers shall follow the schedule provided in the *School Calendar and Activities* guidelines of each SY. It shall be used as basis for performance-based compensation and benefits (*i.e. Mid-Year and Year-End bonuses, Productivity Enhancement Incentive*), determination of length of service for purposes of computation for the Performance-Based Bonus (PBB), and for purposes of career progression of teachers.

II. RPMS-PPST Indicators for Proficient and Highly Proficient Tools

4. Teachers who will use the *Proficient Tools* are expected to be professionally independent in the application of skills vital to the teaching and learning process. They provide focused teaching programs that meet curriculum and assessment requirements and display skills in planning, implementing, and managing learning programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 2 (Proficient) Teachers.
5. The following teacher positions, including those of similar rank that teach under the ALS, Madrasah Education, SPED, and/or Special Science Education, shall use the Proficient Tools:
 - a. Teacher I;
 - b. Teacher II; and
 - c. Teacher III.

The additional teacher positions that may be created by virtue of Executive Order (EO) No. 174 (*Establishing the Expanded Career Progression System for Public School Teachers*) shall likewise use the Proficient tools, unless otherwise stated in subsequent guidelines.

6. Master Teachers who will use the *Highly Proficient Tools* are those that consistently display high levels of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process, have high education-focused situation cognition, and are more adept in problem solving and optimize opportunities gained from experience. Career Stage 3 (Highly Proficient) Teachers work collaboratively with colleagues and provide them support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.
7. The following Master Teacher positions, including those of similar rank teaching under the ALS, Madrasah Education, SPED, and/or Special Science Education, shall use the Highly Proficient Tools:
 - a. Master Teacher I;
 - b. Master Teacher II;
 - c. Master Teacher III; and
 - d. Master Teacher IV.

The additional Master Teacher position that may be created by virtue of EO No. 174 shall likewise use the Highly Proficient Tools, unless otherwise rescinded in subsequent guidelines.

8. These guidelines shall prescribe the specific set of indicators for each school year, all of which were based on consultation with selected field personnel, teachers, and master teachers nationwide. Thus, all school-based personnel covered by this DepEd Memorandum shall strictly abide by the set of indicators assigned for each SY. Any modification to the set of indicators per school year shall not be allowed.
9. The 37 PPST indicators for both *Proficient* and *Highly Proficient* Tools shall be divided across three (3) school years, each with a total of **15 indicators** composed of *Classroom Observable Indicators (COIs)*, *Non-Classroom Observable Indicators (NCOIs)*, and the *Plus Factor*.
10. *Figure 3* provides for the 3-year distribution of the 37 PPST indicators using the *Proficient Tools*.

Figure 3: 3-Year Distribution of PPST Indicators for Proficient Teachers

Obj. No.	Multi-Year RPMS-PPST Indicators for Proficient Teachers					
	Year 1 (SY 2022-2023)	COI/ NCOI	Year 2 (SY 2023-2024)	COI/ NCOI	Year 3 (SY 2024-2025)	COI/ NCOI
1	1.1.2*	COI	1.1.2*	COI	1.1.2*	COI
2	1.4.2*	COI	1.4.2*	COI	1.4.2*	COI
3	1.5.2*	COI	1.5.2*	COI	1.3.2	COI
4	2.3.2	COI	1.6.2	COI	1.2.2	NCOI
5	2.6.2	COI	2.1.2	COI	1.7.2	COI
6	3.1.2	COI	2.2.2	COI	2.4.2	COI
7	4.1.2	COI	3.2.2	COI	2.5.2	COI
8	4.4.2	NCOI	3.5.2	COI	3.3.2	COI
9	4.5.2	COI	4.2.2	NCOI	3.4.2	COI
10	5.1.2	COI	5.3.2	COI	4.3.2	NCOI
11	5.2.2	NCOI	5.5.2	NCOI	6.1.2	NCOI
12	5.4.2	NCOI	6.2.2	NCOI	6.3.2	NCOI
13	7.1.2	NCOI	7.3.2	NCOI	6.4.2	NCOI
14	7.5.2	NCOI	7.4.2	NCOI	7.2.2	NCOI
15	<i>Plus Factor</i>	-	<i>Plus Factor</i>	-	<i>Plus Factor</i>	-

*Repeated PPST indicator

11. Figure 4 provides for the 3-year distribution of the 37 PPST indicators using the *Highly Proficient Tools*.

Figure 4: 3-Year Distribution of PPST Indicators for Highly Proficient Teachers

Obj. No.	Multi-Year RPMS-PPST Indicators for Highly Proficient Teachers					
	Year 1 (SY 2022-2023)	COI/ NCOI	Year 2 (SY 2023-2024)	COI/ NCOI	Year 3 (SY 2024-2025)	COI/ NCOI
1	1.1.3*	COI	1.1.3*	COI	1.1.3*	COI
2	1.4.3*	NCOI	1.4.3*	NCOI	1.4.3*	NCOI
3	1.5.3*	COI	1.5.3*	COI	1.3.3	COI
4	2.3.3	COI	1.6.3	COI	1.2.3	NCOI
5	2.6.3	COI	2.1.3	COI	1.7.3	COI
6	3.1.3	COI	2.2.3	COI	2.4.3	NCOI
7	4.1.3	COI	3.2.3	COI	2.5.3	COI
8	4.4.3	NCOI	3.5.3	COI	3.3.3	NCOI
9	4.5.3	NCOI	4.2.3	NCOI	3.4.3	NCOI
10	5.1.3	NCOI	5.3.3	COI	4.3.3	NCOI
11	5.2.3	NCOI	5.5.3	NCOI	6.1.3	NCOI
12	5.4.3	NCOI	6.2.3	NCOI	6.3.3	NCOI
13	7.1.3	NCOI	7.3.3	NCOI	6.4.3	NCOI
14	7.5.3	NCOI	7.4.3	NCOI	7.2.3	NCOI
15	Plus Factor	-	Plus Factor	-	Plus Factor	-

*Repeated PPST indicator

12. The weight per each indicator shall be as follows:

PPST Objective	Weight
Objectives 1 to 14	7% each (total of 98%)
Objective 15 (Plus Factor)	2%
Total	100%

13. All COIs shall be measured using the following Performance Indicators: **Quality** and **Efficiency**.

Quality shall be measured through the demonstration of COIs during the Classroom Observation (CO) and the submission of the *Classroom Observation Tool (COT)* or *Inter-Observer Agreement Form*, whichever is applicable, as means of verification (MOV).

Efficiency shall be measured through efficient delivery of the lesson objectives within the prescribed period or time allotment.

There shall be **no Timeliness** performance indicators for all COIs.

14. On the other hand, NCOIs shall be measured using the following Performance Indicators: **Quality**, **Efficiency**, and/or **Timeliness**.

III. Multi-Year RPMS-PPST Tools

15. The following RPMS-PPST Tools shall be used in SY 2022-2023, SY 2023-2024, and SY 2024-2025:
 - a. Annex A1: Proficient RPMS-PPST Tools for SY 2022-2023;
 - b. Annex A2: Proficient RPMS-PPST Tools for SY 2023-2024;
 - c. Annex A3: Proficient RPMS-PPST Tools for SY 2024-2025;
 - d. Annex B1: Highly Proficient RPMS-PPST Tools for SY 2022-2023;
 - e. Annex B2: Highly Proficient RPMS-PPST Tools for SY 2023-2024;
 - f. Annex B3: Highly Proficient RPMS-PPST Tools for SY 2024-2025;
 - g. Annex C: Full RPMS-Classroom Observation Tool Rubric
 - h. Annex D: Modes of Classroom Observation
 - i. Annex E: Classroom Observation Process

16. The aforementioned tools may also be accessed using the QR code below or through this link: <https://bit.ly/RPMSPPSTMULTIYEAR> which can be accessed using the official DepEd e-mail address (example juan.delacruz@deped.gov.ph). In case the employee does not yet have a DepEd e-mail address, they may request from their respective Division Information Technology Officer (ITO).



IV. Guidelines for Classroom Observation

17. For SY 2022-2023, only two (2) classroom observations are required, which shall be conducted in the last two (2) quarters (*one per quarter*). For SY 2023-2024 and SY 2024-2025, four (4) classroom observations are required, which shall be conducted once every quarter.

18. *Figure 5* provides for the schedule and distribution of the identified COIs that shall be observed across quarters for Proficient Teachers; while *Figure 6* provides for the schedule and distribution of the identified COIs that shall be observed across quarters for Highly Proficient Teachers.

Figure 5: Schedule and Distribution of COIs across Quarters for Proficient Teachers for SY 2022-2023, SY 2023-2024, and SY 2024-2025

YEAR 1 SY 2022-2023	CLASSROOM OBSERVATION			
	1st	2nd	3rd	4th
COI 1			1.1.2	1.1.2
COI 2			1.4.2	1.4.2
COI 3			1.5.2	1.5.2
COI 4			2.3.2	
COI 5			2.6.2	
COI 6			3.1.2	
COI 7				4.1.2
COI 8				4.5.2
COI 9				5.1.2
TOTAL	0	0	6	6

YEAR 2 SY 2023-2024	CLASSROOM OBSERVATION			
	1st	2nd	3rd	4th
COI 1	1.1.2	1.1.2	1.1.2	1.1.2
COI 2	1.4.2	1.4.2	1.4.2	1.4.2
COI 3	1.5.2	1.5.2	1.5.2	1.5.2
COI 4	1.6.2		1.6.2	
COI 5	2.1.2		2.1.2	
COI 6	2.2.2		2.2.2	
COI 7		3.2.2		3.2.2
COI 8		3.5.2		3.5.2
COI 9		5.3.2		5.3.2
TOTAL	6	6	6	6

YEAR 3 SY 2024-2025	CLASSROOM OBSERVATION			
	1st	2nd	3rd	4th
COI 1	1.1.2	1.1.2	1.1.2	1.1.2
COI 2	1.4.2	1.4.2	1.4.2	1.4.2
COI 3	1.3.2		1.3.2	
COI 4	1.7.2		1.7.2	
COI 5	2.4.2		2.4.2	
COI 6		2.5.2		2.5.2
COI 7		3.3.2		3.3.2
COI 8		3.4.2		3.4.2
TOTAL	5	5	5	5

Figure 6: Schedule and Distribution of COIs across Quarters for Highly Proficient Teachers for SY 2022-2023, SY 2023-2024, and SY 2024-2025

YEAR 1 SY 2022-2023	CLASSROOM OBSERVATION			
	1st	2nd	3rd	4th
COI 1			1.1.3	1.1.3
COI 2			1.5.3	1.5.3
COI 3			2.3.3	
COI 4			2.6.3	
COI 5				3.1.3
COI 6				4.1.3
TOTAL	0	0	4	4

YEAR 2 SY 2023-2024	CLASSROOM OBSERVATION			
	1st	2nd	3rd	4th
COI 1	1.1.3	1.1.3	1.1.3	1.1.3
COI 2	1.5.3	1.5.3	1.5.3	1.5.3
COI 3	1.6.3		1.6.3	
COI 4	2.1.3		2.1.3	
COI 5	2.2.3		2.2.3	
COI 6		3.2.3		3.2.3
COI 7		3.5.3		3.5.3
COI 8		5.3.3		5.3.3
TOTAL	5	5	5	5

YEAR 3 SY 2024-2025	CLASSROOM OBSERVATION			
	1st	2nd	3rd	4th
COI 1	1.1.3	1.1.3	1.1.3	1.1.3
COI 2	1.3.3		1.3.3	
COI 3	1.7.3		1.7.3	
COI 4		2.5.3		2.5.3
TOTAL	3	2	3	2

19. The average rating of the classroom observations done across quarters shall constitute the final rating for each COI.
20. Additional classroom observations may be conducted for purposes of technical assistance to teachers to improve their teaching practice. However, classroom observations conducted for technical assistance purposes will not be a factor in the determination of a Ratee's performance rating. The purpose or objective of the observation shall be clearly stated prior to any scheduled classroom observation.
21. All classroom observations for performance evaluation purposes shall be scheduled in advance. The Ratee must be informed of the schedule at least three (3) working days before the classroom observation.
22. In case of unforeseen circumstances and fortuitous events that are outside the control of the schools (such as natural or man-made calamities or disasters, lockdowns, etc.), concerned schools may be allowed to deviate from the prescribed timeline of conducting classroom observations; provided that requests in relation thereto shall be subject for approval of the Schools Division Superintendent; provided further, that all applicable classroom observation modes are exhausted prior to submitting the request.
23. **The default mode of classroom observation shall be in-person/face-to-face observation.** In case of any national pronouncements that may affect the operations of the school (e.g. community quarantines, implementation of blended learning, etc.), the following modes of alternative classroom observation may be considered:
 - a. Online Synchronuous Classroom Observation
 - b. Online Asynchronous Classroom Observation
 - c. Classroom Observation via Learning Action Cells (LAC)

The usual protocols and procedures indicated in the *2019 DepEd RPMS Manual for Teacher and School Heads* shall apply. *Annex D* provides for the additional guidelines on the conduct of all classroom observation modes.

24. To further guide the Ratees and Raters on the conduct of the various classroom observation modes, *Annex E* provides for the pre-observation, observation, and post-observation processes for any mode of classroom observation.

V. Ratee, Rater, and Approving Authority in the RPMS

25. The matrix reflecting the appropriate raters and approving authorities is enclosed and established in DO 2, s. 2015 (RPMS Guidelines). To address operational concerns that have surfaced since the issuance of DO 2, s. 2015, the said matrix shall be expanded in the table below to provide for a clearer ratee-rater-approving authority relationship.

Figure 7. Ratee-Rater-Approving Authority Matrix

Ratee/Teacher	Rater/Observer	Approving Authority
Head Teacher Master Teacher	Principal/ School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher <i>(for schools with no Master Teachers, Head Teachers, and/or Assistant Principal)</i>	Principal/ School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers <i>(school-based)</i>	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers <i>(community learning centers-based)</i>	Education Program Specialist for ALS/ In charge for ALS	Chief of Curriculum Implementation Division (CID)

VI. Glossary of Terms

Figure 8: Glossary for the RPMS Tools SY 2021-2022

GLOSSARY	
Audio Lesson	Refers to a learning material that is an <i>audio recorded lesson</i> which can be used for distance learning or as supplementary material This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Career Stage	Articulates the progression of teacher performance from Beginning to Distinguished teaching practice.
Classroom Observable Indicators(COIs)	Refers to teacher behaviors/practices that can be observed inside the classroom context and measured by COT
Daily Lesson Log (DLL)	See <i>Lesson Plan</i>
Demonstration Teaching with co-teachers as learners	Demonstration option where ratees will demonstrate the identified COIs and deliver the lesson with co-teachers who will serve as learners as if it were in a real class.
Demonstration of best practices	Demonstration option where ratees will demonstrate the identified COIs based on their understanding of the objective and share it with their co-teacher during the LAC session
Detailed Lesson Plan (DLP)	See <i>Lesson Plan</i>
Learning Action Cell (LAC)	Functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i)

	LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson Exemplar	“During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies” (Department of Education - CALABARZON 2020, 10).
Lesson Plan	Refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b) Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Most Essential Learning Competencies (MELCs)	Refer to the competencies from the K to 12 curriculum guides which are most useful in many professions and in everyday life, thereby satisfying the so-called endurance criterion. Anchored on the prescribed standards, these competencies identified by the Department in consultation with stakeholders are to be used nationwide by field implementers and private schools for SY 2020-2021 as a response to developing resilient education systems most especially during emergencies such as the current global pandemic (Department of Education, 2020a).
Non Classroom Observable Indicators (NCOIs)	Pertains to teacher behavior/practices that are performed by teachers outside the classroom and not observable within the classroom context.
Online Synchronous Teaching	A mode of teaching that utilizes video conferencing, live chat, instant messaging, or a combination of any of the online tools to engage learners to work in real-time These materials may be designed for collaborative tasks to engage learners on virtual collaboration among peers (Department of Education 2020b, 31).
Supplementary Materials	Refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37)
Two-way Radio Instruction	Refers to real-time instruction via handheld two-way radios or walkie-talkies. “Those areas with Last Mile Schools which cannot be reached by the 25-50 kilometer radius coverage area would now be served using handheld two-way radios or ‘walkie-talkies.’ These schools would each be given sets of walkie-talkies to be able to reach learners who are 3-5 kilometers away from the school. Paired with DepEd printed modules,

	teachers are able to guide their students and answer their questions real-time. The combination of the two modalities, printed modules and handheld radios, enable the effective delivery of lessons even in the absence of online options, television and radio broadcast services” (Department of Education – Undersecretary for Administration, 2021)
Video Lesson	Refers to a learning material similar to a <i>video-recorded lesson</i> and <i>video-taped lesson</i> used for online asynchronous teaching or used as supplementary material This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

VII. References

1. Government of the Philippines, Department of Education. 2020a. *Guidelines on the Use of the Most Essential Learning Competencies*. Pasig City.
2. Government of the Philippines, Department of Education. 2020b. *Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency*. Pasig City.
3. Government of the Philippines, Department of Education. 2019a. *Classroom Observation Tool*. Pasig City.
4. Government of the Philippines, Department of Education. 2019b. *Results-based Performance Management System Updated Manual*. Pasig City.
5. Government of the Philippines, Department of Education. 2017. *National Adoption and Implementation of the Philippine Professional Standards for Teachers*. Pasig City.
6. Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City. Government of the Philippines, Department of Education. 2016b. *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program*. Pasig City.
7. Government of the Philippines, Department of Education. 2015. *Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)*. Pasig City.
8. Government of the Philippines, Department of Education – CALABARZON. 2019. *PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4* (version 2.0). Cainta.
9. Government of the Philippines, Department of Education - Undersecretary for Curriculum and Instruction. 2020. *Policy Guidelines on the Implementation of Learning Delivery Modalities for the Formal Education*. Pasig City.
10. Government of the Philippines, Department of Education – Teacher Education Council. 2019. *Philippine Professional Standards for Teachers (PPST) Resource Package Module 17*. Pasig City.
11. United Nations Educational, Scientific and Cultural Organization. 1999. *Programme for the Education of Children in Difficult Circumstances: street children, working children...access to education, even for the most destitute*. https://unesdoc.unesco.org/ark:/48223/pf0000118101_eng?posInSet=1&queryId=9046c1d9-f537-4e9c-9641-9d4d93b0a429

The page features four large, overlapping triangles in the corners. The top-left and bottom-right triangles are a dark green color, while the top-right and bottom-left triangles are a lighter, lime green color. The text is centered in the white space between these triangles.

**RPMS Tool for
Teacher I-III
(Proficient Teachers)
S.Y. 2022-2023**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (PPST 1.4.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 2 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.4.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. (PPST 2.3.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.	Quality	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms
	<i>If onsite / face-to-face / in-person classes are not implemented,</i>						or
	<ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 4 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.3.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. (PPST 2.6.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 5 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.6.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. (PPST 3.1.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 6 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 3.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. (PPST 4.1.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 7 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice. (PPST 4.4.2)	1. Proof/s of attendance in LAC sessions / FGDs / meetings / other collegial discussions 2. Minutes of LAC sessions / FGDs / meetings / other collegial discussions on use of teacher and learner feedback to enrich teaching practice 3. Reflection notes of teachers on their demonstration of teaching practices following participation from LAC sessions / FGDs / meetings / other collegial discussions that use teacher and learner feedback to enrich teaching practice, with proof/s of attendance 4. Any equivalent ALS form/document that highlights the objective	Quality	Planned for enriched teaching practice based on LAC sessions / FGDs / meetings / other collegial discussions attended, as shown in MOV 3	Reflected on practices during LAC sessions / FGDs / meetings / other collegial discussions to plan, facilitate, and enrich teaching practice, as shown in MOV 3	Shared practices, teacher and learner feedback during LAC sessions / FGDs / meetings / other collegial discussions to plan, facilitate, and enrich teaching practice, as shown in MOV 2	Attended LAC sessions / FGDs / meetings / other collegial discussions that discuss teacher/learner feedback to enrich instruction, as shown in MOV 1	No acceptable evidence was shown
		Timeliness*	Participated in collegial discussions that discuss teacher and learner feedback across 4 quarters	Participated in collegial discussions that discuss teacher and learner feedback across 3 quarters	Participated in collegial discussions that discuss teacher and learner feedback across 2 quarters	Participated in a collegial discussion that discusses teacher and learner feedback in only 1 quarter	No acceptable evidence was shown

*MOVs for the rating of this performance measure must contain date stamps to track conduct of such activities (e.g., date in the attendance sheets, minutes, and reflection notes, minutes).

Note: PPST Resource Package Module 8 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.4.2).

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST 4.5.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 9 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.5.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (PPST 5.1.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 10 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Monitored and evaluated learner progress and achievement using learner attainment data. (PPST 5.2.2)	Any one (1) of the following: <ul style="list-style-type: none"> Individual Learning Monitoring Plan (ILMP) Peer assessment data Sample of learners' output with reflection / self-assessment Progress charts/anecdotal records Class/e-class record/grading sheets Lesson plans showing index of mastery Frequency of errors with identified least/most mastered skills Any equivalent ALS form/document that highlights the objective (e.g., Individual Learning Agreement (ILA), ALS Assessment Form 2) Others (Please specify and provide annotations) 	Quality	Involved learner/s in monitoring and evaluation of their own progress and achievement	Monitored and evaluated learner progress and achievement based on attainment data from an individual learner	Monitored and evaluated learner progress and achievement based on the class attainment data	Monitored and evaluated learner progress and achievement based on an existing grade level / department / learning area report	No acceptable evidence was shown
		Timeliness	Submitted MOV/s show/s monitoring and evaluation done across 4 quarters	Submitted MOV/s show/s monitoring and evaluation done across 3 quarters	Submitted MOV/s show/s monitoring and evaluation done across 2 quarters	Submitted MOV/s show/s monitoring and evaluation done in only 1 quarter	No acceptable evidence was shown

Note: PPST Resource Package Module 11 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.2.2).

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. (PPST 5.4.2)	Any one (1) of the following: <ul style="list-style-type: none"> • A sample of corrected test paper of a learner <u>in a learning area</u> with parent's or guardian's signature and date of receipt • Minutes of meetings with key stakeholders (e.g., PTA, SGC, SPT, CPC) with proof of attendance • Report card with parent's or guardian's signature in all quarters supported by minutes of meeting • Communication with key stakeholders (e.g., parents/guardians, co-teachers, LGU) using various modalities • Anecdotal record showing entries per quarter • Any equivalent ALS form/document that highlights the objective • Others (Please specify and provide annotations) 	Quality	Sustained engagement through regular communication of learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Communicated promptly and clearly using various tools and strategies learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Communicated promptly and clearly using only one (1) strategy learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Communicated learners' needs, progress and achievement to key stakeholders, including parents/guardians, but not regularly as shown in the MOV submitted	No acceptable evidence was shown
		Timeliness	Showed prompt communication of learners' needs, progress and achievement across 4 quarters	Showed prompt communication of learners' needs, progress and achievement across 3 quarters	Showed prompt communication of learners' needs, progress and achievement across 2 quarters	Showed prompt communication of learners' needs, progress and achievement in only 1 quarter	No acceptable evidence was shown

Note: PPST Resource Package Module 12 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.4.2).

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Applied a personal philosophy of teaching that is learner-centered. (PPST 7.1.2)	A reflection/journal entry that highlights the application of a learner-centered teaching philosophy in the lesson plan or community work	Quality	Submitted MOV that details the consistent involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is not learner-centered	No acceptable evidence was shown
		Timeliness	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Applied a personal philosophy of teaching that is learner-centered across 2 quarters	Applied a personal philosophy of teaching that is learner-centered in only 1 quarter	No acceptable evidence was shown

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST 7.5.2)	1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Mid-year Review Form (MRF) 4. Updated IPCRF-DP from Phase II	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 3	Set professional development goals based on e-SAT results as evidenced by MOV 2	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown
		Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown
		Timeliness	All four (4) submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any one (1) proof of: <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/co-authorship/contributorship; ● advisorship/coordinatorship/chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; ● others (please specify) with annotation on how it contributed to the teaching-learning process. 	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

KRA	Objective	Q	E	T	MOV/s	No. of MOVs	
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.	4*	
	2	✓	✓			4*	
	3	✓	✓			4*	
KRA 2	4	✓	✓		<i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> • through observation of synchronous / asynchronous teaching in other modalities; or • through observation of a demonstration teaching* via LAC session. 	2*	
	5	✓	✓			2*	
	6	✓	✓			2*	
KRA 3	7	✓	✓		<ol style="list-style-type: none"> 1. Proof/s of attendance in LAC sessions / FGDs / meetings / other collegial discussions 2. Minutes of LAC sessions / FGDs / meetings / other collegial discussions on use of teacher and learner feedback to enrich teaching practice 3. Reflection notes of teachers on their demonstration of teaching practices following participation from LAC sessions / FGDs / meetings / other collegial discussions that use teacher and learner feedback to enrich teaching practice, with proof/s of attendance 4. Any equivalent ALS form/document that highlights the objective 	at most 4	
	8	✓		✓			
	9	✓	✓				2*
KRA 4	10	✓	✓		<i>See similar MOV above on COT rating sheet or inter-observer agreement form</i>	2*	
	11	✓		✓	Any one (1) of the following: <ul style="list-style-type: none"> • Individual Learning Monitoring Plan (ILMP) • Sample of learners' output with reflection / self-assessment • Progress charts/anecdotal records • Class/e-class record/grading sheets • Lesson plans showing index of mastery • Frequency of errors with identified least/most mastered skills • Any equivalent ALS form/document that highlights the objective (e.g., Individual Learning Agreement (ILA), ALS Assessment Form 2) • Others (Please specify and provide annotations) 	1	
	12	✓		✓	Any one (1) of the following: <ul style="list-style-type: none"> • A sample of corrected test paper of a learner <u>in a learning area</u> with parent's or guardian's signature and date of receipt • Minutes of meetings with key stakeholders (e.g., PTA, SGC, SPT, CPC) with proof of attendance • Report card with parent's or guardian's signature in all quarters supported by minutes of meeting • Communication with key stakeholders (e.g., parents/guardians, co-teachers, LGU) using various modalities • Anecdotal record showing entries per quarter • Any equivalent ALS form/document that highlights the objective (e.g., Individual Learning Agreement (ILA), ALS Assessment Form 2) • Other documents showing learners' needs, progress and achievement submitted to other stakeholders 	at least 1	
KRA 5	13	✓		✓	A reflection/journal entry that highlights the application of a learner-centered teaching philosophy in the lesson plan or community work	4	

	14	✓	✓	✓	<ol style="list-style-type: none"> 1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Mid-year Review Form (MRF) 4. Updated IPCRF-DP from Phase II 	4
	15	✓	✓	✓	<p>Any one (1) proof of:</p> <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/ co-authorship/contributorship; ● advisorship/coordinatorship/ chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; <p>with annotation on how it contributed to the teaching-learning process.</p>	1
TOTAL						Minimum of 19 MOVs

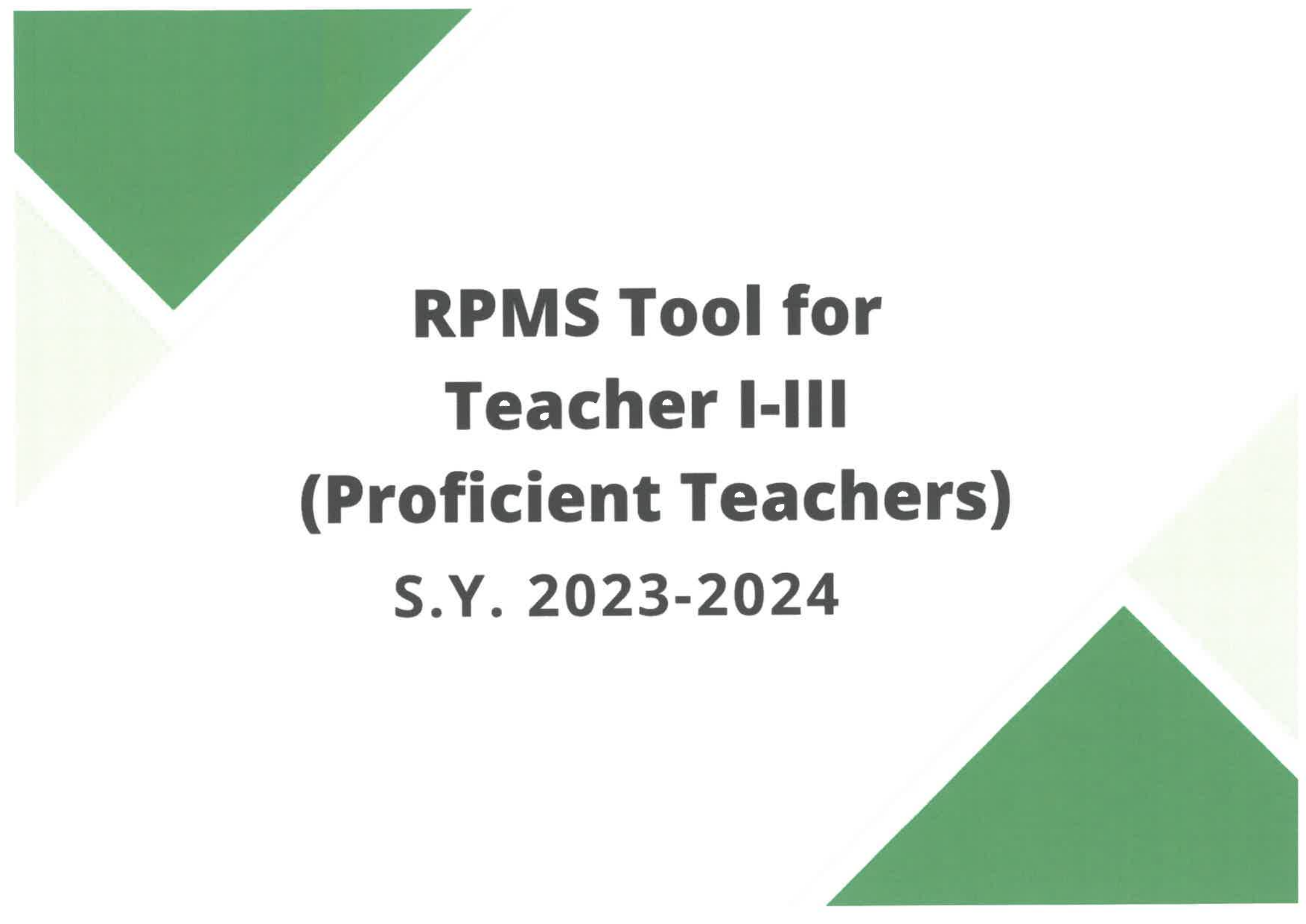
* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (9) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

REFERENCES

- Bickford, Deborah J. and David J. Wright. 2006. "Community: The Hidden Context for Learning." In Learning Spaces, edited by Diana Oblinger. EDUCAUSE. <https://www.educause.edu/ir/library/pdf/PUB7102d.pdf>
- Government of the Philippines. 1997. The Indigenous Peoples' Rights Act of 1997. Republic Act No. 8371. Manila.
- Government of the Philippines. 1991. Magna Carta for Disabled persons. Republic Act No. 7277. Manila.
- Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City.
- Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City.
- Government of the Philippines, Department of Education. 2019a. Classroom Observation Tool. Pasig City.
- Government of the Philippines, Department of Education. 2019b. Results-based Performance Management System Updated Manual. Pasig City.
- Government of the Philippines, Department of Education. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Pasig City.
- Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City.
- Government of the Philippines, Department of Education. 2016b. Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Pasig City.
- Government of the Philippines, Department of Education. 1987. Policies and Guidelines for Special Education. Pasig City.
- Government of the Philippines, Department of Education-CALABARZON. 2019. PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4 (version 2.0). Cainta.
- Government of the Philippines, Department of Education-Undersecretary for Administration. 2021. The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality. Pasig City.
- Government of the Philippines, Department of Education-Undersecretary for Curriculum and Instruction. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Pasig City.
- National Association for Gifted Children. 2019. A Definition of Giftedness that Guides Best Practice. <https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>

The page features four large, solid green triangles positioned at the corners: top-left, bottom-right, and two light green triangles on the left and right sides. The text is centered in the white space between these triangles.

**RPMS Tool for
Teacher I-III
(Proficient Teachers)
S.Y. 2023-2024**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (PPST 1.4.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 2 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.4.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST 1.6.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 14 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.6.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST 2.1.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 15 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Maintained learning environments that promote fairness, respect and care to encourage learning. (PPST 2.2.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST 3.2.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 17 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 3.2.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (PPST 3.5.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 4: Curriculum and Planning & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST 4.2.2)	At least one (1) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module , developed by the ratee* and used in instruction, with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any one (1) of the following : <ul style="list-style-type: none"> • lecture/discussion • activity/activity sheet • performance task • rubric for assessing performance using criteria that appropriately describe the target output 	Quality	Set learning outcomes were achievable and appropriate , and led to the attainment of the next related competency, as shown in the MOV submitted.	Set learning outcomes were achievable and appropriate , and contributed to the understanding of the next related competency, as shown in the MOV submitted.	Set learning outcomes were achievable and appropriate , and are aligned with the learning competencies, as shown in the MOV submitted.	Set learning outcomes were not achievable or appropriate , and were partially aligned with the learning competencies, as shown in the MOV submitted.	No acceptable evidence was shown
		Efficiency	All of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	Majority of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	At least half of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	Less than half of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	No acceptable evidence was shown

* If the lesson plan or the lesson from a self-learning module is a product of a group work / collaborative effort of two (2) or more teachers, ratee should specify and provide annotations of one's contribution to the material.

Note: The PPST Resource Package Module 18 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.2.2).

KRA 3: Curriculum and Planning & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Used strategies for providing timely, accurate and constructive feedback to improve learner performance. (PPST 5.3.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 20 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.3.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Utilized assessment data to inform the modification of teaching and learning practices and programs. (PPST 5.5.2)	A list of identified least / most mastered skills based on the frequency of errors / correct responses with any one (1) of the following supporting MOVs 1. accomplishment report for remedial / enhancement activities (e.g., remedial sessions, Summer Reading Camp, Phil-IRI-based reading program) 2. intervention material used for remediation / reinforcement / enhancement 3. lesson plan/activity log for remediation / enhancement utilizing of assessment data to modify teaching and learning practices or programs	Quality	Implemented a teaching and learning strategy / program using materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 1	Developed materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 2	Planned for a teaching and learning strategy and/or program based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 3	Analyzed learners' mastered skills based on the frequency of errors and correct responses as evidenced by a list of identified least / most mastered skills	No acceptable evidence was shown
		Timeliness	Submitted MOV/s showed utilization of assessment data across 4 quarters	Submitted MOV/s showed utilization of assessment data across 3 quarters	Submitted MOV/s showed utilization of assessment data across 2 quarters	Submitted MOV/s showed utilization of assessment data in only 1 quarter	No acceptable evidence was shown

Note: PPST Resource Package Module 21 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.5.2).

KRA 4: Personal Growth and Professional Development & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. (PPST 6.2.2)	Any one (1) of the following: 1. Proof of participation in any activity highlighting the objective, such as, but not limited the following: <ul style="list-style-type: none"> • Receipt form/monitoring form during distribution of learning materials, etc. • Commitment form to stakeholders, developed advocacy materials, certificate of participation that shows parents'/stakeholders' engagement signed by the school head, etc. • Home visitation forms • Any equivalent ALS form/document that highlights the objective • Others (please specify and provide annotations) 2. Parent-teacher log or proof of other stakeholders meeting (e.g., one-on-one parent-teacher learner conference log; attendance sheet with minutes of online or face-to-face meeting; proof of involvement in the learners'/parents' orientation, etc.) 3. Any form of communication to parents/stakeholders (e.g., notice of meeting; screenshot of chat/text message/communication with parent/guardian)	Quality	Sustained engagement through regular communication of learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Sustained engagement with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by 2 or more of MOV no. 1 or 2	Secured collaboration with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by one MOV no. 1 or 2	Communicated with and obtained response from parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by MOV No. 3	No acceptable evidence was shown
		Timeliness	Showed engagement with parents/guardians and the wider school community across 4 quarters	Showed engagement with parents/guardians and the wider school community across 3 quarters	Showed engagement with parents/guardians and the wider school community across 2 quarters	Showed engagement with parents/guardians and the wider school community in only 1 quarter	No acceptable evidence was shown

KRA 4: Personal Growth and Professional Development & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Participated in professional networks to share knowledge and to enhance practice. (PPST 7.3.2)	<ol style="list-style-type: none"> Certificate of completion in a course/training Certificate of participation in a webinar, retooling, upskilling, and other training/ seminar/ workshop with proof of implementation Certificate of recognition/ speakership in a webinar and other training/ seminar/ workshop Any proof of participation to a benchmarking activity Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator Others (please specify and provide annotations) 	Quality	Participated in any professional network/activity that requires output* and proof of implementation** within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that requires output* and proof of implementation** within the department/ grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	No acceptable evidence was shown
		Timeliness	Participated in professional networks to share knowledge and to enhance practice across 4 quarters	Participated in professional networks to share knowledge and to enhance practice across 3 quarters	Participated in professional networks to share knowledge and to enhance practice across 2 quarters	Participated in professional networks to share knowledge and to enhance practice in only 1 quarter	No acceptable evidence was shown

* "Output" may include, but not limited to, lesson plan, instructional materials, action plan, or any teaching and learning-related materials.

** "Proof of implementation" can be in the form of implemented action plan, lesson plan executed in class, application project, etc.

Note: PPST Resource Package Module 23 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 7.3.2).

KRA 4: Personal Growth and Professional Development & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST 7.4.2)	1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Mid-year Review Form (MRF) 4. Updated IPCRF-DP from Phase II	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 3	Set professional development goals based on e-SAT results as evidenced by MOV 2	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown
		Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown
		Timeliness	All four (4) submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown

Note: PPST Resource Package Module 24 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 7.4.2).

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any one (1) proof of: <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/co-authorship/contributorship; ● advisorship/coordinatorship/chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; ● others (please specify) with annotation on how it contributed to the teaching-learning process. 	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓		✓	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	4*
	2	✓		✓		4*
	3	✓		✓		4*
	4	✓		✓		2*
KRA 2	5	✓		✓		2*
	6	✓		✓		2*
	7	✓		✓		2*
	8	✓		✓		2*
KRA 3	9	✓		✓	At least one (1) plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes or one lesson plan from a self-learning module, developed by the ratee and used in instruction, with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any one of the following: <ul style="list-style-type: none"> lecture/discussion activity/activity sheet performance task rubric for assessing performance using criteria that appropriately describe the target output 	2*
	10	✓		✓	See similar MOV above on COT rating sheet or inter-observer agreement form	2*
	11	✓		✓	A list of identified least / most mastered skills based on the frequency of errors / correct responses with any one (1) of the following supporting MOVs <ul style="list-style-type: none"> accomplishment report for remedial / enhancement activities (e.g., remedial sessions, Summer Reading Camp, Phil-IRI-based reading program) intervention material used for remediation / reinforcement / enhancement lesson plan/activity log for remediation / enhancement utilizing of assessment data to modify teaching and learning practices or programs 	2*
KRA 4	12	✓		✓	Any one (1) of the following: <ol style="list-style-type: none"> Proof of participation in any activity highlighting the objective, such as, but not limited the following: <ul style="list-style-type: none"> Receipt form/monitoring form during distribution of learning materials, etc. Commitment form to stakeholders, developed advocacy materials, certificate of participation that shows parents'/stakeholders' engagement signed by the school head, etc. Home visitation forms Any equivalent ALS form/document that highlights the objective Others (please specify and provide annotations) Parent-teacher log or proof of other stakeholders meeting (e.g., one-on-one parent-teacher learner conference log; attendance sheet with minutes of online or face-to-face meeting; proof of involvement in the learners'/parents' orientation, etc.) Any form of communication to parents/stakeholders (e.g., notice of meeting; screenshot of chat/text message/communication with parent/guardian)Other documents showing learners' needs, progress and achievement submitted to other stakeholders 	4
	13	✓		✓	<ol style="list-style-type: none"> Certificate of completion in a course/training Certificate of participation in a webinar, retooling, upskilling, and other training/ seminar/ workshop with proof of implementation 	4

					3. Certificate of recognition/ speakership in a webinar and other training/ seminar/ workshop 4. Any proof of participation to a benchmarking activity 5. Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator Others (please specify and provide annotations)	
	14	✓	✓	✓	1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Mid-year Review Form (MRF) 4. Updated IPCRF-DP from Phase II	4
KRA 5	15	✓	✓	✓	Any one (1) proof of: <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/ co-authorship/contributorship; ● advisorship/coordinatorship/ chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; with annotation on how it contributed to the teaching-learning process.	4
TOTAL						Minimum of 48 MOVs

* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (9) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

REFERENCES

- Bickford, Deborah J. and David J. Wright. 2006. "Community: The Hidden Context for Learning." In Learning Spaces, edited by Diana Oblinger. EDUCAUSE. <https://www.educause.edu/ir/library/pdf/PUB7102d.pdf>
- Government of the Philippines. 1997. The Indigenous Peoples' Rights Act of 1997. Republic Act No. 8371. Manila.
- Government of the Philippines. 1991. Magna Carta for Disabled persons. Republic Act No. 7277. Manila.
- Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City.
- Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City.
- Government of the Philippines, Department of Education. 2019a. Classroom Observation Tool. Pasig City.
- Government of the Philippines, Department of Education. 2019b. Results-based Performance Management System Updated Manual. Pasig City.
- Government of the Philippines, Department of Education. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Pasig City.
- Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City.
- Government of the Philippines, Department of Education. 2016b. Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Pasig City.
- Government of the Philippines, Department of Education. 1987. Policies and Guidelines for Special Education. Pasig City.
- Government of the Philippines, Department of Education-CALABARZON. 2019. PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4 (version 2.0). Cainta.
- Government of the Philippines, Department of Education-Undersecretary for Administration. 2021. The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality. Pasig City.
- Government of the Philippines, Department of Education-Undersecretary for Curriculum and Instruction. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Pasig City.
- National Association for Gifted Children. 2019. A Definition of Giftedness that Guides Best Practice. <https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>

The background features four large triangles in the corners, two dark green and two light green, arranged in a diamond pattern.

**RPMS Tool for
Teacher I-III
(Proficient Teachers)
S.Y. 2024-2025**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST 1.3.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 13 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.3.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (PPST 1.4.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.	Quality	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms
	If onsite / face-to-face / in-person classes are not implemented, <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		
COT Rating Sheet 3	5	3		
COT Rating Sheet 4	6	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Used research-based knowledge and principles of teaching and learning to enhance professional practice. (PPST 1.2.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4
COT Rating Sheet 2	5	3		(Very Satisfactory)

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Content Knowledge and Pedagogy & Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST 1.7.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4
COT Rating Sheet 2	5	3		(Very Satisfactory)

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Content Knowledge and Pedagogy & Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST 2.4.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 16 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.4.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Content Knowledge and Pedagogy & Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. (PPST 2.5.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Diversity of Learners & Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST 3.2.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

1. PPST Resource Package Module 17 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 3.2.2).
2. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Diversity of Learners & Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. (PPST 3.4.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4
COT Rating Sheet 2	5	3		(Very Satisfactory)

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Diversity of Learners & Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. (PPST 4.3.2)	1. Proof of implementation of learning programs (e.g., progress report, accomplishment report) 2. Proof of contextualization, localization and indigenization of learning programs (e.g., progress report, technical report) 3. Proof of adaptation of learning programs (e.g., progress report, accomplishment report)	Quality	Implemented contextualized, localized and indigenized learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 1	Contextualized, localized indigenized adapted learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 2	Adapted learning programs that ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 3	Planned for the adaptation and implementation of existing learning programs as evidenced by MOV No. 4	No acceptable evidence was shown
	4. Action plan / activity proposal / activity matrix for adaptation and implementation of learning programs with annotation describing the relevance and responsiveness of the learning programs to the needs of all learners	Timeliness	Adapted and implemented learning programs across 4 quarters	Adapted and implemented learning programs across 3 quarters	Adapted and implemented learning programs across 2 quarters	Adapted and implemented learning programs in only 1 quarter	No acceptable evidence was shown

Note: PPST Resource Package Module 19 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.3.2).

KRA 4: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Maintained learning environments that are responsive to community contexts. (PPST 6.1.2)	1. Communication letter about a program / project / activity that highlights maintaining learning environments that are responsive to community contexts Accomplishment report of a program / project / activity that highlights maintaining learning environments that are responsive to community contexts	Quality	Collaborated with the community stakeholders in the implementation / completion of a program, project, and/or activity that maintains learning environments responsive to community contexts as evidenced by MOV No. 4	Planned with the community stakeholders a program, project, and/or activity that maintains learning environments responsive to community contexts as evidenced by MOV No. 3	Conducted a consultative meeting with the community stakeholders on a program, project, and/or activity that maintains learning environments responsive to community contexts as evidenced by MOV No. 2	Communicated with the community stakeholders about a program, project, and/or activity that maintains learning environments responsive to community contexts as evidenced by MOV No. 1	No acceptable evidence was shown
	2. Minutes of a consultative meeting / community stakeholders meeting about a program / project / activity that highlights maintaining learning environments that are responsive to community contexts with proof of attendance		Maintained learning environment that are responsive to community contexts across 4 quarters	Maintained learning environment that are responsive to community contexts across 3 quarters	Maintained learning environment that are responsive to community contexts across 2 quarters	Maintained learning environment that are responsive to community contexts in only 1 quarter	No acceptable evidence was shown
	3. Program / Project / Activity Plan that highlights maintaining learning environments that are responsive to community contexts	Timeliness					
	4. Report on the implementation/ completion of a program, project, and/or activity that maintains learning environments responsive to community contexts						

KRA 4: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST 6.3.2)	Any one (1) of the following: 1. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 2. Teaching materials , with annotation highlighting the objective, e.g., <ul style="list-style-type: none"> • lesson plan • activity sheet • assessment materials • others (please specify) 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	Quality	Consistently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Frequently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Occasionally conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Rarely conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	No acceptable evidence was shown
		Timeliness	Reviewed personal teaching practice across 4 quarters	Reviewed personal teaching practice across 4 quarters	Reviewed personal teaching practice across 4 quarters	Reviewed personal teaching practice in only 1 quarter	No acceptable evidence was shown

KRA 4: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST 6.4.2)	1. Proof of communication about an implemented school policy / procedure sent to parents / guardians	Quality	Sustained engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school-community partnership/s as evidenced by MOV No. 3 or 4	Discussed consistently with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No. 2	Communicated consistently with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No. 1	Implemented school policies and procedures without involving the learners, parents / guardians, and other stakeholders	No acceptable evidence was shown
	2. Minutes of parent-teacher conference / stakeholders' meeting about an implemented school policy / procedure with proof of attendance						
	3. Proof of participation / involvement in a school-community partnership for the implementation of a school policy / procedure (e.g., certificate as committee member, narrative report)	Timeliness	Complied with and implemented school policies across 4 quarters	Complied with and implemented school policies across 3 quarters	Complied with and implemented school policies across 2 quarters	Complied with and implemented school policies in only 1 quarter	No acceptable evidence was shown
	4. Accomplishment report						

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity. (PPST 7.2.2)	1. A reflection/journal entry that highlights practices that uphold the dignity of teaching as a profession 2. Annotated evidence of practice , including but not limited to the following: <ul style="list-style-type: none"> • Documented feedback from superiors, colleagues, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession • Remarks from superiors, colleagues, or master teacher / school head about one's qualities (e.g., entries in Performance Monitoring and Coaching Form [PMCF] or in Mid-Year Review Form) • Recognition from the school / school community about one's qualities 3. Others (please specify)	Quality	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with affirmation from different school stakeholders as evidenced by MOV No. 2	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with affirmation from any school stakeholder as evidenced by MOV No. 2	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by MOV No. 1	Adopted a practice that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by MOV No. 1	No acceptable evidence was shown
		Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown
		Timeliness	Adopted practices that uphold the dignity of teaching as a profession across 4 quarters	Adopted practices that uphold the dignity of teaching as a profession across 3 quarters	Adopted practices that uphold the dignity of teaching as a profession across 2 quarters	Adopted practices that uphold the dignity of teaching as a profession in only 1 quarter	No acceptable evidence was shown

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	<p>Any one (1) proof of:</p> <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/ co-authorship/contributorship; ● advisorship/coordinatorship/ chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; ● others (please specify) with annotation on how it contributed to the teaching-learning process. 	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process .	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	4
	2	✓	✓			2*
	3	✓	✓			4*
	4	✓	✓			2*
KRA 2	5	✓	✓			2*
	6	✓	✓			2*
	7	✓	✓			2*
KRA 3	8	✓	✓			2*
	9	✓	✓			2*
	10	✓		✓	1. Proof of implementation of learning programs (e.g., progress report, accomplishment report) 2. Proof of contextualization, localization and indigenization of learning programs (e.g., progress report, technical report) 3. Proof of adaptation of learning programs (e.g., progress report, accomplishment report) 4. Action plan / activity proposal / activity matrix for adaptation and implementation of learning programs with annotation describing the relevance and responsiveness of the learning programs to the needs of all learners	4
KRA 4	11	✓		✓	1. Communication letter about a program / project / activity that highlights maintaining learning environments that are responsive to community contexts Accomplishment report of a program / project / activity that highlights maintaining learning environments that are responsive to community contexts 2. Minutes of a consultative meeting / community stakeholders meeting about a program / project / activity that highlights maintaining learning environments that are responsive to community contexts with proof of attendance 3. Program / Project / Activity Plan that highlights maintaining learning environments that are responsive to community contexts 4. Report on the implementation/ completion of a program, project, and/or activity that maintains learning environments responsive to community contexts	4
	12	✓		✓	Any one (1) of the following: 1. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 2. Teaching materials , with annotation highlighting the objective, e.g., <ul style="list-style-type: none"> lesson plan activity sheet assessment materials others (please specify) 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	4
	13	✓		✓	1. Proof of communication about an implemented school policy / procedure sent to parents / guardians 2. Minutes of parent-teacher conference / stakeholders' meeting about an implemented school policy / procedure with proof of attendance	4

				<p>3. Proof of participation / involvement in a school-community partnership for the implementation of a school policy / procedure (e.g., certificate as committee member, narrative report)</p> <p>4. Accomplishment report</p> <p>5. Others (Please specify)</p>	
KRA 5	14	✓	✓	<p>1. A reflection/journal entry that highlights practices that uphold the dignity of teaching as a profession</p> <p>2. Annotated evidence of practice, including but not limited to the following:</p> <ul style="list-style-type: none"> ● Documented feedback from superiors, colleagues, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession ● Remarks from superiors, colleagues, or master teacher / school head about one's qualities (e.g., entries in Performance Monitoring and Coaching Form [PMCF] or in Mid-Year Review Form) ● Recognition from the school / school community about one's qualities <p>3. Others (please specify)</p>	4
	Plus Factor	✓	✓	<p>Any one (1) proof of:</p> <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/ co-authorship/contributorship; ● advisorship/coordinatorship/ chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; <p>with annotation on how it contributed to the teaching-learning process.</p>	4
TOTAL					Minimum of 46 MOVs

* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (9) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

REFERENCES

- Bickford, Deborah J. and David J. Wright. 2006. "Community: The Hidden Context for Learning." In Learning Spaces, edited by Diana Oblinger. EDUCAUSE. <https://www.educause.edu/ir/library/pdf/PUB7102d.pdf>
- Government of the Philippines. 1997. The Indigenous Peoples' Rights Act of 1997. Republic Act No. 8371. Manila.
- Government of the Philippines. 1991. Magna Carta for Disabled persons. Republic Act No. 7277. Manila.
- Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City.
- Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City.
- Government of the Philippines, Department of Education. 2019a. Classroom Observation Tool. Pasig City.
- Government of the Philippines, Department of Education. 2019b. Results-based Performance Management System Updated Manual. Pasig City.
- Government of the Philippines, Department of Education. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Pasig City.
- Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City.
- Government of the Philippines, Department of Education. 2016b. Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Pasig City.
- Government of the Philippines, Department of Education. 1987. Policies and Guidelines for Special Education. Pasig City.
- Government of the Philippines, Department of Education-CALABARZON. 2019. PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4 (version 2.0). Cainta.
- Government of the Philippines, Department of Education-Undersecretary for Administration. 2021. The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality. Pasig City.
- Government of the Philippines, Department of Education-Undersecretary for Curriculum and Instruction. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Pasig City.
- National Association for Gifted Children. 2019. A Definition of Giftedness that Guides Best Practice. <https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>

The background features four large, light blue triangles pointing towards the corners of the page, creating a geometric pattern. The text is centered in a bold, black, sans-serif font.

**RPMS Tool for
Master Teacher I-IV
(Highly Proficient Teachers)
S.Y. 2022-2023**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Modeled effective applications of content knowledge within and across curriculum teaching areas. (PPST 1.1.3)	<p>Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ol style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. <p>and proof of attendance of colleague/s</p>	Quality	Demonstrated Level 8 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)	
2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST 1.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective	Quality	Guided colleagues in the planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown	
	2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective		3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Timeliness	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

*The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Worked with colleagues to model and shared effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. (PPST 2.3.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments. (PPST 2.6.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences. (PPST 3.1.3)	<p>Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ol style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. <p>and proof of attendance of colleague/s</p>	Quality	Demonstrated Level 8 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts. (PPST 4.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 2. through observation of synchronous / asynchronous teaching in other modalities; or 3. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Reviewed with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice. (PPST 4.4.3)	1. Approved LAC Plan 2. Minutes of LAC, FGD session, or other collegial discussions, with proof of attendance 3. Performance Monitoring and Coaching Form	Quality	Guided colleagues in planning for coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to plan facilitate, and enrich their teaching practice through the use of teacher and learner feedback, as evidenced by MOV 2 or MOV 3	Synthesized discussions with colleagues on the review of teacher and learner feedback, as evidenced by MOV 2 highlighting the agreements and recommendations during coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 2	Planned for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOV 1	No acceptable evidence was shown
		Timeliness*	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussion that review teacher and learner feedback with colleagues in only 1 quarter	No acceptable evidence was shown

*MOVs for the rating of this performance measure must contain date stamps to track conduct of such activities.

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals. (PPST 4.5.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Advised and guided colleagues across 4 quarters	Advised and guided colleagues across 3 quarters	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (PPST 5.1.3)	<ol style="list-style-type: none"> Proofs/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proofs/s of attendance Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective 	Quality	Guided colleagues in planning for the review of the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 4 or MOV 3	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown
		Timeliness	Worked collaboratively with colleagues across 4 quarters	Worked collaboratively with colleagues across 3 quarters	Worked collaboratively with colleagues across 2 quarters	Worked collaboratively with colleagues in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement. (PPST 5.2.3)	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Results of collaborative interpretation 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	Quality	Guided colleagues in the planning for the application of results of interpretation of monitoring and evaluation strategies of attainment data to support learner progress and achievement during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on monitoring and evaluation of strategies of attainment data during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 4 or MOV 3	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 4 or MOV 3	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown
		Timeliness	Collaborated with colleagues in the interpretation of attainment data across 4 quarters	Collaborated with colleagues in the interpretation of assessment data across 3 quarters	Collaborated with colleagues in the interpretation of assessment data across 2 quarters	Collaborated with colleagues in the interpretation of assessment data in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents / guardians. (PPST 5.4.3)	Any one (1) of the following documents highlighting the objective: <ul style="list-style-type: none"> • Sample of learners' test results signed by parents and corresponding evidence of improvement • Attendance sheet/minutes of parent-teacher conference • Record of dialogue and/or parent-teacher or teacher conferences and corresponding evidence of improvement • Anecdotal record communicated to and signed by the learners and/or parents with corresponding evidence of improvement • Sample of accomplished rubrics given for performance task and corresponding evidence of improvement • Sample agreement for learners at risk signed by parents and corresponding evidence of improvement • Signed report cards of students at risk with corresponding evidence of improvement • Accomplished home visitation forms signed by the learners and/or parents • Proof of communication with wider school –community stakeholders • Others (Please specify) 	Quality	Utilized effective strategies to communicate learner needs, progress and achievement to wider-school community stakeholders as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents / guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to internal stakeholders (e.g., co-teachers, school leaders, non-teaching staff) as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to learners within the class as evidenced by submitted MOV	No acceptable evidence was shown
		Timeliness	Showed application of skills in the effective communication of learner needs, progress and achievement across 4 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement across 3 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement across 2 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement in only 1 quarter	No acceptable evidence was shown

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy. (PPST 7.1.3)	A reflection/journal entry in the following documents that highlights the manifestation of learner-centered teaching philosophy in any of the following: <ol style="list-style-type: none"> 1. Performance Monitoring and Coaching Form 2. Sample lesson plans of colleague/s with annotations about enhancing their learner-centered teaching philosophy 3. Minutes of LAC session/s about enhancing teachers' learner-centered teaching philosophy through lesson planning 4. Approved LAC plan 5. Lesson plan exemplar used during a Learning Action Cell (LAC) session 	Quality	Submitted MOV that details the consistent involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is not learner-centered	No acceptable evidence was shown
		Timeliness	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Applied a personal philosophy of teaching that is learner-centered across 2 quarters	Applied a personal philosophy of teaching that is learner-centered across 1 quarters	No acceptable evidence was shown

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals. (PPST 7.5.3)	1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Performance Monitoring and Coaching Form (PMCF) 4. Mid-year Review Form (MRF) 5. Updated IPCRF-DP from Phase II	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 5	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 4	Set professional development goals based on e-SAT results as evidenced by MOV 2 or MOV 3	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown
		Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown
		Timeliness	All submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any proof that the master teacher: <ul style="list-style-type: none"> ● served as facilitator / speaker ● served as demonstration teacher ● served as a member of the technical working group ● served as OIC in the absence of the principal ● represented the principal in meetings and conference ● observed classes of Teachers I-III ● assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers ● served in a committee ● served as adviser to co-curricular activities ● served as coordinator / chairperson ● authored / contributed to a book or journal ● coached and mentored learners in competitions ● mentored pre-service / in-service teachers ● conducted research within the rating period; ● others (please specify) with annotation on how it contributed to the teaching-learning process.	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

KRA	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	4*
	2	✓		✓	1. Proofs of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proofs of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	3	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.	4*
KRA 2	4	✓	✓		<i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	2*
	5	✓	✓			2*
	6	✓	✓			2*
KRA 3	7	✓	✓		1. Performance Monitoring and Coaching Form 2. Minutes of LAC, FGD session, or other collegial discussions, with proof of attendance 3. Approved LAC Plan	2*
	8	✓		✓		at most 4
	9	✓		✓		1. Proofs of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proofs of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective
KRA 4	10	✓		✓	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Results of collaborative interpretation 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	4
	11	✓		✓		4
	12	✓		✓		Any one (1) of the following documents highlighting the objective: <ul style="list-style-type: none"> ● Sample of learners' test results signed by parents and corresponding evidence of improvement ● Attendance sheet/minutes of parent-teacher conference ● Record of dialogue and/or parent-teacher or teacher conferences and corresponding evidence of improvement ● Anecdotal record communicated to and signed by the learners and/or parents with corresponding evidence of improvement ● Sample of accomplished rubrics given for performance task and

				<ul style="list-style-type: none"> • corresponding evidence of improvement • Sample agreement for learners at risk signed by parents and corresponding evidence of improvement • Signed report cards of students at risk with corresponding evidence of improvement • Accomplished home visitation forms signed by the learners and/or parents • Proof of communication with wider school –community stakeholders • Others (Please specify) 	
KRA 5	13	✓		<p>A reflection/journal entry in the following documents that highlights the manifestation of learner-centered teaching philosophy in any of the following:</p> <ol style="list-style-type: none"> 1. Performance Monitoring and Coaching Form 2. Sample lesson plans of colleague/s with annotations about enhancing their learner-centered teaching philosophy 3. Minutes of LAC session/s about enhancing teachers' learner-centered teaching philosophy through lesson planning 4. Approved LAC plan 5. Lesson plan exemplar used during a Learning Action Cell (LAC) session 	4
	14	✓	✓	<ol style="list-style-type: none"> 1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Performance Monitoring and Coaching Form (PMCF) 4. Mid-year Review Form (MRF) 5. Updated IPCRF-DP from Phase II 	4
	15	✓	✓	<p>Any one (1) proof that the master teacher:</p> <ul style="list-style-type: none"> • served as facilitator / speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator / chairperson • authored / contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service / in-service teachers • conducted research within the rating period; • others (please specify) <p>with annotation on how it contributed to the teaching-learning process.</p>	4
TOTAL					Minimum of 50 MOVs

* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (7) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

REFERENCES

- Bickford, Deborah J. and David J. Wright. 2006. "Community: The Hidden Context for Learning." In Learning Spaces, edited by Diana Oblinger. EDUCAUSE. <https://www.educause.edu/ir/library/pdf/PUB7102d.pdf>
- Government of the Philippines. 1997. The Indigenous Peoples' Rights Act of 1997. Republic Act No. 8371. Manila.
- Government of the Philippines. 1991. Magna Carta for Disabled persons. Republic Act No. 7277. Manila.
- Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City.
- Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City.
- Government of the Philippines, Department of Education. 2019a. Classroom Observation Tool. Pasig City.
- Government of the Philippines, Department of Education. 2019b. Results-based Performance Management System Updated Manual. Pasig City.
- Government of the Philippines, Department of Education. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Pasig City.
- Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City.
- Government of the Philippines, Department of Education. 2016b. Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Pasig City.
- Government of the Philippines, Department of Education. 1987. Policies and Guidelines for Special Education. Pasig City.
- Government of the Philippines, Department of Education-CALABARZON. 2019. PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4 (version 2.0). Cainta.
- Government of the Philippines, Department of Education-Undersecretary for Administration. 2021. The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality. Pasig City.
- Government of the Philippines, Department of Education-Undersecretary for Curriculum and Instruction. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Pasig City.
- National Association for Gifted Children. 2019. A Definition of Giftedness that Guides Best Practice. <https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>



**RPMS Tool for
Master Teacher I-IV
(Highly Proficient Teachers)
S.Y. 2023-2024**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Modeled effective applications of content knowledge within and across curriculum teaching areas. (PPST 1.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST 1.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective	Quality	Guided colleagues in planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown
	2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective						
		Timeliness	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter	No acceptable evidence was shown

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.3)	<p>Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ol style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. <p>and proof of attendance of colleague/s</p>	Quality	Demonstrated Level 8 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture. (PPST 1.6.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST 2.1.3)	<p>Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ol style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. <p>and proof of attendance of colleague/s</p>	Quality	Demonstrated Level 8 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning. (PPST 2.2.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST 3.2.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 2. through observation of synchronous / asynchronous teaching in other modalities; or 3. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups. (PPST 3.5.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 4. through observation of synchronous / asynchronous teaching in other modalities; or 5. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners. (PPST 4.2.3)	At least one (1) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module , developed by the ratee* and used in instruction, with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any one (1) of the following: <ul style="list-style-type: none"> • lecture/discussion • activity/activity sheet • performance task • rubric for assessing performance using criteria that appropriately describe the target output and demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s	Quality	Guided colleagues in planning for the setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	Synthesized with colleagues discussions on setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on the setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	No acceptable evidence was shown
		Timeliness	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies across 4 quarters	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies across 3 quarters	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies across 2 quarters	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning. (PPST 5.3.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 6. through observation of synchronous / asynchronous teaching in other modalities; or 7. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement. (PPST 5.5.3)	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Any proof of collaborative review (e.g., accomplishment report) of <ul style="list-style-type: none"> • learner assessment data • intervention materials developed for remediation/ • enhancement/enrichment activities 4. Minutes of coaching and mentoring sessions, meetings, LAC/FGD session, or other collegial discussions, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	Quality	Guided colleagues in planning for the analysis and utilization of assessment data to modify practices and programs during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 4 or MOV 5	Synthesized discussions with colleagues on the analysis and utilization of assessment data to modify practices and programs during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 3 or MOV 4	Conducted collaborative discussions to analyze and utilize assessment data to modify practices and programs, as evidenced by the MOV 3 or MOV 4	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown
		Timeliness	Collaborated with colleagues in the interpretation of attainment data across 4 quarters	Collaborated with colleagues in the interpretation of assessment data across 3 quarters	Collaborated with colleagues in the interpretation of assessment data across 2 quarters	Collaborated with colleagues in the interpretation of assessment data in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Guided colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. (PPST 6.2.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for strengthening relationships with parents/guardians and the wider school community during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as shown in MOV 4	Synthesized discussions with colleagues to strengthen relationships with parents/guardians and the wider school community, as shown in MOV 3	Advised and guided colleagues to strengthen relationships with parents/guardians and the wider school community during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on strengthening relationships with parents/guardians and the wider school community, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Guided colleagues across 4 quarters	Guided colleagues across 3 quarters	Guided colleagues across 2 quarters	Guided colleagues in only 1 quarter	No acceptable evidence was shown

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice. (PPST 7.3.3)	1. Approved activity/project proposal for a webinar, retooling, upskilling, and other training/ seminar/ workshop with accomplishment report 2. Approved activity/project proposal for benchmarking or innovation with accomplishment report 3. Certificate as contributor to LRMSD 4. Certificate of completion in a course/training 5. Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop 6. Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator 7. Others (Please specify and provide annotations)	Quality	Contributed actively to any professional network/activity that requires output* and proof of implementation* within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* and proof of implementation* within the department/ grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	No acceptable evidence was shown
		Timeliness	Contributed actively to professional networks across 4 quarters	Contributed actively to professional networks across 3 quarters	Contributed actively to professional networks across 2 quarters	Contributed actively to professional networks in only 1 quarter	No acceptable evidence was shown

* "Output" may include, but not limited to, lesson plan, instructional materials, action plan, or any teaching and learning-related materials.

** "Proof of implementation" can be in the form of implemented action plan, lesson plan executed in class, application project, etc.

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Initiated professional reflections and promote learning opportunities with colleagues to improve practice. (PPST 7.4.3)	<ol style="list-style-type: none"> 1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other activities that highlights the objective 2. Approved LAC/FGD Plan 3. Training matrix of LAC sessions highlighting the teacher's role 4. Minutes of LAC sessions/FGDs highlighting the teacher's role, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF) 6. Personal notes/reflections of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher 7. Others (Please specify and provide annotations) 	Quality	Guided colleagues in planning for professional reflections and other learning opportunities to improve practice during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities, as shown in the MOV 4, 5 or 6	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV 3, 4 or 5	Planned coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities involving colleague/s in professional reflection and learning opportunities as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities that promote professional reflections and learning opportunities, as shown in MOV 1	No acceptable evidence was shown
		Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any one (1) proof that the master teacher: <ul style="list-style-type: none"> ● served as facilitator / speaker ● served as demonstration teacher ● served as a member of the technical working group ● served as OIC in the absence of the principal ● represented the principal in meetings and conference ● observed classes of Teachers I-III ● assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers ● served in a committee ● served as adviser to co-curricular activities ● served as coordinator / chairperson ● authored / contributed to a book or journal ● coached and mentored learners in competitions ● mentored pre-service / in-service teachers ● conducted research within the rating period; ● others (please specify) with annotation on how it contributed to the teaching-learning process.	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	4*
	2	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	3	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	4*
	4	✓	✓			4*
KRA 2	5	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	2*
	6	✓	✓			2*
	7	✓	✓			2*
	8	✓	✓			2*
KRA 3	9	✓		✓	At least one (1) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module , developed by the ratee* and used in instruction, with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any one (1) of the following : <ul style="list-style-type: none"> • lecture/discussion • activity/activity sheet • performance task • rubric for assessing performance using criteria that appropriately describe the target output and demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s	4
	10	✓	✓		See similar MOV above on COT rating sheet or inter-observer agreement form	2*
	11	✓		✓	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Any proof of collaborative review (e.g., accomplishment report) of <ul style="list-style-type: none"> • learner assessment data • intervention materials developed for remediation/ • enhancement/ enrichment/ enrichment activities 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	4

KRA 4	12	✓		✓	<ul style="list-style-type: none"> ● Proofs of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective ● Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective ● Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proofs of attendance ● Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective 	4
	13	✓		✓	<ol style="list-style-type: none"> 1. Approved activity/project proposal for a webinar, retooling, upskilling, and other training/ seminar/ workshop with accomplishment report 2. Approved activity/project proposal for benchmarking or innovation with accomplishment report 3. Certificate as contributor to LRMDS 4. Certificate of completion in a course/training 5. Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop 6. Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator 7. Others (Please specify and provide annotations) 	4
	14	✓	✓		<ol style="list-style-type: none"> 1. Proofs of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other activities that highlights the objective 2. Approved LAC/FGD Plan 3. Training matrix of LAC sessions highlighting the teacher's role 4. Minutes of LAC sessions/FGDs highlighting the teacher's role, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF) 6. Personal notes/reflections of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher 7. Others (Please specify and provide annotations) 	4
KRA 5	15	✓	✓	✓	<p>Any one (1) proof that the master teacher:</p> <ul style="list-style-type: none"> ● served as facilitator / speaker ● served as demonstration teacher ● served as a member of the technical working group ● served as OIC in the absence of the principal ● represented the principal in meetings and conference ● observed classes of Teachers I-III ● assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers ● served in a committee ● served as adviser to co-curricular activities ● served as coordinator / chairperson ● authored / contributed to a book or journal ● coached and mentored learners in competitions ● mentored pre-service / in-service teachers ● conducted research within the rating period; ● others (please specify) <p>with annotation on how it contributed to the teaching-learning process.</p>	4
						Minimum of 46 MOVs

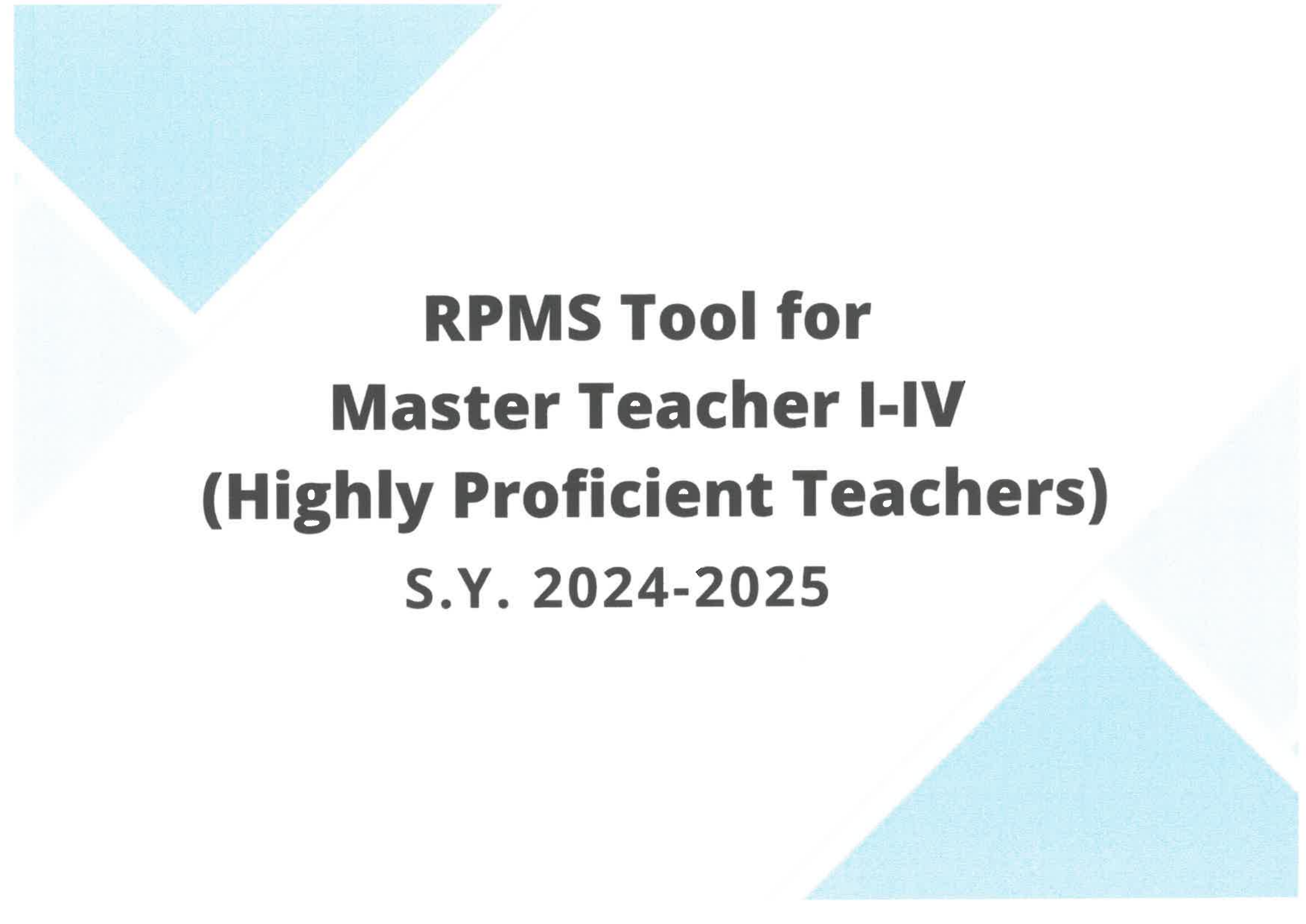
* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (7) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

REFERENCES

- Bickford, Deborah J. and David J. Wright. 2006. "Community: The Hidden Context for Learning." In Learning Spaces, edited by Diana Oblinger. EDUCAUSE. <https://www.educause.edu/ir/library/pdf/PUB7102d.pdf>
- Government of the Philippines. 1997. The Indigenous Peoples' Rights Act of 1997. Republic Act No. 8371. Manila.
- Government of the Philippines. 1991. Magna Carta for Disabled persons. Republic Act No. 7277. Manila.
- Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City.
- Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City.
- Government of the Philippines, Department of Education. 2019a. Classroom Observation Tool. Pasig City.
- Government of the Philippines, Department of Education. 2019b. Results-based Performance Management System Updated Manual. Pasig City.
- Government of the Philippines, Department of Education. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Pasig City.
- Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City.
- Government of the Philippines, Department of Education. 2016b. Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Pasig City.
- Government of the Philippines, Department of Education. 1987. Policies and Guidelines for Special Education. Pasig City.
- Government of the Philippines, Department of Education-CALABARZON. 2019. PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4 (version 2.0). Cainta.
- Government of the Philippines, Department of Education-Undersecretary for Administration. 2021. The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality. Pasig City.
- Government of the Philippines, Department of Education-Undersecretary for Curriculum and Instruction. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Pasig City.
- National Association for Gifted Children. 2019. A Definition of Giftedness that Guides Best Practice. <https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>



**RPMS Tool for
Master Teacher I-IV
(Highly Proficient Teachers)
S.Y. 2024-2025**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Modeled effective applications of content knowledge within and across curriculum teaching areas. (PPST 1.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session.	Quality	Demonstrated Level 8 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
	and proof of attendance of colleague/s		Efficiency	Objective was met within the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	4		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process. (PPST 1.3.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See **sample computation below**:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST 1.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter	No acceptable evidence was shown

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy. (PPST 1.2.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	Quality	Guided colleagues in planning for the conduct and application of research to enrich knowledge of content and pedagogy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the conduct and application of research to enrich knowledge of content and pedagogy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that apply research to enrich knowledge of content and pedagogy, as shown in MOV 1	No acceptable evidence was shown
	4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective		Timeliness	Collaborated with colleagues in the conduct and application of research across 4 quarters	Collaborated with colleagues in the conduct and application of research across 3 quarters	Collaborated with colleagues in the conduct and application of research across 2 quarters	Collaborated with colleagues in the conduct and application of research in only 1 quarter

KRA 2: Content Knowledge and Pedagogy & Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST 1.7.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process (e.g., done in modular approach). The supplementary material to the MOV obtained through option 3 shall also be accompanied * The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Content Knowledge and Pedagogy & Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST 2.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning of successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Shared with colleagues successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that discuss successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Worked with colleagues to share successful strategies across 4 quarters	Worked with colleagues to share successful strategies across 3 quarters	Worked with colleagues to share successful strategies across 2 quarters	Worked with colleagues to share successful strategies in only 1 quarter	No acceptable evidence was shown

KRA 2: Content Knowledge and Pedagogy & Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Modeled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning. (PPST 2.5.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session.	Quality	Demonstrated Level 8 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
	and proof of attendance of colleague/s		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time	

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Diversity of Learners & Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. (PPST 3.3.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	Quality	Guided colleagues in planning for the design, adaptation and implementation of teaching strategies that are responsive to learners with disabilities, giftedness and talents during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the design, adaptation and implementation of teaching strategies that are responsive to learners with disabilities, giftedness and talents during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Assisted colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions on the design, adaptation and implementation of teaching strategies that are responsive to learners with disabilities, giftedness and talents, as shown in MOV 1	No acceptable evidence was shown
	4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective		Timeliness	Assisted colleagues to design, adapt and implement strategies across 4 quarters	Assisted colleagues to design, adapt and implement strategies across 3 quarters	Assisted colleagues to design, adapt and implement strategies across 2 quarters	Assisted colleagues to design, adapt and implement strategies in only 1 quarter

KRA 3: Diversity of Learners & Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. (PPST 3.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for the evaluation the effectiveness of teaching strategies that are responsive to the special education needs of learners in difficult circumstances during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that are responsive to the special education needs of learners in difficult circumstances during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that are responsive to the special education needs of learners in difficult circumstances during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that are responsive to the special education needs of learners in difficult circumstances and numeracy, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Evaluated with colleagues teaching strategies that are responsive to the special education needs of learners in difficult circumstances across 4 quarters	Evaluated with colleagues teaching strategies that are responsive to the special education needs of learners in difficult circumstances across 3 quarters	Evaluated with colleagues teaching strategies that are responsive to the special education needs of learners in difficult circumstances across 2 quarters	Evaluated with colleagues teaching strategies that are responsive to the special education needs of learners in difficult circumstances only 1 quarter	No acceptable evidence was shown

KRA 3: Diversity of Learners & Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels. (PPST 4.3.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	Quality	Guided colleagues in planning for the evaluation of design of learning programs that develop the knowledge and skills of learners at different ability levels during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of the design of learning programs that develop the knowledge and skills of learners at different ability levels during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the design of learning programs that develop the knowledge and skills of learners at different ability levels during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels, as shown in MOV 1	No acceptable evidence was shown
	4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective		Timeliness	Worked collaboratively with colleagues to evaluate the design of learning programs across 4 quarters	Worked collaboratively with colleagues to evaluate the design of learning programs across 3 quarters	Worked collaboratively with colleagues to evaluate the design of learning programs across 2 quarters	Worked collaboratively with colleagues to evaluate the design of learning programs in only 1 quarter

KRA 4: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Reflected on and evaluated learning environments that are responsive to community contexts. (PPST 6.1.3)	1. Synthesis of evaluation of a program / project / activity that maintains the learning environment responsive to community contexts 2. Minutes of consultative meeting with parents / other external stakeholders on programs, projects, and/or activities that maintain a learning environment, highlighting the evaluations made, with proof of attendance 3. Minutes of focus group discussion (FGD) with teachers on a program / project / activity that maintains a learning environment, highlighting the evaluations made, with proof of attendance 4. Survey on programs / projects /activities that maintain a learning environment	Quality	Synthesized the evaluations from the wider school community of the programs, projects, and/or activities that maintain the learning environment responsive to community context as evidenced by MOV 1	Consulted parents, guardians, and/or other external stakeholders on programs, projects, and/or activities that maintain the learning environments responsive to community context to reflect on and evaluate them as evidenced by MOV 2	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions with colleagues on programs, projects, and/or activities that maintain the learning environments responsive to community context to reflect on and evaluate them as evidenced by MOV 3	Conducted a survey to gather feedback on programs, projects, and/or activities that are responsive to community contexts as evidenced by MOV 4	No acceptable evidence was shown
		Timeliness	Reflected on and evaluated learning environments across 4 quarters	Reflected on and evaluated learning environments across 3 quarters	Reflected on and evaluated learning environments across 2 quarters	Reflected on and evaluated learning environments in only 1 quarter	No acceptable evidence was shown

KRA 4: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST 6.3.3)	5. Proofs of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 6. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 7. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proofs of attendance	Quality	Guided colleagues in planning for meetings/LAC sessions / FGDs / other collegial discussions to discuss teaching and learning practices that apply existing codes, law and regulations, as shown in MOV 4	Synthesized discussions with colleagues on the teaching and learning practices that apply existing codes, law and regulations during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the teaching and learning practices that apply existing codes, law and regulations during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that discuss teaching and learning practices that apply existing codes, law and regulations, as shown in MOV 1	No acceptable evidence was shown
	1. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective		Timeliness	Discussed with colleagues teaching and learning practices that apply existing codes, law and regulations across 4 quarters	Discussed with colleagues teaching and learning practices that apply existing codes, law and regulations across 3 quarters	Discussed with colleagues teaching and learning practices that apply existing codes, law and regulations across 2 quarters	Discussed with colleagues teaching and learning practices that apply existing codes, law and regulations in only 1 quarter

KRA 4: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders. (PPST 6.4.3)	1. Evaluation report on the implementation of school policies / procedures or minutes of subject area / grade level meetings or professional meetings on evaluating school policies/procedures 2. Minutes of subject area / grade level meetings or professional meetings on the implementation progress of school policies / procedures [provide at least 2 to show discussions held]	Quality	Evaluated with teachers the implementation of certain school policies and procedures as evidenced by MOV 1	Conducted discussions with teachers on the progress of implementation of certain school policies and procedures as evidenced by MOV 2	Discussed with teachers certain school policies and procedures for uniform implementation as evidenced by MOV 3	Implemented school policies and procedures as evidenced by MOV 4	No acceptable evidence was shown
	3. Minutes of subject area / grade level meeting or professional meeting on disseminating information and implementing school policies / procedures [provide at least 2 to show discussions held] 4. Proof of implementation of school policies and procedures		Timeliness	Exhibited commitment to and supported teachers in the implementation of school policies and procedures across 4 quarters	Exhibited commitment to and supported teachers in the implementation of school policies and procedures across 3 quarters	Exhibited commitment to and supported teachers in the implementation of school policies and procedures across 2 quarters	Exhibited commitment to and supported teachers in the implementation of school policies and procedures in only 1 quarter

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any one (1) proof that the master teacher: <ul style="list-style-type: none"> • served as facilitator / speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator / chairperson • authored / contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service / in-service teachers • others (please specify) with annotation on how it contributed to the teaching-learning process.	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown
		Timeliness	Insignificantly affects the performance of the actual teaching-learning process.	Slightly affects the performance of the actual teaching-learning process.	Rarely affects the performance of the actual teaching-learning process.	Significantly affects the performance of the actual teaching-learning process.	No acceptable evidence was shown

SUMMARY

KRA	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.	4*
	2	✓	✓		If onsite / face-to-face / in-person classes are not implemented, 3. through observation of synchronous / asynchronous teaching in other modalities; or 4. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	2*
	3	✓		✓	5. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective	4
	4	✓		✓	6. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 7. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 8. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
KRA 2	5	✓	✓		See similar MOV above on COT rating sheet or inter-observer agreement form	2*
	6	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	7	✓	✓		See similar MOV above on COT rating sheet or inter-observer agreement form	2*
KRA 3	8	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective	4
	9	✓		✓	2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	4
	10	✓		✓	4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
KRA 4	11	✓		✓	5. Synthesis of evaluation of a program / project / activity that maintains the learning environment responsive to community contexts 6. Minutes of consultative meeting with parents / other external stakeholders on programs, projects, and/or activities that maintain a learning environment, highlighting the evaluations made, with proof of attendance 7. Minutes of focus group discussion (FGD) with teachers on a program / project / activity that maintains a learning environment, highlighting the evaluations made, with proof of attendance 8. Survey on programs / projects /activities that maintain a learning environment	4
	12	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective	4

					<p>3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance</p> <p>4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective</p>	
	13	✓		✓	<p>1. Evaluation report on the implementation of school policies / procedures or minutes of subject area / grade level meetings or professional meetings on evaluating school policies/procedures</p> <p>2. Minutes of subject area / grade level meetings or professional meetings on the implementation progress of school policies / procedures [provide at least 2 to show discussions held]</p> <p>3. Minutes of subject area / grade level meeting or professional meeting on disseminating information and implementing school policies / procedures [provide at least 2 to show discussions held]</p> <p>4. Proof of implementation of school policies and procedures</p>	4
KRA 5	14	✓		✓	<p>1. IPCRF-DP</p> <p>2. A reflection/journal entry that highlights practices that uphold the dignity of teaching as a profession</p> <p>3. Annotated evidence of practice, including but not limited to the following:</p> <ul style="list-style-type: none"> • Documented feedback from superiors, colleagues, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession • Remarks from superiors, colleagues, or master teacher / school head about one's qualities (e.g., entries in Performance Monitoring and Coaching Form [PMCF] or in Mid-Year Review Form) • Recognition from the school / school community about one's qualities <p>4. Others (please specify)</p>	4
	15	✓	✓	✓	<p>Any one (1) proof that the master teacher:</p> <ul style="list-style-type: none"> • served as facilitator / speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator / chairperson • authored / contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service / in-service teachers • others (please specify) <p>with annotation on how it contributed to the teaching-learning process.</p>	4
TOTAL						Minimum of 54 MOVs

* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the four(4) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

REFERENCES

- Bickford, Deborah J. and David J. Wright. 2006. "Community: The Hidden Context for Learning." In Learning Spaces, edited by Diana Oblinger. EDUCAUSE. <https://www.educause.edu/ir/library/pdf/PUB7102d.pdf>
- Government of the Philippines. 1997. The Indigenous Peoples' Rights Act of 1997. Republic Act No. 8371. Manila.
- Government of the Philippines. 1991. Magna Carta for Disabled persons. Republic Act No. 7277. Manila.
- Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City.
- Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency. Pasig City.
- Government of the Philippines, Department of Education. 2019a. Classroom Observation Tool. Pasig City.
- Government of the Philippines, Department of Education. 2019b. Results-based Performance Management System Updated Manual. Pasig City.
- Government of the Philippines, Department of Education. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Pasig City.
- Government of the Philippines, Department of Education. 2016a. The Learning Action Cell as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. Pasig City.
- Government of the Philippines, Department of Education. 2016b. Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Pasig City.
- Government of the Philippines, Department of Education. 1987. Policies and Guidelines for Special Education. Pasig City.
- Government of the Philippines, Department of Education-CALABARZON. 2019. PIVOT 4A Budget of Work in All Learning Areas in Key Stage 1-4 (version 2.0). Cainta.
- Government of the Philippines, Department of Education-Undersecretary for Administration. 2021. The Proper Use of DepEd Radio as a Blended Distance Learning Delivery Modality. Pasig City.
- Government of the Philippines, Department of Education-Undersecretary for Curriculum and Instruction. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021. Pasig City.
- National Association for Gifted Children. 2019. A Definition of Giftedness that Guides Best Practice. <https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 2 3 4

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	3	4	5	6	7	NO*
1. Applied knowledge of content within and across curriculum teaching areas.						
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.						
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.						
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.						
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.						
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.						
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.						
8. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.						
9. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.						
OTHER COMMENTS:						

* **NO** stands for **Not Observed** which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 2 3 4

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	3	4	5	6	7	NO*
1. Applied knowledge of content within and across curriculum teaching areas.						
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.						
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.						
4. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.						
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.						
6. Maintained learning environments that promote fairness, respect and care to encourage learning.						
7. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.						
8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.						
9. Used strategies for providing timely, accurate and constructive feedback to improve learner performance.						
OTHER COMMENTS:						

* **NO** stands for **Not Observed** which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 2 3 4

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	3	4	5	6	7	NO*
1. Applied knowledge of content within and across curriculum teaching areas.						
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.						
3. Ensured the positive use of ICT to facilitate the teaching and learning process.						
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.						
5. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.						
6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.						
7. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.						
8. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.						
OTHER COMMENTS: 						

* NO stands for Not Observed which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 2 3 4

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	4	5	6	7	8	NO*
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.						
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.						
3. Worked with colleagues to model and shared effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.						
4. Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.						
5. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.						
6. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.						
OTHER COMMENTS: 						

* NO stands for **Not Observed** which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 2 3 4

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	4	5	6	7	8	NO*
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.						
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.						
3. Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to developed the learners' pride of their language, heritage and culture.						
4. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.						
5. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning.						
6. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.						
7. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.						
8. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.						

OTHER COMMENTS:

* NO stands for Not Observed which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 2 3 4

DIRECTIONS FOR THE OBSERVERS:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) symbol.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. For schools with only one observer, this form will serve as the final rating sheet.

INDICATORS	4	5	6	7	8	NO*
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.						
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.						
3. Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.						
4. Modeled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.						
OTHER COMMENTS:						

* NO stands for Not Observed which automatically gets a rating of 3.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF TEACHER OBSERVED: _____
 OBSERVER 2: _____
 OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT: _____
 DATE: _____
 OBSERVATION: 1 2 3 4 QUARTER: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating.

INDICATORS	FINAL RATING
1. Applied knowledge of content within and across curriculum teaching areas.	
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	
3. Ensured the positive use of ICT to facilitate the teaching and learning process.	
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	
5. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	
6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	
7. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	
8. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	
OTHER COMMENTS:	

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher

**COT-RPMS****MASTER TEACHER I-IV****INTER-OBSERVER AGREEMENT FORM**

OBSERVER 1: _____

NAME OF TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 2 3 4

QUARTER: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating.

INDICATORS	FINAL RATING
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	
3. Worked with colleagues to model and shared effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	
4. Exhibited effective and constructive behavior management skills by applying a positive and non-violent discipline to ensure learning-focused environments.	
5. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	
6. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	
OTHER COMMENTS:	

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 2 3 4 QUARTER: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating.

INDICATORS	FINAL RATING
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	
3. Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to developed the learners' pride of their language, heritage and culture.	
4. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	
5. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	
6. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	
7. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.	
8. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	
OTHER COMMENTS:	

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

NAME OF TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 2 3 4

QUARTER: _____

DIRECTIONS FOR THE OBSERVERS:

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating.

INDICATORS	FINAL RATING
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.	
3. Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	
4. Modeled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.	
OTHER COMMENTS:	

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher



MODES OF CLASSROOM OBSERVATION

Classroom Observation	Guidelines
<p>Default Mode of Classroom Observation <i>(To be adopted by all public schools, unless otherwise specified by the DepEd Central Office)</i></p>	
1. In-person/face-to-face observation	<ul style="list-style-type: none"> For School Years 2022-2023, 2023-2024, and 2024-2025, the usual protocols and procedures indicated in the <i>2019 DepEd RPMS Manual for Teachers and School Heads</i> shall apply. It is highly encouraged that 2-3 observers participate in the classroom observation. However, if challenges in schedule and/or availability of observers hinder a school to follow this recommendation, one (1) observer will be enough.
<p>Alternative Classroom Observation Modes <i>(Shall only be adopted by public schools as a result of unforeseen circumstances that affect the day-to-day operations of the school, subject to internal guidelines issued by the DepEd Central Office)</i></p>	
2. Online Synchronous Observation	<ul style="list-style-type: none"> Observation of real-time teaching (online synchronous learning or two-way radio instruction) This applies to teachers who will adopt online synchronous learning or two-way radio instruction regardless of the number of classes and learners.
3. Asynchronous Observation	<ul style="list-style-type: none"> Consider this mode of observation when <i>option 1</i> is not possible. This applies to teachers who will adopt online asynchronous learning or audio lesson in any of their classes and learners. A video lesson or audio lesson shall be used in lesson delivery as part of the supplementary materials or as one of the learning materials for online asynchronous learning or two-way radio instruction. It is not the same as the video lesson for TV-based instruction or audio lesson for radio-based instruction that the Central Office/Regional Office/Division Office produces. A video lesson or audio lesson must be SLM-based or MELC-aligned. A teacher can use any recording device to record themselves while teaching a lesson. A video lesson or audio lesson can be stored in a cloud (e.g., Google Drive) or any storage device (e.g., flash drive), or uploaded to an online classroom (e.g., Google Classroom) or a Learning Management System.
4. Observation via Learning Action Cell (LAC) session (Demonstration Teaching)	<ul style="list-style-type: none"> Consider this mode of observation <i>when options 1 and 2 are not possible</i>. This applies to teachers who will adopt pure modular learning (print/digital), radio-based instruction (e.g., DepEd Radio), and TV-based instruction (e.g., DepEd TV). During the LAC session, the Ratees/Raters may adopt either of the following scenarios: <ol style="list-style-type: none"> Demonstration Teaching with co-teachers as learners: <ul style="list-style-type: none"> Ratees will demonstrate the identified COIs and deliver the lesson as if it were a real class with actual learners. In this scenario, the co-teachers will serve as learners. Demonstration of best practices <ul style="list-style-type: none"> Ratees will demonstrate the identified COIs based on their understanding of the objective and share it with their co-teacher during the LAC session



CLASSROOM OBSERVATION PROCESS

	Person Responsible	Tools / Forms Needed	DEFAULT MODE	ALTERNATIVE CLASSROOM OBSERVATION MODES			
			In-person / Face-to-face Observation	Online Synchronous Observation	Asynchronous Observation	Observation via LAC Session (Demonstration Teaching)	
PRE-OBSERVATION	Observer/s	COT-RPMS Rubric	Review the COT-RPMS Rubric appropriate to the position of the Ratee to be observed				
			Meet with the Ratee to discuss the schedule of the classroom observation	Meet with the Ratee to discuss the schedule and the online platform to be used for the online observation; handheld radio for two-way radio instruction	Meet with the Ratee to discuss the schedule of submission of the video or audio lesson	Meet with the Ratee to discuss the schedule of the LAC session intended for demonstration teaching	
	Ratee		Review the COT-RPMS Rubric appropriate to their position				
			Plan the lesson based on the indicators			Deliver the lesson using a video or audio recording device	
OBSERVATION	Observer/s	Observation Notes Form	Sit at any available seat/s	Access the online platform or radio frequency at the scheduled synchronous class	View the video lesson or listen to the audio lesson after it was submitted by the Ratee	Sit at any available seat/s	
			Multiple observers are to sit apart			Multiple observers are to sit apart	
	Record all observations (<i>Strengths and Needs Improvement</i>) on the Observation Notes Form						
	Ratee		Deliver the lesson on-site on the agreed date and time	Deliver the lesson in the chosen online platform or handheld radio	Submit the video or audio lesson to the observer/s	Deliver the lesson on the agreed time and location	
POST-OBSERVATION	Observer/s	Rating Sheet	Rate the Ratee				
		Inter-Observer Agreement Form	<i>In case of multiple observers:</i> 1. Discuss the rating with fellow observer/s; 2. Decide on the final rating				
	Both Observer and Ratee		Observer/s and the Ratee meet to discuss the results of the observation. They affix their signatures on the rating sheet or Inter-Observer Agreement Form				

* For Highly Proficient Teachers, a proof of attendance during observation is part of their MOV. Hence, the following protocols should be observed:

- 1) **In-person / Face-to-face Observation** – (i) Invite your colleague/s to sit in your limited face-to-face. (ii) Have an attendance sheet signed after the class.
- 2) **Online Synchronous Observation** – (i) Invite your colleague/s to sit in your synchronous class. (ii) Have an attendance sheet signed after the class.
- 3) **Asynchronous Observation** – (i) Give a copy of your video or audio lesson to your colleague/s which they should view. (ii) Have an attendance sheet signed afterwards. (Note: Observer/s must ensure that colleague/s view the video lesson or listen to the audio lesson.)
- 4) **Observation via LAC Session (Demonstration Teaching)** – (i) Invite your colleague/s to observe your demonstration teaching during a LAC session. (ii) Have an attendance sheet signed afterwards.