Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division Superintendent

February 8, 2023

DIVISION MEMORANDUM
No. 0078 , s. 2023

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

TO : ASST. SCHOOLS DIVISION SUPERINTENDENTS
CHIEFS CID & SGOD
EDUCATION PROGRAM SUPERVISORS
PSDSs/ACTING PSDSs
ELEMENTARY & SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

1. This Office disseminates the Regional Memorandum No. 89, s 2023 entitled "**Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers**", contents of which are self-explanatory for the information and guidance of all concerned.

2. For School Year 2022-2023, the discussion of the RPMS-PPST Tools and Self-Assessment with Initial Individual Developmental Planning shall commence upon the issuance of these guidelines. There shall be only two (2) classroom observations for the said SY and to be conducted on the 3rd and 4th quarter.

3. In view of the above, the following provision of the said Memorandum is hereby reiterated:
   "4. Furthermore, the RPMS timeline for the next three Sys shall be aligned with the annual School Calendar of Activities issued by the Department."

4. For more details, please refer to the attached Regional Memorandum.

5. Immediate and wide dissemination of this Memorandum is directed.

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Schools Division Superintendent

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Behold... BOHOL

SGOD/HRDS/MMC

Republic of the Philippines
Department of Education

FEB 0 3 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), **Madrasah 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

To authenticate this document, please scan the QR code

DEPED-OSEC- 481679

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

JDMC APA MPC, DM Multi-year Guidelines on the RPMS-PPST
0042 – January 31, 2023

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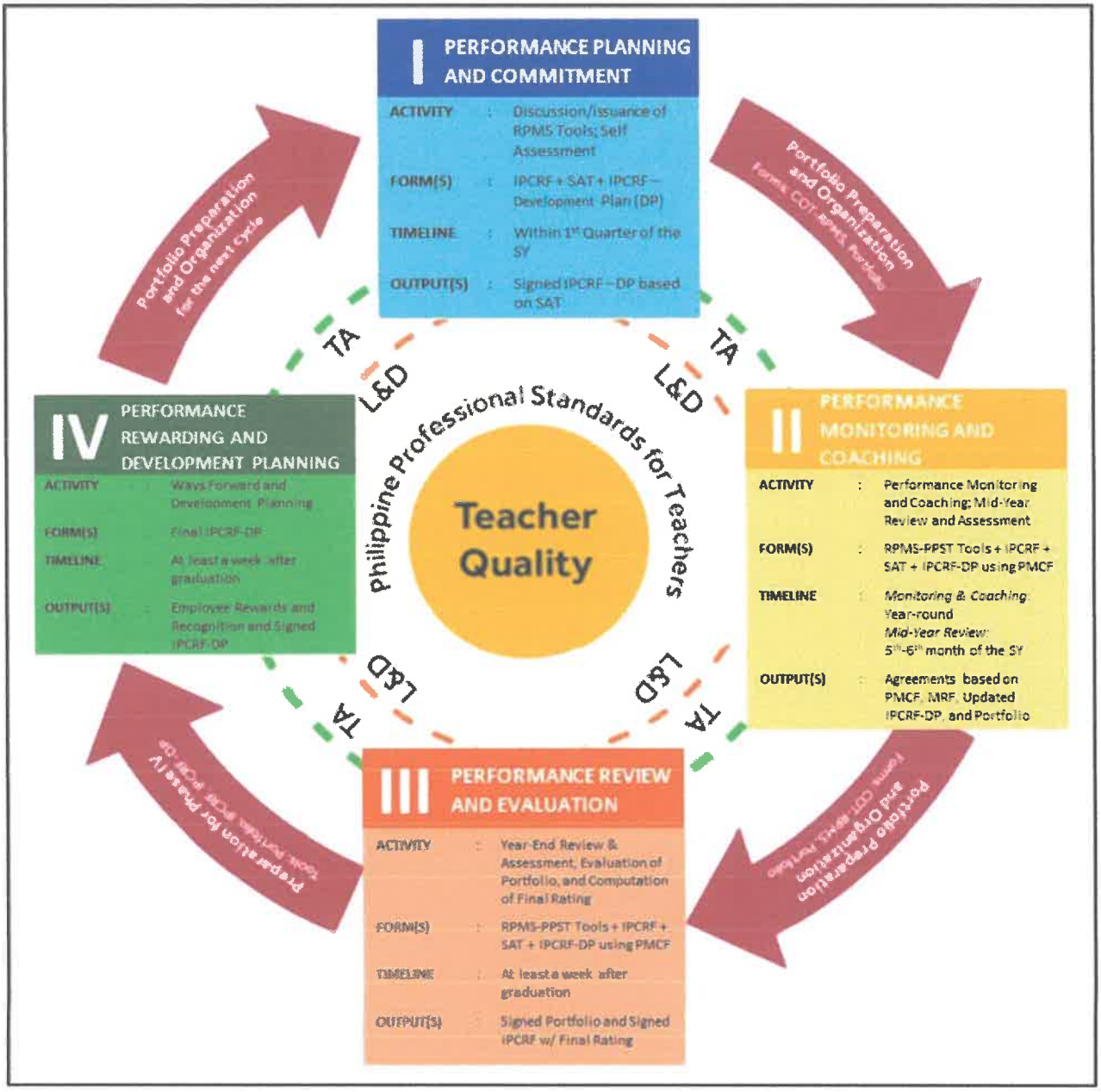
MULTI-YEAR GUIDELINES ON THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM – PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (RPMS-PPST)

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

1. 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	*Rater:* 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	*Ratee:* Draft IPCRF - IDP *Rater:* 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	*Plus Factor*	-	*Plus Factor*	-	*Plus Factor*	-

**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).

RPMS-PPST Tools – QR Code	

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 unforseen 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 Synchornous 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 *Small and Medium Divisions* Assistant Superintendent *Large and Very Large Divisions*
Teacher *(for schools with no Master Teachers, Head Teachers, and/or Assistant Principal)*	Principal/ School Head	Superintendent *Small and Medium Divisions* Assistant Superintendent *Large and Very Large Divisions*
Teacher	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers *(school-based)*	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers *(community learning centers-based)*	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 *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.).
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 *Lesson Plan*
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 *Lesson Plan*
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 *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).

VII. References

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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 12Basic Education Program*. Pasig City.
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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.
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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*)	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
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		
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. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 2 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.4.2).
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		
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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
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		
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. *If onsite / face-to-face / in-person classes are not implemented*, • 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 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 4 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.3.2).
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)
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. *(PPST 2.6.2)*	**Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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 5 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.6.2).
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)
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. *(PPST 3.1.2)*	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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 6 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 3.1.2).
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: 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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:
1. PPST Resource Package Module 7 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.1.2).
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: 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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:
1. PPST Resource Package Module 9 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.5.2).
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 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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:
1. PPST Resource Package Module 10 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.1.2).
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 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:** • 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:** • A sample of corrected test paper of a learner in a learning area 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:** • 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

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. *If onsite / face-to-face / in-person classes are not implemented,* • through observation of synchronous / asynchronous teaching in other modalities; or • through observation of a demonstration teaching* via LAC session.	4*
	2	✓	✓			4*
	3	✓	✓			4*
KRA 2	4	✓	✓			2*
	5	✓	✓			2*
	6	✓	✓			2*
KRA 3	7	✓	✓			2*
	8	✓		✓	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
	9	✓	✓		*See similar MOV above on COT rating sheet or inter-observer agreement form*	2*
KRA 4	10	✓	✓			2*
	11	✓		✓	**Any one (1) of the following:** • 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:** • A sample of corrected test paper of a learner in a learning area 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	✓	✓	✓	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	✓	✓	✓	**Any one (1) proof of:** ● 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.**	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).

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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. *If onsite / face-to-face / in-person classes are not implemented*, • 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:

1. PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
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		
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. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 2 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.4.2).
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		
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)*	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
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		
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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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 14 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.6.2).
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)
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. *(PPST 2.1.2)*	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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 15 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.1.2).
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)
6. Maintained learning environments that promote fairness, respect and care to encourage learning. *(PPST 2.2.2)*	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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. 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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:
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 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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. 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**: • 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 20 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.3.2).
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 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: • 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)***	1. Certificate of completion in a course/training 2. Certificate of participation in a webinar, retooling, upskilling, and other training/ seminar/ workshop with proof of implementation 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 6. 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:** • 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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: • 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** • 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:** 1. Proof of participation in any activity highlighting the objective, such as, but not limited the following: • 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)Other documents showing learners' needs, progress and achievement submitted to other stakeholders	4
	13	✓		✓	1. Certificate of completion in a course/training 2. 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:** • 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).

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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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
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		
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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. PPST Resource Package Module 13 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.3.2).
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 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. If onsite / face-to-face / in-person classes are not implemented, • 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:

1. PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
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		
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)*	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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. 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)
5. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. *(PPST 1.7.2)*	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented*, • 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 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. 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)
6. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. ***(PPST 2.4.2)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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 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 16 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.4.2).
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: 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)***	**Classroom Observation Tool (COT) rating sheet/s** or **inter-observer agreement form/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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:

1. 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)
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) 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**	**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
		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 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	**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
		Timeliness	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

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., • 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 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) 4. Accomplishment report	**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
		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

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: • **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.	**Any one (1)** proof of: • 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. *If onsite / face-to-face / in-person classes are not implemented,* • 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., • 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

					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) 4. Accomplishment report 5. Others (Please specify)	
KRA 5	14	✓		✓	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: • **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)	4
	Plus Factor	✓		✓	**Any one (1) proof of:** • 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 **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).

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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)***	**Classroom Observation Tool (COT) rating sheet/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* 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 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 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
		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)***	**Classroom Observation Tool (COT) rating sheet/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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)***	**Classroom Observation Tool (COT) rating sheet/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* 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. 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. *If onsite / face-to-face / in-person classes are not implemented,* 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)***	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 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: • 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: 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:** • 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. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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*
KRA 2	4	✓	✓			2*
	5	✓	✓			2*
	6	✓	✓			2*
KRA 3	7	✓	✓			2*
	8	✓		✓	1. Performance Monitoring and Coaching Form 2. Minutes of LAC, FGD session, or other collegial discussions, with proof of attendance 3. Approved LAC Plan	at most 4
	9	✓		✓	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
KRA 4	10	✓		✓		4
	11	✓		✓	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
	12	✓		✓	**Any one (1) of the following documents** highlighting the objective: ● 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	1

					• 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	✓		✓	A **reflection/journal entry** in the following documents that highlights the manifestation of learner-centered teaching philosophy in any of the following: 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	✓	✓	✓	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	✓	✓	✓	**Any one (1) proof that the master teacher:** • 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.**	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 efers 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).

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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. *If onsite / face-to-face / in-person classes are not implemented,* 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 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)
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. *If onsite / face-to-face / in-person classes are not implemented,* 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. 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. *If onsite / face-to-face / in-person classes are not implemented,* 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)***	**Classroom Observation Tool (COT) rating sheet/s** done through onsite / face-to-face / in-person classroom observation. *If onsite / face-to-face / in-person classes are not implemented,* 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. 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. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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**: • 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. *If onsite / face-to-face / in-person classes are not implemented,* 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 • learner assessment data • intervention materials developed for remediation/ • enhancement/ 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**	**C**ollaborated with colleagues in the interpretation of assessment data **across 3 quarters**	**C**ollaborated with colleagues in the interpretation of assessment data **across 2 quarters**	**C**ollaborated 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 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)	**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)***	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:** • 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. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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	✓	✓			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**: • 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 • learner assessment data • intervention materials developed for remediation/ • enhancement/ enhancement/ 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	✓		✓	• **Proof/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 proof/s of attendance** • Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	13	✓		✓	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	✓	✓		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)	4
KRA 5	15	✓	✓	✓	**Any one (1) proof that the master teacher:** • 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.**	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).

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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. *If onsite / face-to-face / in-person classes are not implemented,* 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. 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. *If onsite / face-to-face / in-person classes are not implemented,* 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** 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	**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
		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**	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)
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. *If onsite / face-to-face / in-person classes are not implemented,* 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. *If onsite / face-to-face / in-person classes are not implemented,* 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 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

* 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** 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	**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
		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**	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)
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** 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	**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
		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**	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)
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. **Proof/s 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 proof/s of attendance** 1. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	**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
		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**	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. 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] 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	**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
		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**	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:** • 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 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
	4	✓		✓		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 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
	9	✓		✓		4
	10	✓		✓		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

					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	
	13	✓		✓	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] 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	4
KRA 5	14	✓		✓	1. IPCRF-DP 2. A reflection/journal entry that highlights practices that uphold the dignity of teaching as a profession 3. Annotated evidence of practice, including but not limited to the following: • 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 4. Others (please specify)	4
	15	✓	✓	✓	Any one (1) proof that the master teacher: • 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.	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).

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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

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government

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

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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

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government

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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

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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

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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

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TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

NAME OF TEACHER OBSERVED:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

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

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COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

NAME OF TEACHER OBSERVED:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

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

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government

COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

NAME OF TEACHER OBSERVED:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

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

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COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

NAME OF TEACHER OBSERVED:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

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

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government

ANNEX D

MODES OF CLASSROOM OBSERVATION

Classroom Observation	Guidelines
Default Mode of Classroom Observation *(To be adopted by all public schools, unless otherwise specified by the DepEd Central Office)*	
1. In-person/face-to-face observation	• For School Years 2022-2023, 2023-2024, and 2024-2025, the usual protocols and procedures indicated in the *2019 DepEd RPMS Manual for Teachers and School Heads* 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.
Alternative Classroom Observation Modes *(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)*	
2. Online Synchronous Observation	• 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	• Consider this mode of observation when *option 1* 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)	• Consider this mode of observation *when options 1 and 2* are not *possible.* • 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: **a. Demonstration Teaching with co-teachers as learners:** - 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. b. **Demonstration of best practices** - Ratees will demonstrate the identified COIs based on their understanding of the objective and share it with their co-teacher during the LAC session

ANNEX E

CLASSROOM OBSERVATION PROCESS

			DEFAULT MODE	ALTERNATIVE CLASSROOM OBSERVATION MODES		
	Person Responsible	Tools / Forms Needed	In-person / Face-to-face Observation	Online Synchronous Observation	Asynchronous Observation	Observation via LAC Session (Demonstration Teaching)
PRE-OBSERVATION	Observer/s	*COT-RPMS Rubiric*	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 (*Strenghts* and *Needs Improvement*) 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	*In case of multiple observers:* 1. Discuss the rating with fellow observer/s; 2. Decide on the final rating			
	Ratee					
	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 (Demonstrstion Teaching)*** *– (i) Invite your colleague/s to observe your demonstration teaching during a LAC session. (ii) Have an attendance sheet signed afterwards.*