


RPMS Tool for Teacher I-III (Proficient Teachers)
Full-time Teacher-Broadcasters
in the time of COVID-19
S.Y. 2021-2022

 Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I - III	Salary Grade	
Parentetical Title			
Office Unit		Effectivity Date	
Reports to	Principal / School Heads	Page/s	
Position Supervised			
JOB SUMMARY			
QUALIFICATION STANDARDS			
A. CSC Prescribed Qualifications (For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)			
Position Title	Teacher I	Teacher II	Teacher III
Education	For Elementary School – Bachelor of Elementary Education (BEEd) or Bachelor’s degree plus 18 professional units in Education, or Bachelor in Secondary Education, or its equivalent For Secondary School – Bachelor of Secondary Education (BSEd) or Bachelor’s degree plus 18 professional units in Education with appropriate major or Bachelor in Secondary Education, or its equivalent		
Experience	None required	1 year relevant experience	2 years relevant experience
Eligibility	RA 1080	RA 1080	RA 1080
Trainings	None required	None required	None required
B. Preferred Qualifications			
Education	BSE/BSEEd/College Graduate with Education units (18-21), at least 18 MA units		
Experience			
Eligibility	PBET/LET/BLEPT Passer		
Trainings	In-service training		

DUTIES AND RESPONSIBILITIES

1. Applies mastery of content knowledge and its application across learning areas
2. Facilitates learning using appropriate and innovative teaching strategies and classroom management practices
3. Manages an environment conducive to learning
4. Addresses learner diversity
5. Implements and supervises curricular and co-curricular programs to support learning
6. Monitors and evaluates learner progress and undertakes activities to improve learner performance
7. Maintains updated records of learners' progress
8. Counsels and guides learners
9. Works with relevant stakeholders, both internal and external, to promote learning and improve school performance
10. Undertakes activities towards personal and professional growth
11. Does related work

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	Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)	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

Note: For this objective, two MOVs are required for the entire school year. 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)
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice	One (1) lesson plan or a lesson script for TV- or radio-based instruction with annotations identifying the research-based knowledge and/or principles of teaching and learning used as bases for planning / designing the lesson (please provide annotations of one's contribution to the video lesson)	Quality	Used research-based knowledge and/or principles of teaching and learning in all the components of instruction in the lesson plan / script to improve student learning	Used research-based knowledge and/or principles of teaching and learning in two components of instruction in the lesson plan / script to improve student learning	Used research-based knowledge and/or principles of teaching and learning in one component of instruction in the lesson plan / script to improve student learning	Use of research-based knowledge and/or principle of teaching and learning is identified but was poorly used as basis for planning / designing the lesson / script.	No acceptable evidence was shown

Research-based knowledge – Information, knowledge or data acquired through systematic investigation and logical study (PPST, 2017)

Principles of teaching and learning – Teachers' views, understandings and conceptualization of teaching and learning (PPST, 2017)

Components of instruction – learning objectives, instructional activities, and assessments

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. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)	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

Note: For this objective, two MOVs are required for the entire school year. 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)
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)	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

Note: For this objective, two MOVs are required for the entire school year. 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

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	Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)	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

Note: For this objective, two MOVs are required for the entire school year. 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

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	Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)	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

Note: For this objective, two MOVs are required for the entire school year. 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

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	<p>SET A</p> <p>Any supplementary material (in print/digital format) made by the ratee* and used in the lesson delivery that highlights maintaining learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning</p> <ul style="list-style-type: none"> one lesson from a self-learning module (SLM) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, lesson exemplars, and the likes) video lesson or audio lesson that is SLM-based or MELC-aligned client/learner feedback on how the material encouraged the learners to participate, cooperate, and collaborate other learning materials in print/digital format (please specify and provide annotations) <p>with client/learner feedback on how the material encouraged the learners to participate, cooperate, and collaborate</p>	Quality	Provided effective and varying learning opportunities that are well-aligned with the learning goals and feature all elements of collaborative learning as shown in the submitted learning materials	Provided effective learning opportunities that are well-aligned with the learning goals and engage learners to participate, cooperate, and/or collaborate in continued learning as shown in the submitted learning material	Provided an effective learning opportunity that is well-aligned with the learning goal/s and engage learners to participate, cooperate, and/or collaborate in continued learning as shown in the submitted learning material	Provided learning opportunity/ies that is/are partially aligned with the learning goal/s and only somehow engage/s learners to participate, cooperate, and/or collaborate in continued learning as shown in the submitted learning material	No acceptable evidence was shown
	<p>SET B</p> <p>Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)</p>		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
						<p style="text-align: center;">or</p> <p>No acceptable evidence was shown</p>	

Elements of collaborative learning – positive interdependence, individual accountability, and shared authority in assessing and facilitating one's learning.

*If the supplementary material 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 a material.

Note for **SET A**: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Lesson plan	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from an SLM	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

Note for **SET B**: For this objective, two MOVs are required for the entire school year. 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

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	SET A Any supplementary material (in print/digital format) made by the ratee* and used in the lesson delivery that highlights a range of strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning <ul style="list-style-type: none"> one lesson from a self-learning module (SLM) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, lesson exemplars, and the likes) video lesson or audio lesson that is SLM-based or MELC-aligned other learning materials in print/digital format (please specify and provide annotations) 	Quality	Applied effective teaching strategies that are well-aligned with the learning goals and successfully motivate learners to monitor and evaluate their own learning as shown in the submitted learning material	Applied effective teaching strategies that are well-aligned with the learning goals and successfully motivate learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material	Applied an effective teaching strategy that is well-aligned with the learning goal/s and successfully motivates learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material	Applied teaching strategy/ies that is/are partially aligned with the learning goal/s and only somehow motivate/s learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material	No acceptable evidence was shown
	SET B Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one's contribution to the video lesson)		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

*If the supplementary material 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 a material.

Note for **SET A**: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Lesson plan	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from an SLM	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

Note for **SET B**: For this objective, two MOVs are required for the entire school year. 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, & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	SET A Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from an <i>observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one’s contribution to the video lesson)	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
	SET B Teacher Reflection Form (TRF) on designing, adapting, and/or implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents	Quality	Demonstrated Level 5 as shown in the TRFs	Demonstrated Level 4 as shown in the TRFs	Demonstrated Level 3 as shown in the TRFs	Demonstrated Level 2 as shown in the TRFs	Demonstrated Level 1 as shown in the TRFs or No acceptable evidence was shown

“Learners with disability, giftedness and talents” is operationally defined as persons 1) who are gifted or talented and those 2) who have physical, mental, social, or sensory impairment.

- These persons may be gifted/talented, a fast learner, mentally retarded, visually impaired, hearing impaired, with behavior problems, orthopedically handicapped, with special health problems, learning disabled, speech impaired, multiple handicapped (DO 117, s. 1987).
- “**Disability** shall mean a physical or mental impairment that substantially limits one or more psychological, physiological or anatomical function of an individual or activities of such individual.” (RA 7277)
- “Students with **gifts and talents** perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.” (National Association for Gifted Children, 2019)
- For reference, other issuances that relate to learners with disability, giftedness and talents are: DECS Order 26, s.1997 or the Institutionalization of SPED Programs in All Schools, and DepEd Order No. 72, s. 2009 or the Inclusive Education as Strategy for Increasing Participation Rate of Children.

Note for **SET A**: For this objective, two MOVs are required for the entire school year. 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

Note for **SET B**: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
TRF 1	3	3.500	4 (Very Satisfactory)
TRF 2	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 3: Diversity of Learners, 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. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	SET A Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from <i>an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned</i> (please provide annotations of one’s contribution to the video lesson)	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
	SET B Teacher Reflection Form (TRF) on adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups	Quality	Demonstrated Level 5 as shown in the TRFs	Demonstrated Level 4 as shown in the TRFs	Demonstrated Level 3 as shown in the TRFs	Demonstrated Level 2 as shown in the TRFs	Demonstrated Level 1 as shown in the TRFs or No acceptable evidence was shown

“Learners from indigenous groups” is operationally defined as people who have, under claims of ownership since time immemorial, occupied, possessed, and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371 or IPRA of 1997).

Note for **SET A**: For this objective, two MOVs are required for the entire school year. 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

Note for **SET B**: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. **See sample computation below:**

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
TRF 1	3	3.500	4 (Very Satisfactory)
TRF 2	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 3: Diversity of Learners, 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. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	Any supplementary material (in print/digital format) made by the ratee* and used in the lesson delivery that highlights adapting and implementing learning programs that ensure relevance and responsiveness to the needs of all learners <ul style="list-style-type: none"> one lesson from a self-learning module (SLM) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, lesson exemplars, and the likes) video lesson or audio lesson that is SLM-based or MELC-aligned other learning materials in print/digital format (please specify and provide annotations) with client/learner feedback highlighting the relevance and responsiveness of the learning program to the needs of the learners	Quality	Adapted / implemented learning programs that are well-aligned with the learning goals and relevant and appropriate in responding to learning needs as shown in the submitted learning materials	Adapted / implemented learning programs that are well-aligned with the learning goals and relevant or appropriate in responding to learning needs as shown in the submitted learning material	Utilized a learning program that is well-aligned with the learning goals and relevant or appropriate in responding to learning needs as shown in the submitted learning material	Utilized learning program/s that is/are partially aligned with the learning goal/s and only somehow respond to learning needs as shown in the submitted learning material	No acceptable evidence was shown

Learning programs are organized and sequenced set of strategies, activities and tasks that effect learning (PPST, 2017) that may include, but not limited to, literacy programs, numeracy programs, Strategic Intervention Materials (SIM), enrichment programs, remediation programs, intervention modules, ALS modular programs, SPED Individualized Education Programs (IEP), among others. A group of teachers or an entire school may collaborate on a learning program.

*If the supplementary material 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 a material.

KRA 3: Diversity of Learners, Curriculum and Planning, & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Utilized assessment data to inform the modification of teaching and learning practices and programs	One (1) lesson plan or a lesson script for TV- or radio-based instruction with annotations highlighting utilization of available assessment data (e.g., PISA, TIMMS, other open access) in modifying teaching and learning practices or programs (please provide annotations of one's contribution to the video lesson)	Quality	Utilized assessment data to inform the modification of teaching and learning practices and programs in all the components of instruction in the lesson plan / script to improve student learning	Utilized assessment data to inform the modification of teaching and learning practices and programs in two components of instruction in the lesson plan / script to improve student learning	Utilized assessment data to inform the modification of teaching and learning practices and programs in one component of instruction in the lesson plan / script to improve student learning	Utilized assessment data to inform the modification of teaching and learning practices and programs is identified but was poorly used as basis for planning / designing the lesson / script	No acceptable evidence was shown

Components of instruction – learning objectives, instructional activities, and assessments

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Maintained learning environments that are responsive to community contexts	<p>Any supplementary material (in print/digital format) used in the lesson delivery that highlights maintaining learning environments that are responsive to community contexts</p> <ul style="list-style-type: none"> one lesson from a self-learning module (SLM) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, lesson exemplars, and the likes) video lesson or audio lesson that is SLM-based or MELC-aligned other learning materials in print/digital format (please specify and provide annotations) <p>(If the supplementary material 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 a material.)</p>	Quality	Provided effective learning opportunities that are well-aligned with the learning goals and appropriate in responding beyond community contexts as shown in the submitted learning materials	Provided effective learning opportunities that are well-aligned with the learning goals and appropriate in responding to community contexts as shown in the submitted learning materials	Provided an effective learning opportunity that is well-aligned with the learning goal/s and appropriate in responding to community contexts as shown in the submitted learning materials	Provided learning opportunity/ies that is/are partially aligned with the learning goal/s and only somehow appropriate in responding to community contexts as shown in the submitted learning materials	No acceptable evidence was shown

Learning environment is the classroom and other physical learning areas outside the classroom.

Community contexts refer to general situations and circumstances in which learners learn from instruction (PPST, 2017). For instance, the *Most Essential Learning Competencies* (MELC) serves as compendium of target competencies in the context of the pandemic.

Community/wider school community refers to both internal and external stakeholders (PPST, 2017).

Notes:

- This objective refers to programs, projects, and activities that enrich the learning environment and the wider school community's engagement in the educative process. A group of teachers may collaborate on a program, project, or activity. Moreover, *responding beyond community contexts* refers to provided learning opportunities that are long-term, sustainable, and anticipatory in nature.
- Education can be conducted better by focusing on community and community building and seeking ways in which community can improve student learning; one of which is by "using community to improve pedagogical, curricular, and cocurricular environments" (Bickford, D. & Wright, D., 2006). Here are sample activities that foster an engaged community in student learning:
 - Pedagogical approaches – active learning activities in class use cooperative techniques; team-based projects are conducted outside class and culminate in student-led presentations; classroom visitors such as civic leaders or alumni can broaden classroom community and enrich discussion; learners meet with faculty in office spaces that are easy to find and conducive to dialogue;
 - Curricular approaches – tutoring programs are offered for at-risk learners and learners with learning needs; learner research projects culminate in school presentations with appropriate grade/credit;
 - Cocurricular approaches – social and cultural activities explore and build on the community's heritage and mission; learners participate in volunteer work to expand their understanding of social responsibilities and develop leadership skills; co-curricular activities involve students, faculty, and staff in shared dialogue; learners participate in experiential learning opportunities and in campus management decisions to create a sense of ownership and responsibility.

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. 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	1. Annotated video / audio recording of one's teaching that shows impact of regularly reviewing one's teaching practice/s 2. Annotated teaching material that shows impact of regularly reviewing one's teaching practice/s <ul style="list-style-type: none"> • lesson plan • assessment materials • others (please specify) 3. Personal reflection notes as outputs from participation in review of personal teaching practices in four (4) quarters 4. Proof of attendance (with date) in LAC or coaching and mentoring sessions for review of personal teaching practices	Quality	Exhibited an improved practice through one's teaching as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV No. 1	Exhibited an improved practice through a teaching material as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV No. 2	Reviewed personal teaching practices using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers in 4 quarters with reflection outputs as evidenced by MOV No. 3	Participated in the review of personal teaching practices using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers in 4 quarters as evidenced by MOV No. 4	No acceptable evidence was shown

Notes:

- The video / audio recordings and teaching materials should be made by the ratee and annotated based on how their use in the classroom shows impact of regularly reviewing one's teaching practice/s.
- For Senior High School (SHS) teachers who follow a semestral structure, MOV 3 will be two (2) reflection notes per semester.

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders	<ol style="list-style-type: none"> Proof of participation / involvement in a community partnership at the national / regional / division / school level for the implementation of a DepEd/school policy/procedure such as the BE-LCP (e.g., reassignment order, certificate as committee member, narrative report) Proof of other stakeholders meeting (e.g., attendance sheet with minutes of online or face-to-face meeting) Any form of communication to stakeholders (e.g., screenshot of chat/text message/ communication [name or any identifier removed]) 	Quality	Engaged with stakeholders regarding DepEd / school policies and procedures through school-community partnership/s as evidenced by MOV no. 1	Discussed with stakeholders the implemented DepEd / school policies and procedures as evidenced by MOV no. 2	Communicated with stakeholders the implemented DepEd / school policies and procedures as evidenced by MOV no. 3	Implemented DepEd / school policies and procedures without communicating and consulting the stakeholders	No acceptable evidence was shown

Note: In this objective, stakeholders may include DepEd offices involved in the Teacher-Broadcaster program such as the Information and Communications Technology Service (ICTS) and Public Affairs Service (PAS). Further, the means of verifications may also refer to the policies and procedures implemented at the national, regional, division, or school level. Example of such DepEd/school policies and procedures is the Basic Education–Learning Continuity Plan (BE-LCP) e.g., TV- and radio-based instruction.

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
16. Applied a personal philosophy of teaching that is learner-centered	One (1) lesson plan or a lesson script for TV- or radio-based instruction with annotations identifying the application of a personal philosophy of teaching that is learner-centered (please provide annotations of one's contribution to the video lesson)	Quality	Applied learner-centered teaching philosophy in the lesson plan in all the components of instruction in the lesson plan / script	Applied learner-centered teaching philosophy in the lesson plan in two components of instruction in the lesson plan / script	Applied learner-centered teaching philosophy in the lesson plan in one component of instruction in the lesson plan / script	Application of learner-centered teaching philosophy is reflected but was poorly used as basis for planning / designing the lesson / script	No acceptable evidence was shown

Components of instruction – learning objectives, instructional activities, and assessments

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
17. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	1. Documented feedback from superiors, colleagues, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession 2. Annotated evidence of practice indirectly linking to the upholding of the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity <ul style="list-style-type: none"> • 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 • Others (please specify) 	Quality	Exhibited 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 at least two MOV No. 1	Exhibited 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 one MOV No. 1	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by at least two MOV No. 2	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 one MOV No. 2	No acceptable evidence was shown

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
18. Set professional development goals based on the Philippine Professional Standards for Teachers	<ol style="list-style-type: none"> Updated IPCRF-DP from Phase II Mid-year Review Form (MRF) IPCRF-DP Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV No. 1	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV No. 2	Set professional development goals based on e-SAT results as evidenced by MOV No. 3	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV No. 4	No acceptable evidence

KRA 5: Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
19. Performed various related works / activities that contribute to the teaching-learning process	Any proof of: <ul style="list-style-type: none"> committee involvement involvement as module / learning material writer / validator book or journal authorship / contributorship coordinatorship / chairpersonship participation as research presenter in a forum / conference participation in demonstration teaching others (please specify and provide annotations) 	Quality	Performed at least 1 related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by submitted MOV	Performed at least 1 related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by submitted MOV	Performed at least 1 related work / activity that contributed to the teaching-learning process within the learning area / department as evidenced by submitted MOV	Performed at least 1 related work / activity that contributed to the teaching-learning process within the class as evidenced by submitted MOV	No acceptable evidence was shown

GLOSSARY

Audio Lesson	Refers to a learning material that is an <i>audio recorded lesson</i> which can be used for distance learning or as supplementary material This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Daily Lesson Log (DLL)	See <i>Lesson Plan</i>
Detailed Lesson Plan (DLP)	See <i>Lesson Plan</i>
Learning Action Cell (LAC)	Functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson Exemplar	“During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies” (Department of Education - CALABARZON 2020, 10).
Lesson Plan	Refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b) Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Most Essential Learning Competencies (MELCs)	Refer to the competencies from the K to 12 curriculum guides which are most useful in many professions and in everyday life, thereby satisfying the so-called endurance criterion. Anchored on the prescribed standards, these competencies identified by the Department in consultation with stakeholders are to be used nationwide by field implementers and private schools for SY 2020-2021 as a response to developing resilient education systems most especially during emergencies such as the current global pandemic (Department of Education, 2020a).
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 are would now be served using handheld two-way radios or ‘walkie-talkies.’ These schools would each be given sets of walkie-talkies to be able to reach learners who are 3-5 kilometers away from the school. Paired with DepEd printed modules, teachers are able to guide their students and answer their

	questions real-time. The combination of the two modalities, printed modules and handheld radios, enable the effective delivery of lessons even in the absence of online options, television and radio broadcast services” (Department of Education – Undersecretary for Administration, 2021)
Video Lesson	Refers to a learning material similar to a <i>video-recorded lesson</i> and <i>video-taped lesson</i> used for online asynchronous teaching or used as supplementary material This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).
Weekly Home Learning Plan (WHLP)	“The Weekly Home Learning Plan (WHLP) shall be prepared by teachers implementing Distance and Blended Learning while the DLP or DLL...shall be prepared by teachers implementing F2F learning” (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D).
Weekly Lesson Log (WLL)	See <i>Lesson Plan</i>
Weekly Lesson Plan (WLP)	See <i>Lesson Plan</i>

REFERENCES

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