RPMS Tool for Master Teacher I-IV (Highly Proficient Teachers)
in the time of COVID-19
S.Y. 2021-2022

 Department of Education	**POSITION AND COMPETENCY PROFILE**	PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-IV	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to		**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	Master Teacher I	Master Teacher II	Master Teacher III	Master Teacher IV
Education	For Elementary School - Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 18 units for a Master's degree in Education or its equivalent	For Elementary School - Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 24 units for a Master's degree in Education or its equivalent	Completion of academic requirements for a Master's degree in Education or its equivalent	Completion of academic requirements for a Master's degree in Education or its equivalent
	For Secondary School - Bachelor of Secondary	For Secondary School - Bachelor of Secondary	Completion of academic requirements for a Master's	Completion of academic requirements for a Master's

	Education (BSEd) or Bachelor's degree plus 18 professional units in Education with appropriate major; and 18 units for a Master's degree in Education or its equivalent	Education (BSEd) or Bachelor's degree plus 18 professional units in Education; and 24 units for a Master's degree in Education or its equivalent	degree in Education or its equivalent	degree in Education or its equivalent
Experience	3 years relevant experience	1 year as Master Teacher I or 4 years as Teacher III	1 year as Master Teacher II or 5 years as Teacher III	1 year as Master Teacher III or 5 years as Teacher III
Eligibility	RA 1080	RA 1080	RA 1080	RA 1080
Trainings	None required	4 hours relevant training	8 hours of relevant training	16 hours of relevant training

B. Preferred Qualifications

Education	Master's Degree Graduate
Experience	3 years in service as Teacher III
Eligibility	PBET/LET/BLEPT Passer
Trainings	Relevant trainings

DUTIES AND RESPONSIBILITIES
1. Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas
2. Conducts in-depth studies or action researches on teaching-learning innovations
3. Works with colleagues to create learning-focused environments that promote learner responsibility and achievement
4. Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity
5. Leads in the preparation and enrichment of curriculum
6. Initiates programs and projects that can enhance the curriculum and its implementation
7. Leads colleagues in the design, evaluation, interpretation and utilization of different types of assessment tools for the improvement of the teaching and learning process
8. Updates parents/guardians on learner needs, progress and achievement
9. Strengthens school-community partnerships to enrich engagement of internal and external stakeholders in the educative process
10. Establishes links with colleagues through attendance and membership in professional organizations for self-growth and advancement
11. Provides technical assistance through demonstration teaching, mentoring, coaching, class monitoring and observation, organizing/leading/serving as trainers/facilitators in teacher quality circles/learning action cells
12. 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. Modelled effective applications of content knowledge within and across curriculum teaching areas	**Classroom Observation Tool (COT) rating sheet** from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	**Quality**	Modelled **Level 8** in Objective 1 as shown in COT rating sheets	Modelled **Level 7** in Objective 1 as shown in COT rating sheets	Modelled **Level 6** in Objective 1 as shown in COT rating sheets	Modelled **Level 5** in Objective 1 as shown in COT rating sheets	Modelled **Level 4** in Objective 1 as shown in COT rating sheets **or** No acceptable evidence was shown

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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)
2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	**Any supplementary material (in print / digital format) made by the ratee* and used in the lesson delivery** that highlights teaching strategies that promote learner achievement in literacy and numeracy - activity sheet/s - one lesson from a self-learning module (SLM) - lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) - video lesson - audio lesson - other learning materials in print / digital format (please specify and provide annotations) with **minutes of focus group discussion (FGD) with fellow mentors** or **minutes of coaching and mentoring session with teachers** that show evaluated teaching strategies that promote learner achievement in literacy and numeracy	Quality	Modelled and evaluated with colleagues effective strategies that reflect **adjustments or modifications in teaching practices** to enhance critical literacy and/or critical numeracy skills as evidenced by the submitted learning material	Modelled and evaluated with colleagues effective strategies that reflect **integration of well-connected teaching practices** that promote critical literacy and/or critical numeracy skills as evidenced by the submitted learning material	Modelled and evaluated with colleagues effective strategies that reflect **consistent application of relevant teaching practices** that promote critical literacy and/or critical numeracy skills **in all aspects of the lesson** as evidenced by the submitted learning material	Modelled and evaluated with colleagues effective strategy/ies that reflect/s **application of relevant teaching practices** that promote critical literacy and/or critical numeracy skills **in some aspects of the lesson** as evidenced by the submitted learning material	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 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: Activity Sheet with minutes of FGD	3	3.500	4 (Very Satisfactory)
MOV 2: Lesson Plan with minutes of coaching and mentoring	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. Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture.	**Classroom Observation Tool (COT) rating sheet** from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	**Quality**	Modelled **Level 8** in Objective 3 as shown in COT rating sheets	Modelled **Level 7** in Objective 3 as shown in COT rating sheets	Modelled **Level 6** in Objective 3 as shown in COT rating sheets	Modelled **Level 5** in Objective 3 as shown in COT rating sheets	Modelled **Level 4** in Objective 3 as shown in COT rating sheets **or** No acceptable evidence was shown

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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)
4. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Classroom Observation Tool (COT) rating sheet from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	Quality	Modelled **Level 8** in Objective 4 as shown in COT rating sheets	Modelled **Level 7** in Objective 4 as shown in COT rating sheets	Modelled **Level 6** in Objective 4 as shown in COT rating sheets	Modelled **Level 5** in Objective 4 as shown in COT rating sheets	Modelled **Level 4** in Objective 4 as shown in COT rating sheets **or** No acceptable evidence was shown

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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

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	**Classroom Observation Tool (COT) rating sheet** from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	**Quality**	Modelled **Level 8** in Objective 5 as shown in COT rating sheets	Modelled **Level 7** in Objective 5 as shown in COT rating sheets	Modelled **Level 6** in Objective 5 as shown in COT rating sheets	Modelled **Level 5** in Objective 5 as shown in COT rating sheets	Modelled **Level 4** in Objective 5 as shown in COT rating sheets **or** No acceptable evidence was shown

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	**Classroom Observation Tool (COT) rating sheet** from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	**Quality**	Modelled **Level 8** in Objective 6 as shown in COT rating sheets	Modelled **Level 7** in Objective 6 as shown in COT rating sheets	Modelled **Level 6** in Objective 6 as shown in COT rating sheets	Modelled **Level 5** in Objective 6 as shown in COT rating sheets	Modelled **Level 4** in Objective 6 as shown in COT rating sheets **or** No acceptable evidence was shown

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. 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	**Any supplementary material (in print / digital format) made by the ratee* and used in the lesson delivery** that highlights successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning - activity sheet/s - one lesson from a self-learning module (SLM) - Lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) - video lesson - audio lesson - other learning materials in print / digital format (please specify and provide annotations) with **minutes of focus group discussion (FGD) with fellow mentors** or **minutes of coaching and mentoring session with teachers** that show sharing of strategies for increased learner participation, cooperation, and collaboration	Quality	Modelled varying strategies that sustain a supportive learning environment for learners **to recognize each other's learning strengths and value the contribution of others** as evidenced by the submitted learning material	Modelled varying strategies that sustain a supporting learning environment and **feature all elements of collaborative learning** as shown in the submitted learning material	Modelled effective strategies that promote a supportive learning environment and **engage learners to participate, cooperate, and/or collaborate in continued learning** as shown in the submitted learning materials	Modelled an effective strategy that promote a supportive learning environment and **engage learners to participate, cooperate, and/or collaborate in class discussions** as shown in the submitted learning materials	No acceptable evidence was shown

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 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: Activity Sheet with minutes of FGD	3	3.500	4 (Very Satisfactory)
MOV 2: Lesson Plan with minutes of coaching and mentoring	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

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	**Any supplementary material (in print / digital format) made by the ratee* and used in the lesson delivery** that highlights successful strategies **in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning** • activity sheet/s • one lesson from a self-learning module (SLM) • lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) • video lesson • audio lesson • other learning materials in print / digital format (please specify and provide annotations) with **minutes of focus group discussion (FGD) with fellow mentors** or **minutes of coaching and mentoring session with teachers** that details support given to them in motivating learners to work productively by assuming for their own learning	Quality	Modelled and discussed with colleagues **effective strategies that reflect modifications in teaching practices to sustain learner motivation in monitoring and evaluating their own learning** as shown in the submitted learning material	Modelled and discussed with colleagues **consistent application of teaching practices that successfully motivate learners to monitor and evaluate their own learning** as shown in the submitted learning material	Modelled and discussed with colleagues **varied teaching practices that successfully motivate learners to work productively** by assuming responsibility for their own learning as shown in the submitted learning material	Modelled and discussed with colleagues **a teaching practice that successfully motivate learners to work productively** by assuming responsibility for their own learning as shown in the submitted learning material	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 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: Activity Sheet with minutes of FGD	3	3.500	4 (Very Satisfactory)
MOV 2: Lesson Plan with minutes of coaching and mentoring	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)
9. Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	**SET A** **Classroom Observation Tool (COT) rating sheet** from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	**Quality**	Modelled **Level 8** in Objective 9 as shown in COT rating sheets	Modelled **Level 7** in Objective 9 as shown in COT rating sheets	Modelled **Level 6** in Objective 9 as shown in COT rating sheets	Modelled **Level 5** in Objective 9 as shown in COT rating sheets	Modelled **Level 4** in Objective 9 as shown in COT rating sheets **or** No acceptable evidence was shown
	SET B **Teacher Reflection Form (TRF)** on assisting colleagues in designing, adapting, and/or implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents and a **certification from the school head** that the ratee's classes have no identified learner/s with disabilities, giftedness and/or 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.

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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

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. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	**SET A** **Classroom Observation Tool (COT) rating sheet** from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. *if option 1 is not possible,* an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. *if options 1 and 2 are not possible,* an observation of a demonstration teaching* via LAC with **proof of attendance of colleague/s**	**Quality**	Modelled **Level 8** in Objective 10 as shown in COT rating sheets	Modelled **Level 7** in Objective 10 as shown in COT rating sheets	Modelled **Level 6** in Objective 10 as shown in COT rating sheets	Modelled **Level 5** in Objective 10 as shown in COT rating sheets	Modelled **Level 4** in Objective 10 as shown in COT rating sheets **or** No acceptable evidence was shown
	SET B **Teacher Reflection Form (TRF)** on developing and applying teaching strategies to address effectively the needs of learners from indigenous groups and a **certification from the school head** that the ratee's classes have no identified learner/s 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).

*For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

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	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

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. Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels	1. New / improved design of learning programs 2. Detailed recommendations on the design of learning programs 3. Synthesis of the evaluation of the learning programs 4. Own evaluation of the existing learning programs	**Quality**	**Worked with colleagues in redesigning learning programs** based on the list of recommendations as evidenced by MOV No. 1	**Worked with colleagues in listing detailed recommendations on improving the design of learning programs** based on the results of evaluation as evidenced by MOV No. 2	**Worked with colleagues in evaluating the design of learning programs** that develop the knowledge and skills of learners at different ability levels as evidenced by MOV No. 3	**Evaluated the design of learning programs** that develop the knowledge and skills of learners at different ability levels without the help of colleagues as evidenced by MOV No. 4	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.

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. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	**Accomplished LAC plan** anchored with the school LAC plan (Annex 1 of DO 35, s. 2016) to analyze and utilize assessment data to modify practice and/or program to further support learner progress and achievement with **any 1 used in the implementation of the LAC plan** ● minutes of LAC session on the analysis of assessment data to modify teaching practices and programs ● any proof of collaborative review of learner assessment data ● lesson plan with accomplished part VI: Reflection and Index of Mastery ○ test item analysis ○ list of identified least mastered skills based on frequency of errors / correct responses ○ intervention / remediation / enhancement / enrichment plan ● any proof of collaborative review of intervention materials developed for remediation / enhancement ● accomplishment report of intervention / remediation / enhancement / enrichment activities (e.g., remedial sessions, Summer Reading Camp, Phil-IRI-based program) ● others (Please specify and provide annotations)	**Quality**	**Evaluated activities** with colleagues by looking for key success indicators (p. 14, DO 35, s. 2016) as evidenced by the submitted MOV	**Implemented activities** with colleagues to address the use of assessment data to modify practices and/or programs as evidenced by the submitted MOV	**Explored interventions** with colleagues to address utilization of assessment data which could be in the form of learning materials, instructional materials, equipment, strategies in teaching, modality in teaching, program, etc. (p. 9, DO 35, s. 2016) as evidenced by the submitted MOV	**Planned activities** with colleagues to address the use of assessment data to modify practices and/or programs as evidenced by the submitted MOV	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)
13. Reflected on and evaluated learning environments that are responsive to community contexts	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 No. 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 No. 2	**Conducted** FGD with teachers 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 No. 3	**Conducted** a survey to gather feedback on programs, projects, and/or activities that are responsive to community contexts as evidenced by MOV No. 4	No acceptable evidence was shown

Learning environment is the classroom and other physical learning areas outside the classroom.
Community contexts refer to situations and all the circumstances in which learners learn from instruction (PPST, 2017).
Community/wider school community refers to both internal and external stakeholders (PPST, 2017).

Notes:
● This objective refers to classroom and school programs, projects, and activities that enrich the learning environment and the wider school community's engagement in the educative process.
● A group of teachers or even the entire school may collaborate on a classroom/school program, project, or activity.
● 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. 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*	1. Minutes of LAC sessions / professional meetings to discuss the Code of Ethics for Professional Teachers and the reviewed annotated evidence of practice of colleagues 2. Minutes of LAC sessions / professional meetings to discuss the Code of Ethics for Professional Teachers and the reviewed personal reflection notes of colleagues 3. Minutes of LAC sessions / professional meetings to discuss the Code of Ethics for Professional Teachers 4. Activity proposal / Learning Action Cell (LAC) Plan (refer to Annex 1 of DO 35, s. 2016) to discuss the Code of Ethics for Professional Teachers	Quality	**Discussed with colleagues** teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers and **reviewed the annotated evidence of practice of colleagues** as evidenced by MOV No. 1	**Discussed with colleagues** teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers and **reviewed the personal reflection notes of colleagues** as evidenced by MOV No. 2	**Discussed with colleagues** teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers as evidenced by MOV No. 3	**Planned** for a discussion of teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers as evidenced by MOV No. 4	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)
15. Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	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 No. 1	**Conducted discussions** with teachers on the **progress of implementation** of certain school policies and procedures as evidenced by MOV No. 2	**Discussed** with teachers certain school policies and procedures **for uniform implementation** as evidenced by MOV No. 3	**Implemented** school policies and procedures as evidenced by MOV No. 4	No 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)
16. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	1. Sample lesson plans of colleague/s with annotations about enhancing their learner-centered teaching philosophy 2. Minutes of LAC session/s about enhancing teachers' learner-centered teaching philosophy through lesson planning 3. LAC plan (refer to Annex 1 of DO 35, s. 2016) that details supporting teachers in enhancing their learner-centered teaching philosophy through lesson planning 4. Lesson plan exemplar used during a Learning Action Cell (LAC) session	**Quality**	**Evaluated** lesson plans of colleagues to enhance their own learner-centered teaching practice as evidenced by MOV No. 1	**Implemented** plan for an activity to support colleagues in enhancing their own learner-centered teaching practice as evidenced by MOV No. 2	**Planned** for an activity to support colleagues in enhancing their own learner-centered teaching practice as evidenced by MOV No. 3	**Demonstrated** a learner-centered teaching philosophy in one aspect of practice (i.e., lesson planning) as evidenced by MOV No. 4	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)
17. Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	1. Performance Coaching and Mentoring Form (PMCF) showing guidance given to teachers and remarks in terms of upholding the dignity of teaching 2. Documented feedback from superiors, colleagues, learners, parents / guardian, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession 3. Annotated evidence of practice indirectly linking to the upholding of the dignity of teaching as a profession ● screenshot of text message / chat / email / any form of communication with parents / guardian or learners (name or any identifier removed) ● remarks from superior / school head about one's personal professional 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) 4. Personal notes on one's personal professional strengths	Quality	**Identified and utilized** personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture **within the school by inspiring unity in responding to potential threats and risks to the school community** as evidenced by MOV No. 1	**Identified and utilized** personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture **within the school by initiating activities to avoid potential threats and risks to the school community** as evidenced by MOV No. 2	**Identified and utilized** personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture **within the school in responding to an issue or a challenging situation** as evidenced by MOV No. 3	**Identified personal professional strengths** that uphold the dignity of teaching as a profession as evidenced by MOV No. 4	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. Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	1. Updated IPCRF-DP from Phase II 2. Mid-year Review Form (MRF) 3. Performance Monitoring and Coaching Form (PMCF) 4. IPCRF-DP 5. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT and IPCRF-DP	**Quality**	**Updated professional development goals** during Phase II of the RPMS Cycle as evidenced by MOV No. 1	**Conducted** mid-year review with colleagues as evidenced by MOV No. 2 or 3	**Planned for professional development** based on e-SAT results as evidenced by MOV No. 4	**Accomplished the e-SAT** at the beginning of the school year as evidenced by MOV No. 5	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 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 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 *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.). |
| **Daily Lesson Log (DLL)** | See *Lesson Plan* |
| **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). |
| **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 *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).
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 *Lesson Plan*
Weekly Lesson Plan (WLP)	See *Lesson Plan*

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