



Republic of the Philippines
Department of Education

09 FEB 2022

DepEd MEMORANDUM
No. **004**, s. 2022

**IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT
SYSTEM-PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS
FOR SCHOOL YEAR 2021-2022**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. Faithful to the commitment of the Department of Education (DepEd) to quality teaching, it being recognized as vital to the attainment of desired learning outcomes, the Department remains steadfast in the efforts to anchor its human resource systems and actions on well-defined professional standards for teacher quality. Consistent with DepEd Order (DO) No. 2, s. 2015 prescribing the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education and pursuant to Section 5 of DO 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which mandates that all performance appraisals for teachers shall be based on this set of standards, this Department has been integrating and embedding the PPST into the RPMS of teachers since School Year (SY) 2018-2019.

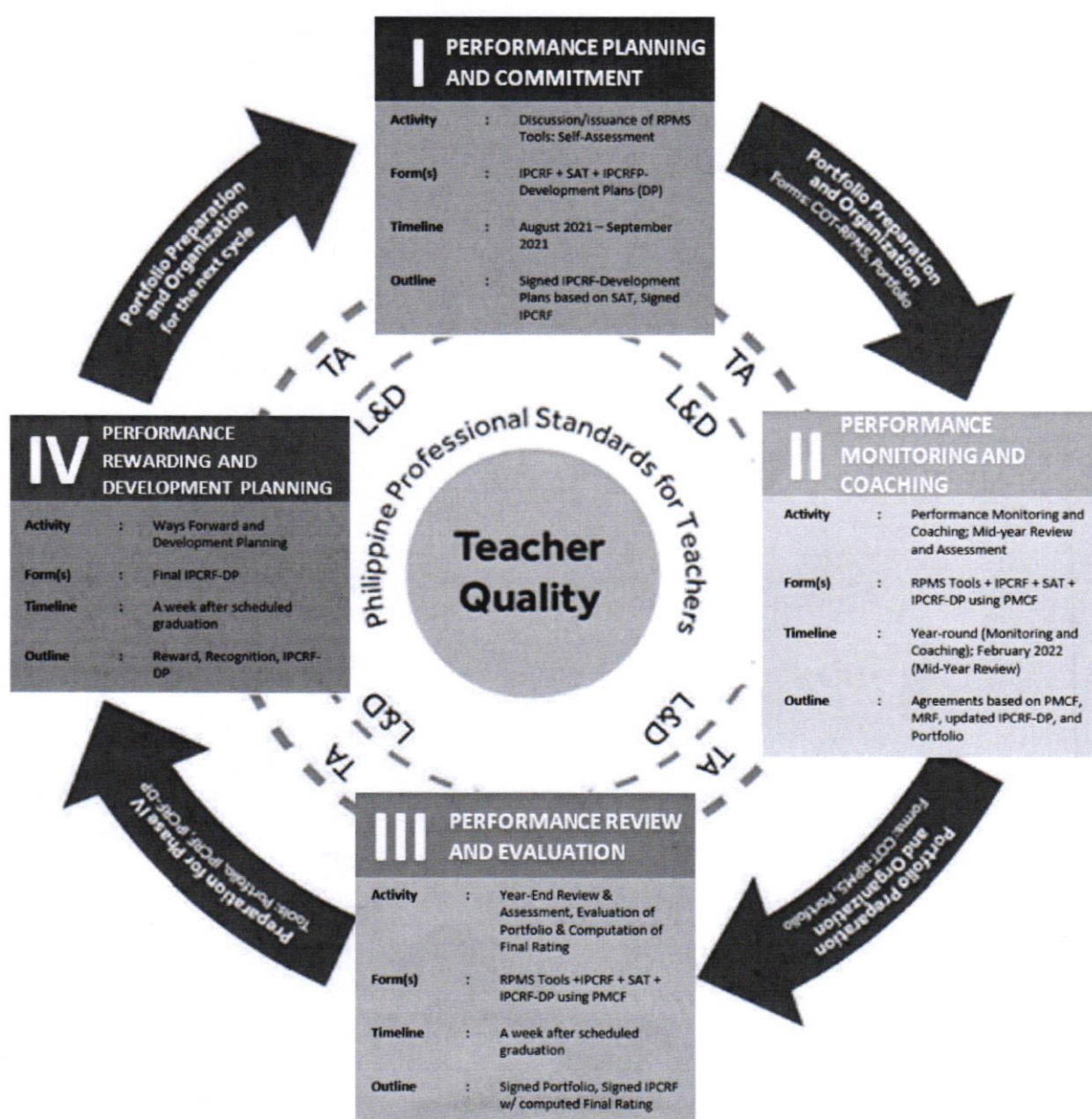
2. For SY 2021-2022, the Department aims to complete the full cycle of embedding the 37 PPST indicators into teachers' performance. This DepEd Memorandum titled **Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022** provides for the guidelines on the performance management and appraisal of teachers using the remaining 18 indicators in their RPMS. With the implementation of the Basic Education Learning Continuity Plan (BE-LCP), the sudden shift from face to face to remote learning, and now the gradual implementation of the limited face to face classes, the tools, forms, and protocols stipulated herein are developed and modified to ensure that the measures of performance this school year are appropriate, adaptive, and relevant to capture teachers' actual performance in the context of the pandemic.

3. This DM shall cover all Teachers and Master Teachers in all public elementary and secondary schools and community learning centers (CLCs), including those Teachers and Master Teachers who are reassigned as full-time Teacher-Broadcasters in DepEd Central Office (CO). It shall guide the ratees, raters, approving authorities, and other stakeholders in the implementation of PPST-aligned RPMS through the prescribed performance indicators that shall be reflected in the Individual Performance Commitment and Review Forms (IPCRFs) of teachers for SY 2021-2022.

4. For purposes of implementation of RPMS-PPST for SY 2021-2022, these guidelines are prescribed.

- a. With the continued delivery of basic education services through various distance learning delivery modalities (DLDMs), the changes in the expectations of teachers necessitates a COVID-19 responsive RPMS while upholding quality teaching using the professional standards. The modifications in RPMS, its tools, processes, and protocols, for SY 2021-2022 captures the DepEd current system that governs teachers' functions.
- b. Consistent with the School Calendar and Activities for SY 2021-2022 to include all the preparatory and end-of-school year activities stipulated in Enclosure No. 2 of DO 029, s. 2021, the performance cycle for all teaching personnel for SY 2021-2022 shall cover the performance from **August 1, 2021 to July 31, 2022**. The timeline of activities for each phase of the RPMS cycle is illustrated below, particulars of which is detailed in Annex A.

Figure 1. The RPMS Cycle with Adjusted SY 2021-2022 Timeline



- c. The performance period prescribed herein shall be used as basis for the determination of length of service for purposes of computation of the Performance-Based Bonus (PBB) for teachers and other school-based personnel pursuant to applicable guidelines.
- d. The PPST-aligned RPMS tools that shall be used for SY 2021-2022 are attached as follows:
 - i. Appendix 1A: RPMS Tool for Proficient Teachers for SY 2021-2022;
 - ii. Appendix 1B: RPMS Tool for Highly Proficient Teachers for SY 2021-2022;
 - iii. Appendix 2A: RPMS Tool for Proficient Teacher-Broadcasters for SY 2021-2022; and
 - iv. Appendix 2B: RPMS Tool for Highly Proficient Teacher-Broadcasters for SY 2021-2022.
- e. To help teachers in understanding the performance objectives and indicators to be used in SY 2021-2022, and in determining the acceptable means of verification (MOV) for each indicator, a supplemental guide on the RPMS-PPST performance objectives, indicators, and MOV is attached as Annex B.

A glossary is provided in each tool as well as in Annex B to set the operational definition of concepts from the indicators and of certain MOV.

- f. The following further guidelines are likewise provided to clarify specific operational concerns in the assessment of performance of teacher-broadcasters:
 - i. Pursuant to **DM-PHROD-2020-00294**, it is understood that the nature of work of the Teacher-Broadcasters **shall [be] commensurate as regular teaching load**; hence, in the assessment of their performance, teacher-broadcasters shall use the RPMS-PPST tools for teacher-broadcasters as prescribed in Appendices 3 and 4. In view thereof, all duties and responsibilities of a teacher-broadcaster that do not fall under the purview of the expectations set for teachers shall only be considered as Plus Factor, subject to applicable rules and regulations on the rating plus factors.
 - ii. Implementors of TV-Video/Radio-based Instructions (TV-Video/RBI) learning delivery modality in the CO, RO, and SDO are urged to ensure that the detailed duties and responsibilities of the concerned teacher-broadcasters, as may be indicated in their respective Terms of Reference or Job Description, shall be reflective of the functions and expectations of teachers in the context of remote learning.
 - iii. Only teachers who are officially reassigned to the CO, Regional Offices (RO), and/or Schools Division Offices (SDO) through the issuance of the appropriate reassignment papers (Special Order), as approved by the concerned Schools Division Superintendent (SDS), shall use the RPMS-PPST tools for teacher-broadcasters (Appendices 2A and 2B).

- iv. Teachers who perform functions of a regular teacher and are assigned additional load/s as teacher-broadcaster shall use the RPMS tool for regular teachers, as may be appropriate. Their performance as a teacher-broadcaster shall be considered as Plus Factor.
5. For more information, please contact the **Bureau of Human Resource and Organizational Development** located at 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.
6. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary



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DEPED-OSEC-453980

Encl.:
As stated

References:
DepEd Order Nos. 032, s. 2020; 2, s. 2015; and 29, s. 2021)

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

CHANGE
PERFORMANCE
PROGRAMS
RULES AND REGULATIONS
SCHOOLS
TEACHERS



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Annex A*Detailed Activities in each phase of the RPMS Cycle for SY 2021-2022*

Phases of RPMS Cycle	Task/Activity	Person(s) Responsible	Schedule
PHASE I Performance Planning and Commitment	Start of RPMS cycle and start of portfolio collection	Ratees	August 1, 2021
	Self-Assessment with Initial Development Planning	Ratees	September 2021
	Capacity Building Activities/Presentation of RPMS Tools in the time of COVID-19	Regional Office/Schools Division Office/ School Head/Raters	September to December 2021
	National Orientation	Central Office	January 2022
PHASE II Performance Monitoring and Coaching	Monitoring and Coaching	School Head/Raters	August 2021 - June 2022
	Mid-Year Review* with Development Planning	School Head/Raters/Ratees	February 2022
PHASE III Performance Review and Evaluation	Year-end Review**	Raters, Ratees, and Approving Authorities	A week after scheduled graduation
PHASE IV Performance Rewarding and Development Planning	Ways Forward Development Planning	Ratees	A week after scheduled graduation
	IPCRF Data Collection	School Head/Raters	A month after scheduled graduation

* All presented Means of Verification (MOVs) shall be obtained from September 2021 – February 2022 (for RPMS Objectives 1, 3, 4, 5, 6, 9, and 10) and from February 2022 – July 2022 (for RPMS Objectives 2, 7, 8, and 11 to 19).

** All presented Means of Verification (MOVs) shall be obtained from September 2021 – July 2022 (for RPMS Objectives 1, 3, 4, 5, 6, 9, and 10) and from September 2021-2022 (for RPMS Objectives 2, 7, 8, and 11 to 19).



RPMS-PPST Performance Objectives, Indicators, and Means of Verifications for SY 2021-2022

PART I. Regular Teachers

There are 18 indicators from the Philippine Professional Standards for Teachers (PPST) chosen as RPMS objectives for this school year. These priority indicators complete the integration of PPST through the RPMS.

See *Appendix 1A* for the RPMS Tool for Proficient Teachers for SY 2021-2022 and *Appendix 1B* for the RPMS Tool for Highly Proficient Teachers for SY 2021-2022, respectively. A glossary is provided in each tool to set the operational definition of concepts from the indicators and of certain MOV.

Classroom observable objectives

For **Proficient Teachers**, there are nine (9) classroom observable objectives. The performance indicators of these objectives are identified for Quality.

Objectives 1, 3, 4, 5, and 6 require means of verification (MOV) from a classroom observation. While Objectives 7, 8, 9, and 10 have SET A and SET B options that require MOV from either a classroom observation, provision of supplemental material/s, or accomplishment of a Teacher Reflection Form (TRF) depending on the context of the teacher.

For **Highly Proficient Teachers**, there are seven (7) classroom observable objectives. The performance indicators of these objectives are identified for Quality.

Objectives 1, 3, 4, 5, and 6 require MOV from a classroom observation. While Objectives 9 and 10 have SET A and SET B options that require MOV from either a classroom observation or accomplishment of a Teacher Reflection Form (TRF) depending on the context of the teacher.

Only two (2) observations are required for both Proficient and Highly Proficient Teachers for the entire school year.

Non-classroom observable objectives

There are thirteen (13) non-classroom objectives for both **Proficient and Highly Proficient Teachers**. This includes the objectives that have SET A and SET B options. The performance indicators of these objectives are identified for Quality. Plus Factor is Objective 19.

Table 1. MOV per indicator for the Proficient Teachers for RPMS SY 2021-2022

RPMS objective based on the PPST priority indicator	Means of verification
1. Applied knowledge of content within and across curriculum teaching areas	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from: <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC
2. Used research-based knowledge and principles of teaching and learning to enhance	One (1) lesson plan with annotations identifying the research-based knowledge and/or principles of teaching and learning used as basis for planning / designing the lesson

professional practice	
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 from: <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching via LAC
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	
6. Maintained learning environments that promote fairness, respect and care to encourage learning	
7. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	<p>SET A 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"> • 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) <p>with client/learner feedback on how the material encouraged the learners to participate, cooperate, and collaborate (Please specify and provide annotations of one's contribution to a material if it is a group work.)</p> <p>OR</p> <p>SET B Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from: <ol style="list-style-type: none"> 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 </p>
8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	<p>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</p> <ul style="list-style-type: none"> • 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) <p>(Please specify and provide annotations of one's contribution)</p> <p>OR</p>

	<p>SET B Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 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
9. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	<p>SET A Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 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 <p>OR</p> <p>SET B Teacher Reflection Form (TRF) on 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</p>
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	<p>SET A Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 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 <p>OR</p> <p>SET B Teacher Reflection Form (TRF) on adapting and using culturally appropriate teaching strategies to address 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</p>
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	<ol style="list-style-type: none"> 1. Proof of evaluation* on the implementation of the adapted / contextualized learning program 2. Progress report on the implementation of the adapted / contextualized learning program 3. Accomplishment/ completion / technical report on the implementation of an adapted / contextualized learning program 4. Action plan / activity proposal / activity matrix that shows an adapted / contextualized learning program
12. Utilized assessment data to inform the modification of teaching and learning practices and programs	<p>A list of identified least / most mastered skills based on the frequency of errors / correct responses with any of the following supporting MOV</p> <ol style="list-style-type: none"> 1. accomplishment report for remedial / enhancement activities (e.g., remedial sessions, Summer Reading Camp, Phil-IRI-based reading program) 2. intervention material used for remediation / reinforcement / enhancement 3. lesson plan/activity log for remediation / enhancement utilizing of assessment data to modify teaching and learning practices or programs
13. Maintained learning environments that are responsive to community contexts	<ol style="list-style-type: none"> 1. Accomplishment report of a program / project / activity that maintains a learning environment 2. Program / Project / Activity plan on maintaining a learning

	<p>environment</p> <ol style="list-style-type: none"> Minutes of a consultative meeting / community stakeholders meeting about a program / project / activity that maintains a learning environment with proof of attendance Communication letter about a program / project / activity that maintains a learning environment
14. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	<ol style="list-style-type: none"> Annotated video/audio recording of one's teaching that shows impact of regularly reviewing one's teaching practice/s Annotated teaching material that shows impact of regularly reviewing one's teaching practice/s <ul style="list-style-type: none"> lesson plan activity sheet assessment materials others (please specify) Personal reflection notes as outputs from participation in review of personal teaching practices in four (4) quarters Proof of attendance (with date) in LAC or coaching and mentoring sessions for review of personal teaching practices
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 school-community partnership for the implementation of a school policy / procedure (e.g., certificate as committee member, narrative report) Minutes of parent-teacher conference / stakeholders' meeting about an implemented school policy / procedure with proof of attendance Communication letter about an implemented school policy / procedure sent to parent / guardian
16. Applied a personal philosophy of teaching that is learner-centered	<p>One (1) lesson plan with annotations explaining the application of a learner-centered teaching philosophy (e.g., constructivism, existentialism) used as basis for planning / designing the lesson</p>
17. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	<ol style="list-style-type: none"> 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 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"> Screenshot of text message/chat/email/ any form of communication with parents/guardian or learners (name or any identifier removed) Remarks from mentor/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)
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
19. Performed various related works/activities that contribute to the teaching-learning process	<p>Any proof of:</p> <ul style="list-style-type: none"> committee involvement advisorship of co-curricular activities book or journal authorship/contributorship coordinatorship/chairpersonship coaching and mentoring learners in competitions serving as reliever of classes in the absence of teachers mentoring pre-service teachers participation in demonstration teaching participation as technical working group member others (please specify and provide annotations)

Table 2. MOV per indicator for the Highly Proficient Teachers for RPMS SY 2021-2022

RPMS objective based on the PPST priority indicator	Means of verification
1. Modelled effective applications of content knowledge within and across curriculum teaching areas	<p>Classroom Observation Tool (COT) rating sheet from:</p> <ol style="list-style-type: none"> 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 <p>with proof of attendance of colleague/s</p>
2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy learning process	<p>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</p> <ul style="list-style-type: none"> • 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) <p>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</p>
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.	<p>Classroom Observation Tool (COT) rating sheet from:</p> <ol style="list-style-type: none"> 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 <p>with proof of attendance of colleague/s</p>
4. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	
5. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	
6. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	
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	<p>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</p> <ul style="list-style-type: none"> • 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)

	<p>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</p>
<p>8. Modelled successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning</p>	<p>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</p> <ul style="list-style-type: none"> • 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) <p>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</p>
<p>9. Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents</p>	<p>SET A: Classroom Observation Tool (COT) rating sheet from:</p> <ol style="list-style-type: none"> 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 <p>with proof of attendance of colleague/s;</p> <p>OR</p> <p>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</p>
<p>10. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups</p>	<p>SET A: Classroom Observation Tool (COT) rating sheet from:</p> <ol style="list-style-type: none"> 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 <p>with proof of attendance of colleague/s;</p> <p>OR</p> <p>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</p>
<p>11. Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels</p>	<ol style="list-style-type: none"> 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

12. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	<p>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</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> lesson plan with accomplished part VI: Reflection and Index of Mastery or 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)
13. Reflected on and evaluated learning environments that are responsive to community contexts	<ol style="list-style-type: none"> Synthesis of evaluation of a program / project / activity that maintains the learning environment responsive to community contexts 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 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 Survey on programs / projects / activities that maintain a learning environment
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 <i>Code of Ethics for Professional Teachers</i>	<ol style="list-style-type: none"> Minutes of LAC sessions / professional meetings to discuss the Code of Ethics for Professional Teachers and the reviewed annotated evidence of practice of colleagues Minutes of LAC sessions / professional meetings to discuss the Code of Ethics for Professional Teachers and the reviewed personal reflection notes of colleagues Minutes of LAC sessions / professional meetings to discuss the Code of Ethics for Professional Teachers 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
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	<ol style="list-style-type: none"> 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 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] 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] Proof of implementation of school policies and procedures
16. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	<ol style="list-style-type: none"> Sample lesson plans of colleague/s with annotations about enhancing their learner-centered teaching philosophy Minutes of LAC session/s about enhancing teachers' learner-centered teaching philosophy through lesson planning 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 Lesson plan exemplar used during a Learning Action Cell (LAC) session
17. Identified and utilized personal professional strengths to uphold the dignity of teaching as	<ol style="list-style-type: none"> Performance Coaching and Mentoring Form (PMCF) showing guidance given to teachers and remarks in terms of upholding the dignity of teaching

<p>a profession to help build a positive teaching and learning culture within the school</p>	<ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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
<p>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</p>	<ol style="list-style-type: none"> 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
<p>19. Performed various related works/activities that contribute to the teaching-learning process</p>	<p>Any proof that the master teacher:</p> <ul style="list-style-type: none"> • served as facilitator/speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator/chairperson • authored/contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service/ in-service teachers • others (please specify and provide annotations)

PART II. Teacher Broadcasters

Same with the RPMS-PPST Tools for Regular Teachers, There are 18 indicators from the Philippine Professional Standards for Teachers (PPST) chosen as RPMS objectives for this school year. These indicators complete the integration of PPST through the RPMS.

See *Appendix 2A* for the RPMS Tool for Proficient Teachers (Full-time Teacher Broadcasters) and *Appendix 2B* for the RPMS Tool for Highly Proficient Teachers (Full-time Teacher Broadcasters). A glossary is provided in each tool to set the operational definition of concepts from the indicators and of certain MOV.

Classroom observable objectives

For **Proficient Teachers**, there are nine (9) classroom observable objectives. The performance indicators of these objectives are identified for Quality.

Objectives 1, 3, 4, 5, and 6 require MOV from a classroom observation. While Objectives 7, 8, 9, and 10 have SET A and SET B options that require MOV from either a classroom observation, provision of supplemental material/s, or accomplishment of a TRF depending on the context of the teacher.

For **Highly Proficient Teachers**, there are seven (7) classroom observable objectives. The performance indicators of these objectives are identified for Quality.

Objectives 1, 3, 4, 5, and 6 require MOV from a classroom observation. While Objectives 9 and 10 have SET A and SET B options that require MOV from either a classroom observation or accomplishment of a TRF depending on the context of the teacher.

Only two (2) observations are required for both Proficient and Highly Proficient Teachers for the entire school year.

Non-classroom observable objectives

There are thirteen (13) non-classroom objectives for both **Proficient and Highly Proficient Teachers**. This includes the objectives that have SET A and SET B options. The performance indicators of these objectives are identified for Quality. Plus Factor is Objective 19.

Table 3. MOV per indicator for the Proficient Teachers (Full-time Teacher Broadcasters for RPMS SY 2021-2022)

RPMS objective based on the PPST priority indicator	Means of verification
1. Applied knowledge of content within and across curriculum teaching areas	Classroom observation tool (COT) rating sheet or inter-observer agreement form obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson)
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)
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 an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson)
4. Used effective verbal and non-verbal classroom communication	

strategies to support learner understanding, participation, engagement and achievement	
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	
6. Maintained learning environments that promote fairness, respect and care to encourage learning	
7. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	<p>SET A 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 (Please specify and provide annotations of one's contribution to a material if it is a group work.)</p> <p>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)</p>
8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	<p>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</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>(Please specify and provide annotations of one's contribution to a material if it is a group work.)</p> <p>OR</p> <p>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)</p>
9. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	<p>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)</p> <p>OR</p> <p>SET B</p>

	Teacher Reflection Form (TRF) on designing, adapting, and/or implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	<p>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)</p> <p>OR</p> <p>SET B Teacher Reflection Form (TRF) on adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous group</p>
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	<p>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</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>with client/learner feedback highlighting the relevance and responsiveness of the learning program to the needs of the learners (Please specify and provide annotations of one's contribution to a material if it is a group work.)</p>
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)
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>(Please specify and provide annotations of one's contribution to a material if it is a group work.)</p>
14. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	<ol style="list-style-type: none"> 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
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with	<ol style="list-style-type: none"> 1. 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

learners, parents, and other stakeholders	<p>order, certificate as committee member, narrative report)</p> <ol style="list-style-type: none"> 2. Proof of other stakeholders meeting (e.g., attendance sheet with minutes of online or face-to-face meeting) 3. Any form of communication to stakeholders (e.g., screenshot of chat/text message/ communication [name or any identifier removed])
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)
17. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	<ol style="list-style-type: none"> 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)
18. Set professional development goals based on the Philippine Professional Standards for Teachers	<ol style="list-style-type: none"> 1. Updated IPCRF-DP from Phase II 2. Mid-year Review Form (MRF) 3. IPCRF-DP 4. Certification from the ICT Coordinator/School Head/Focal Person in charge of e-SAT
19. Performed various related works/activities that contribute to the teaching-learning process	<p>Any proof of:</p> <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)

Table 4. MOV per indicator for the Highly Proficient Teachers (Full-time Teacher Broadcasters for RPMS SY 2021-2022)

RPMS objective based on the PPST priority indicator	Means of verification
1. Modelled effective applications of content knowledge within and across curriculum teaching areas	Classroom observation tool (COT) rating sheet obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson) with proof of attendance of colleague/s
2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy learning process	<p>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</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>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</p>

	in literacy and numeracy (please specify and provide annotations of one's contribution to a material if it is a group work)
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.	<p>Classroom observation tool (COT) rating sheet obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson) with proof of attendance of colleague/s</p>
4. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	
5. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	
6. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	
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	<p>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</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>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 (please specify and provide annotations of one's contribution to a material if it is a group work)</p>
8. Modelled successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	<p>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</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>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 (please specify and provide annotations of one's contribution to a material if it is a group work)</p>
9. Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	<p>SET A Classroom observation tool (COT) rating sheet obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson) with proof of attendance of colleague/s</p> <p>OR</p> <p>SET B</p>

	<p>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</p>
10. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	<p>SET A Classroom observation tool (COT) rating sheet obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson) with proof of attendance of colleague/s</p> <p>OR</p> <p>SET B Teacher Reflection Form (TRF) on developing and applying teaching strategies to address effectively the needs of learners from indigenous groups</p>
11. Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels	<p>Any supplementary material (in print / digital format) made by the ratee and used in the lesson delivery that highlights design of learning programs that develop the knowledge and skills of learners at different ability levels</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>with minutes of focus group discussion (FGD) with fellow mentors or minutes of coaching and mentoring session with teachers that details working collaboratively with them in evaluating the design of learning programs (please specify and provide annotations of one's contribution to a material if it is a group work)</p>
12. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	<p>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</p> <ul style="list-style-type: none"> • 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 a lesson script for TV- or radio-based instruction with annotations or highlighting utilization of available assessment data (e.g., PISA, TIMMS, other open access) in modifying practices and programs to further support learner progress and achievement • any proof of collaborative review of intervention materials developed for remediation / enhancement • others (Please specify and provide annotations)
13. Reflected on and evaluated learning environments that are responsive to community contexts	<p>Any supplementary material (in print / digital format) made by the ratee and used in the lesson delivery that highlights reflection on and evaluation of 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>(Please specify and provide annotations of one's contribution to a material if it is a group work.)</p>
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 <i>Code of Ethics for Professional Teachers</i>	<ol style="list-style-type: none"> 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
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	<ol style="list-style-type: none"> 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
16. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	<ol style="list-style-type: none"> 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
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	<ol style="list-style-type: none"> 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, 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 <ul style="list-style-type: none"> • remarks from superior / colleagues 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
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	<ol style="list-style-type: none"> 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
19. Performed various related works/activities that contribute to the teaching-learning process	<p>Any proof that the master teacher:</p> <ul style="list-style-type: none"> • served as coordinator / chairperson • authored / contributed to a book or journal • served as module / learning material writer • served as module / learning material validator • served in a committee • observed teaching performance of Teachers I-III • others (please specify and provide annotations)

PART III. Glossary of Terms

Table 5. Glossary for the RPMS Tools SY 2021-2022

GLOSSARY	
Audio Lesson	Refers to a learning material that is an <i>audio recorded lesson</i> which can be used for distance learning or as supplementary material This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
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 <i>lesson exemplars</i> 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 <i>Daily Lesson Log</i> (DLL) or <i>Detailed Lesson Plan</i> (DLP) as part of instructional planning (Department of Education 2016b) Other forms of a lesson plan are the <i>Weekly Lesson Plan</i> (WLP), <i>Weekly Lesson Log</i> (WLL), <i>Weekly Home Learning Plan</i> (WHLP) and <i>Lesson Exemplars</i> (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 area would now be served using handheld two-way radios or 'walkie-talkies.' These schools would each be given sets of walkie-talkies to be able to reach learners who are 3-5 kilometers away from the school. Paired with DepEd printed modules, teachers are able to guide their students and answer their questions real-time. The combination of the

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

General Guidelines for the RPMS Alternative Classroom Observation

The alternative classroom observations for RPMS are considered only for SY 2021-2022 due to the absence of or limited capacity for face-to-face learning. The selection of alternative classroom observation shall depend on the adopted Learning Delivery Modality (LDM) of the school.

Table 6. Alternative classroom observations and their corresponding guidelines

Alternative Classroom Observations	Guidelines
1. Observation of real-time teaching (online synchronous learning or two-way radio instruction)	<ul style="list-style-type: none"> This applies to teachers who will adopt online synchronous learning or two-way radio instruction <i>regardless of the number of classes and learners</i>.
2. Observation of a video lesson or an audio lesson	<ul style="list-style-type: none"> Consider this mode of observation <i>when option 1 is not possible</i>. This applies to teachers who will adopt online asynchronous learning or audio lesson <i>in any of their classes and learners</i>. A video lesson or audio lesson shall be used in lesson delivery as part of the supplementary materials or as one of the learning materials for online asynchronous learning or two-way radio instruction. It is <i>not</i> the same as the video lesson for TV-based instruction or audio lesson for radio-based instruction that the Central Office/Regional Office/Division Office produces. A video lesson or audio lesson must be SLM-based or MELC-aligned. A teacher can use any recording device to record herself/himself while teaching a lesson. A video lesson or audio lesson can be stored in a cloud (e.g., Google Drive) or any storage device (e.g., flash drive), or uploaded to an online classroom (e.g., Google Classroom) or a Learning Management System.
3. Observation of a demonstration teaching via Learning Action Cell (LAC)	<ul style="list-style-type: none"> Consider this mode of observation <i>when options 1 and 2 are not possible</i>. This applies to teachers who will adopt <i>pure</i> modular learning (print/digital), radio-based instruction (e.g., DepEd Radio), and TV-based instruction (e.g., DepEd TV). In DepEd's BE-LCP in the time of COVID-19, "a support mechanism shall be established for teachers and school leaders to have access to relevant on-demand technical and administrative advice and guidance which come in many forms...including professional learning communities through the LAC" (DepEd Order No. 12, s. 2020, p. 41). In support of this mechanism, the LAC policy states that school LAC "primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement" (DepEd Order No. 35, s. 2016, p. i).
4. Observation during limited face-to-face classes in low-risk areas	<ul style="list-style-type: none"> This shall only apply to authorized public and private schools that are located in minimal- or low-risk areas based on the criteria set by the Department of Health (DOH), and passed the school safety assessment of DepEd.

	<ul style="list-style-type: none"> • Authorized public and private schools that are allowed to conduct limited face-to-face classes shall follow the usual classroom observation protocols subject to strict observance of COVID-19 health and safety precautions and prevailing community quarantine
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There should be two (2) classroom observations for the entire school year. Hence, ratees should submit 2 classroom observation tool (COT) rating sheets/inter-observer agreement forms as MOV for objectives that require such (i.e., Objectives 1, 3, 4, 5, 6, 9 and 10). The alternative classroom observations should follow this timeframe:

- CO 1 – between September 2021 and February 2022
- CO 2 – between March 2022 and July 2022

See *Appendix 6* for the FAQs (frequently asked questions) on the alternative classroom observations.

Classroom Observation Processes in the New Normal

Given the implementation of different teaching-learning modalities, various classroom observation processes can be done depending on the applicable context and modalities adopted by the school. The pre-observation, observation, and post-observation are still to be followed with minimal modifications as shown in the table below.

Table 7. Alternative classroom observation processes

	Tools / Forms Needed	Online observation and through two-way radio instruction		Observation of a video lesson or an audio lesson		Observation of a demonstration teaching via Learning Action Cell (LAC)		Observation during limited face-to-face classes in low-risk areas	
		Observer/s	Teacher	Observer/s	Teacher	Observer/s	Teacher	Observer/s	Teacher
Pre-observation	COT-RPMS RUBRIC	<ul style="list-style-type: none"> Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule and the online platform to be used for online observation; handheld radio for two-way radio instruction. 	<ul style="list-style-type: none"> Reviews the COT-RPMS rubric appropriate to his/her position. Plans the lesson based on the indicators. 	<ul style="list-style-type: none"> Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule of submission of the video or audio lesson. 	<ul style="list-style-type: none"> Reviews the COT-RPMS rubric appropriate to his/her position. Plans the lesson based on the indicators. Delivers the lesson using a video or audio recording device. 	<ul style="list-style-type: none"> Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule of the LAC session intended for demonstration teaching. 	<ul style="list-style-type: none"> Reviews the COT-RPMS rubric appropriate to his/her position. Plans the lesson based on the indicators. 	<ul style="list-style-type: none"> Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule of the onsite observation 	<ul style="list-style-type: none"> Reviews the COT-RPMS rubric appropriate to his/her position. Plans the lesson based on the indicators.
		<ul style="list-style-type: none"> Access the online platform or radio frequency at the scheduled synchronous class* Record all comments on the Observation Notes Form. 	<ul style="list-style-type: none"> Delivers the lesson in the chosen online platform or handheld radio. 	<ul style="list-style-type: none"> View the video lesson or listen to the audio lesson after submission* Record all comments on the Observation Notes Form. 	<ul style="list-style-type: none"> Submit the video or audio lesson to the observer/s. 	<ul style="list-style-type: none"> Sit at any available seats* Record all comments on the Observation Notes Form. 	<ul style="list-style-type: none"> Delivers the lesson on the agreed time and location. 	<ul style="list-style-type: none"> Sit at any available seats* Multiple observers are to sit apart Record all comments on the Observation Notes Form. 	<ul style="list-style-type: none"> Delivers the lesson onsite on the agreed date and time
Post-observation	RATING SHEET	<ul style="list-style-type: none"> Rate the teacher. 		<ul style="list-style-type: none"> Rate the teacher. 		<ul style="list-style-type: none"> Rate the teacher. 		<ul style="list-style-type: none"> Rate the teacher. 	
	INTER-OBSERVER AGREEMENT FORM	<ul style="list-style-type: none"> In case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating. 		<ul style="list-style-type: none"> In case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating. 		<ul style="list-style-type: none"> In case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating. 		<ul style="list-style-type: none"> In case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating. 	
		Observer/s and the teacher meet to discuss the results of the observation. They affix their signatures on the rating sheet or the inter-observer agreement form.							

* For highly proficient teachers, a proof of attendance during observation is part of their MOV. Hence, the following protocols should be observed:

- 1) Online synchronous learning or two-way radio instruction – (i) Invite your colleague/s to sit in your synchronous class. (ii) Have an attendance sheet signed after the class.
- 2) Observation of a video or audio lesson – (i) Give a copy of your video or audio lesson to your colleague/s which they should view. (ii) Have an attendance sheet signed afterwards. (Note: Observer/s must ensure that colleague/s view the video lesson or listen to the audio lesson.)
- 3) Observation of a demonstration teaching via LAC – (i) Invite your colleague/s to observe your demonstration teaching during a LAC session. (ii) Have an attendance sheet signed afterwards.
- 4) Observation during limited face-to-face classes in low-risk areas – (i) Invite your colleague/s to sit in your limited face-to-face. (ii) Have an attendance sheet signed after the class.

RPMS Tools for SY 2021-2022

Attached to this DepEd Memorandum are the COT-RPMS, SAT-RPMS, and TRF (*Appendix 3 to 5*) for Proficient Teachers and Highly Proficient Teachers for SY 2021-2022 (both Regular Teachers and Teacher Broadcasters). Subsequently, the aforementioned tools may also be accessed through this link: <https://bit.ly/RPMSPPST20212022>

The abovementioned link can only be accessed by teachers using their official DepEd e-mail address (example juan.luna@deped.gov.ph) when accessing the link. Any other e-mail address other shall not be allowed access to the Google Drive.

In case the teacher does not yet have a DepEd e-mail address, they may request for one from their respective Division Information Technology Officer (ITO).

Ratee, Rater, and Approving Authority in the RPMS

DepEd Order No. 2, s. 2015, or the *Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education*, establishes who the ratees are and their corresponding raters and approving authorities. See table below as reference to the expanded version of ratee-rater matrix.

Table 8. Matrix of RPMS Ratee-Rater-Approving Authority

Ratee/Teacher	Rater/Observer	Approving Authority
<i>Regular Teachers</i>		
Head Teacher Master Teacher	Principal/ School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher	Principal/ School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers (school-based)	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers (community learning centers-based)	Education Program Specialist for ALS	Chief of Curriculum Implementation Division (CID)
<i>Full-Time Teacher Broadcasters (TBs)</i>		
TBs holding Teacher I-III positions	Any TB holding Master Teacher I-IV positions, preferably in the same learning area	Director IV, ICTS
TBs holding Master Teacher I-IV positions	Director IV, ICTS	Director IV, ICTS

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<div> <div></div> [Appendix 1A] RPMS Tool for Proficie... </div>	<div> <div></div> </div>	25/01/2022 10:58 AM
<div> <div></div> [Appendix 1B] RPMS Tool for Highly P... </div>	<div> <div></div> </div>	25/01/2022 10:58 AM
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<div> <div></div> [Appendix 3A] COT-RPMS for T I-III SY... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
<div> <div></div> [Appendix 3B] COT-RPMS for MT I-IV ... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
<div> <div></div> [Appendix 3C] COT-RPMS Rating Shee... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
<div> <div></div> [Appendix 3D] COT-RPMS Rating She... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
<div> <div></div> [Appendix 3E] COT-RPMS Observation... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
<div> <div></div> [Appendix 3F] COT-RPMS Inter-observ... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
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<div> <div></div> [Appendix 4C] TRF Rubric for T I-III for... </div>	<div> <div></div> </div>	07/12/2021 8:52 AM
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RPMS Tool for Teacher I-III (Proficient Teachers)

in the time of COVID-19

S.Y. 2021-2022

 Department of Education	<h2 style="margin: 0;">POSITION AND COMPETENCY PROFILE</h2>	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 <i>(For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</i>			
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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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

*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	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 with annotations identifying the research-based knowledge and/or principles of teaching and learning used as basis for planning / designing the lesson	Quality	Used research-based knowledge and/or principles of teaching and learning in all the components of instruction in the lesson plan to improve student learning	Used research-based knowledge and/or principles of teaching and learning in two components of instruction in the lesson plan to improve student learning	Used research-based knowledge and/or principles of teaching and learning in one component of instruction in the lesson plan 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	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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

*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	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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

*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	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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

*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	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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

*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	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 (SET A or SET B)	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	SET A 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 <ul style="list-style-type: none"> 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 client/learner feedback on how the material encouraged the learners to participate, cooperate, and collaborate	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 material	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
	SET B Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching** via LAC 	Quality	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown

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.

** 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, 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	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from a 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 (SET A or SET B)	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"> 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) 	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching** via LAC 	Quality	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown

*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.

** 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, 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	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from a 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 (SET A or SET B)	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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 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	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 (SET A or SET B)	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 from <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching* via LAC 	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 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	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	1. Proof of evaluation* on the implementation of the adapted / contextualized learning program 2. Progress report on the implementation of the adapted / contextualized learning program 3. Accomplishment / completion / technical report on the implementation of an adapted / contextualized learning program 4. Action plan / activity proposal / activity matrix that shows an adapted / contextualized learning program	Quality	Evaluated the adapted / contextualized learning program as evidenced by MOV No. 1	Monitored progress of the adapted / contextualized learning program while being implemented as evidenced by MOV No. 2	Completed the implementation of the adapted / contextualized learning program as evidenced by MOV No. 3	Planned for the implementation of the adapted / contextualized existing learning program 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. A group of teachers or an entire school may collaborate on a learning program. **The implementor/s themselves may also evaluate the effectiveness of their adapted / implemented learning program.**

* Proof of evaluation may be the Individual Learning Monitoring Plan enclosed in DM-CI-2020-00162 (Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021) or any other similar/contextualized tool used by the school or prescribed by the DepEd Central Office - Curriculum & Instruction Strand in succeeding issuances.

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	<p>A list of identified least / most mastered skills based on the frequency of errors / correct responses with any of the following supporting MOV</p> <ol style="list-style-type: none"> 1. accomplishment report for remedial / enhancement activities (e.g., remedial sessions, Summer Reading Camp, Phil-IRI-based reading program) 2. intervention material used for remediation / reinforcement / enhancement 3. lesson plan/activity log for remediation / enhancement utilizing of assessment data to modify teaching and learning practices or programs 	Quality	Implemented a teaching and learning strategy / program using materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 1	Developed materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 2	Planned for a teaching and learning strategy and/or program based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 3	Analyzed learners' mastered skills based on the frequency of errors and correct responses as evidenced by a list of identified least / most mastered skills	No acceptable evidence was shown

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	1. Accomplishment report of a program / project / activity that maintains a learning environment 2. Program / Project / Activity plan on maintaining a learning environment 3. Minutes of a consultative meeting / community stakeholders meeting about a program / project / activity that maintains a learning environment with proof of attendance 4. Communication letter about a program / project / activity that maintains a learning environment	Quality	Collaborated with the community stakeholder in the implementation / completion of a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 1	Planned with the community stakeholders a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 2	Conducted a consultative meeting with the community stakeholders on a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 3	Communicated with the community stakeholders about a program, project, and/or activity that maintains the learning environment 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. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	<ol style="list-style-type: none"> Annotated video / audio recording of one's teaching that shows impact of regularly reviewing one's teaching practice/s Annotated teaching material that shows impact of regularly reviewing one's teaching practice/s <ul style="list-style-type: none"> lesson plan activity sheet assessment materials others (please specify) Personal reflection notes as outputs from participation in review of personal teaching practices in four (4) quarters 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

Note:

- 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	1. Proof of participation / involvement in a school-community partnership for the implementation of a school policy / procedure (e.g., certificate as committee member, narrative report) 2. Minutes of parent-teacher conference / stakeholders' meeting about an implemented school policy / procedure with proof of attendance 3. Communication letter about an implemented school policy / procedure sent to parent / guardian	Quality	Sustained engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school-community partnership/s as evidenced by MOV no. 1	Discussed with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV no. 2	Communicated with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV no. 3	Implemented school policies and procedures without communicating and consulting the learners, parents / guardians, and other stakeholders	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)
16. Applied a personal philosophy of teaching that is learner-centered	One (1) lesson plan with annotations explaining the application of a learner-centered teaching philosophy (e.g., constructivism, existentialism) used as basis for planning / designing the lesson	Quality	Applied learner-centered teaching philosophy in the lesson plan in all the components of instruction in the lesson plan to improve student learning	Applied learner-centered teaching philosophy in the lesson plan in two components of instruction in the lesson plan to improve student learning	Applied learner-centered teaching philosophy in the lesson plan in one component of instruction in the lesson plan to improve student learning	Application of learner-centered teaching philosophy is reflected but was poorly used as basis for planning / designing the lesson.	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	<ol style="list-style-type: none"> 1. 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 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"> • Screenshot of text message / chat / email / any form of communication with parents / guardian or learners (name or any identifier removed) • Remarks from mentor / 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	1. Updated IPCRF-DP from Phase II 2. Mid-year Review Form (MRF) 3. IPCRF-DP 4. 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 • advisorship of co-curricular activities • book or journal authorship / contributorship • coordinatorship / chairpersonship • coaching and mentoring learners in competitions • serving as reliever of classes in the absence of teachers • mentoring pre-service teachers • participation in demonstration teaching • participation as technical working group member • 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>


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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 <i>(For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</i>				
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. <i>if option 1 is not possible</i> , an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i> , 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	<p>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</p> <ul style="list-style-type: none"> • 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) <p>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</p>	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. <i>if option 1 is not possible</i> , an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i> , 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. <i>if option 1 is not possible</i> , an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i> , 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. <i>if option 1 is not possible</i> , an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i> , 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. <i>if option 1 is not possible</i> , an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i> , 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	<p>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</p> <ul style="list-style-type: none"> 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) <p>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</p>	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	<p>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</p> <ul style="list-style-type: none"> 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) <p>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</p>	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 <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, 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 <ol style="list-style-type: none"> an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, 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	<p>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</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> Performance Coaching and Mentoring Form (PMCF) showing guidance given to teachers and remarks in terms of upholding the dignity of teaching 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 Annotated evidence of practice indirectly linking to the upholding of the dignity of teaching as a profession <ul style="list-style-type: none"> 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) 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: <ul style="list-style-type: none"> • served as facilitator / speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator / chairperson • authored / contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service / in-service teachers • others (please specify 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>

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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 <i>(For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</i>			
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	SET A 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 <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) with client/learner feedback on how the material encouraged the learners to participate, cooperate, and collaborate	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
	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 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown

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 an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (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 observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (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	<ol style="list-style-type: none"> Annotated video / audio recording of one's teaching that shows impact of regularly reviewing one's teaching practice/s 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) Personal reflection notes as outputs from participation in review of personal teaching practices in four (4) quarters 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	<ol style="list-style-type: none"> 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	1. Updated IPCRF-DP from Phase II 2. Mid-year Review Form (MRF) 3. IPCRF-DP 4. 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>

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RPMS Tool for Master Teacher I-IV (Highly 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	Master Teacher I-IV		Salary Grade	
Parentetical Title				
Office Unit			Effectivity Date	
Reports to			Page/s	
Position Supervised				
JOB SUMMARY				
QUALIFICATION STANDARDS				
A. CSC Prescribed Qualifications <i>(For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</i>				
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 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) 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

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	<p>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</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>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</p>	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 shown in 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 shown in 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 shown in 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 shown in the submitted learning material	<p>Modelled Level 4 in Objective 2 as shown in COT rating sheets</p> <p>or</p> <p>No acceptable evidence was shown</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.

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: One lesson from an SLM module 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 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) 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

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 obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson) 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

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 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) 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

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 obtained from an observation of a video lesson or audio lesson that is SLM-based or MELC-aligned (please provide annotations of one's contribution to the video lesson) 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

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 <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 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 shown in 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 encourage 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 encourage learners to participate, cooperate, and/or collaborate in their own learning as shown in the submitted learning materials	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.

For this objective, elements of collaborative learning are positive interdependence, individual accountability, and shared authority in assessing and facilitating one's learning.

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: One lesson from an SLM module 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 <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 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	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: One lesson from an SLM module 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 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) 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	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	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 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) 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	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	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	<p>Any supplementary material (in print / digital format) made by the ratee* and used in the lesson delivery that highlights design of learning programs that develop the knowledge and skills of learners at different ability levels</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>with minutes of focus group discussion (FGD) with fellow mentors or minutes of coaching and mentoring session with teachers that details working collaboratively with them in evaluating the design of learning programs</p>	Quality	Collaborated with colleagues in redesigning learning programs as shown in the submitted learning material	Discussed with colleagues detailed recommendations on improving the design of learning programs as shown in the submitted learning material	Worked with colleagues in evaluating the design of learning programs that develop the knowledge and skills of learners at different ability levels as shown in the submitted learning material	Evaluated the design of learning programs that develop the knowledge and skills of learners at different ability levels without the help of colleagues 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.

*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. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	<p>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</p> <ul style="list-style-type: none"> 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 a lesson script for TV- or radio-based instruction with annotations or highlighting utilization of available assessment data (e.g., PISA, TIMMS, other open access) in modifying practices and programs to further support learner progress and achievement any proof of collaborative review of intervention materials developed for remediation / enhancement others (Please specify and provide annotations) 	Quality	Evaluated activities with colleagues by looking for key success indicators (p. 14, DO 35, s. 2016) as shown in the submitted learning material	Implemented activities with colleagues to address the use of assessment data to modify practices and/or programs as shown in the submitted learning material	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 shown in the submitted learning material	Planned activities with colleagues to address the use of assessment data to modify practices and/or programs as shown in the submitted learning material	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	Any supplementary material (in print / digital format) made by the ratee* and used in the lesson delivery that highlights reflection on and evaluation of learning environments that are responsive to community contexts <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	Adapted modified programs, projects, and/or activities based on the discussed reflection and evaluation with colleagues to respond beyond community contexts as shown in the submitted learning materials	Discussed with colleagues programs, projects, and/or activities that maintain the learning environments responsive to community context to reflect on and evaluate them as shown in the submitted learning materials	Reflected on and evaluated programs, projects, and/or activities that are responsive to community contexts as shown in the submitted learning materials	Implemented programs, projects, and/or activities that are responsive 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 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).

*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.

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. 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	<ol style="list-style-type: none"> 1. Evaluation report on the implementation of DepEd / school policies / procedures or minutes of subject area or professional meetings on evaluating DepEd / school policies / procedures 2. Minutes of subject area meetings or professional meetings on the implementation progress of DepEd / school policies / procedures [provide at least 2 to show discussions held] 3. Minutes of subject area meeting or professional meeting on disseminating information and implementing DepEd / school policies / procedures [provide at least 2 to show discussions held] 4. Proof of implementation of DepEd / school policies and procedures 	Quality	Evaluated with teachers the implementation of certain DepEd / school policies and procedures as evidenced by MOV No. 1	Conducted discussions with teachers on the progress of implementation of certain DepEd / school policies and procedures as evidenced by MOV No. 2	Discussed with teachers certain DepEd / school policies and procedures for uniform implementation as evidenced by MOV No. 3	Implemented DepEd / school policies and procedures as evidenced by MOV No. 4	No evidence was shown

Note: In this objective, 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. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> Performance Coaching and Mentoring Form (PMCF) showing guidance given to teachers and remarks in terms of upholding the dignity of teaching Documented feedback from superiors, colleagues, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession Annotated evidence of practice indirectly linking to the upholding of the dignity of teaching as a profession <ul style="list-style-type: none"> remarks from superior / colleagues 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) 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: <ul style="list-style-type: none"> • served as coordinator / chairperson • authored / contributed to a book or journal • served as module / learning material writer • served as module / learning material validator • served in a committee • observed teaching performance of Teachers I-III • 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>

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CLASSROOM OBSERVATION TOOL-RPMS

for

PROFICIENT TEACHERS

(Teacher I-III)

in the time of the COVID-19 pandemic

S.Y. 2021-2022

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL LABEL	LEVEL DESCRIPTION
3	ORGANIZING	The teacher demonstrates a limited range of loosely-associated pedagogical aspects of the indicator.
4	DEVELOPING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.
5	APPLYING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.
6	CONSOLIDATING	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.
7	INTEGRATING	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.

INDICATOR 1**Apply knowledge of content within and across curriculum teaching areas****3**

The teacher demonstrates minor content errors either in presenting the lesson or in responding to learners' questions or comments.

The lesson content displays simple coherence.

4

The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments.

The lesson content displays coherence.

The teacher attempts to make connections across curriculum teaching areas, if appropriate.

5

The teacher demonstrates accurate and in-depth knowledge of most concepts in presenting the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs.

The teacher makes connections across curriculum teaching areas, if appropriate.

6

The teacher demonstrates accurate and in-depth knowledge of all concepts in presenting the lesson and in responding to learners' questions in a manner that is responsive to learners' developmental needs and promotes learning.

The teacher makes meaningful connections across curriculum teaching areas, if appropriate.

7

The teacher applies accurate, in-depth, and broad knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning process to meet individual or group learning needs within and across curriculum teaching areas.

FEATURES OF PRACTICE

1. The teacher indicates some awareness of other ideas in the same teaching area that are connected to the lesson, but does not make solid connections.
2. The teacher makes few content errors in presenting the lesson but does not affect entirely the learning process.

1. The teacher clearly explains concepts and makes no content errors.
2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the teaching areas.
3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas.

1. The teacher displays comprehensive understanding of the concepts and structure of the teaching area.
2. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area.

1. The teacher displays extensive knowledge of content.
2. The teacher addresses content accurately, and its focus is congruent with the big ideas and/or structure of the teaching area.

1. The teacher applies extensive knowledge of content beyond his/her area of specialization.
2. The teacher motivates learners to investigate the teaching area to expand their knowledge and satisfy their curiosity.
3. The teacher cites intra and interdisciplinary content relationships.
4. The teacher shows expertise in the content and uses appropriate pedagogy in delivering the lesson.

CLARIFICATIONS**MINOR CONTENT ERRORS**

insignificant degree of errors in the content of the lesson

KEY CONCEPTS

central ideas of the topic or lesson

COHERENCE

logical and/or developmental sequence in presenting the lesson

SIMPLE COHERENCE

basic logic in the sequence of the lesson with one part linked to the next

PEDAGOGY

method and practice of teaching

In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).

ACCURATE KNOWLEDGE

error-free content

IN-DEPTH KNOWLEDGE

foundational knowledge and finer details within the curriculum teaching area

BROAD KNOWLEDGE

knowledge across curriculum teaching areas

CURRICULUM TEACHING AREAS

different learning/subject areas taught and learned in the K to 12 curriculum which includes areas for Kindergarten Education, Special Education, Alternative Learning System, Indigenous Peoples Education

For IPEd, learning/subject areas are contextualized by interfacing the national curriculum competencies with the community competencies identified in their Indigenous Knowledge Systems and Practices (IKSPs) (DO 32, s. 2015).

KNOWLEDGE OF CONTENT AND PEDAGOGY

integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area

WITHIN CURRICULUM TEACHING AREA

inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning/subject area and grade level

ACROSS CURRICULUM TEACHING AREA

making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide

INDICATOR 2**Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning****3**

The teacher displays Intermediate Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that loosely facilitates teaching and learning.

4

The teacher displays Intermediate High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that fairly facilitates teaching and learning

5

The teacher displays Advanced Low sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that regularly facilitates teaching and learning.

6

The teacher displays Advanced Mid sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that progressively facilitates teaching and learning including probing questions and feedback.

7

The teacher displays Advanced High sublevel proficiency in the use of Mother Tongue, and/or Filipino, and/or English that extensively facilitates teaching and learning including probing questions and feedback.

FEATURES OF PRACTICE

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is characterized by occasional pauses and self-corrections as he/she searches for adequate vocabulary and appropriate language forms in delivering the lesson.
2. The teacher rarely has difficulty linking ideas and using communication strategies, such as code switching and translation.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is primarily framed using connected ideas.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English manifests minimal linguistic challenges.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is mostly sufficient, accurate, clear, and precise in conveying ideas to learners without misrepresentation or confusion.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is generally understood by the learners.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English is marked by a substantial flow of ideas. His/her vocabulary is fairly extensive and appropriate to the level of learners.
2. Teacher's use of Mother Tongue, and/or Filipino, and/or English is concrete, accurate, clear and precise, conveying his/her ideas without misinterpretations or confusion.

1. Teacher's use of Mother Tongue, and/or Filipino, and/or English demonstrates a well-developed ability in using communication strategies, such as code switching and translation.
2. The teacher uses precise vocabulary and intonation to express meaning and often shows great fluency and ease in delivering the lesson.

CLARIFICATIONS**MOTHER TONGUE**

the native language or the first language the learner learns as a child (PPST, 2017)

PROFICIENCY

the use of language (medium of instruction) to communicate effectively in speech and in writing, including code switching (alternating between 2 or more languages in a single discourse) and translation (communicating meaning from one language to another)

Proficiency for SPED teachers handling learners with hearing impairment: use of Total Communication (TC), that is incorporating various modes of communication such as speech, gestures, body language, lipreading, and formal signs (e.g., American Sign Language (ASL), Filipino Sign Language (FSL), Signed Exact English (SEE))

INTERMEDIATE MID SUBLEVEL PROFICIENCY

able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of simple communicative tasks in learning situations

INTERMEDIATE HIGH SUBLEVEL PROFICIENCY

able to lead class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence when dealing with routine tasks and learning situations

ADVANCED LOW SUBLEVEL PROFICIENCY

able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) in a variety of communicative tasks in learning situations

ADVANCED MID SUBLEVEL PROFICIENCY

able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with ease and confidence in a large number of communicative tasks

ADVANCED HIGH SUBLEVEL PROFICIENCY

able to consistently handle class discussions in any of the mediums of instruction (Mother Tongue/Filipino/English) with linguistic ease, confidence, and competence in complex communicative tasks

(Adapted from ACTFL Proficiency Guidelines, 2012)

INDICATOR 3

Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement

3

The teacher uses limited verbal and non-verbal communication strategies, which are loosely associated and support only some of the learners.

4

The teacher uses sufficient verbal and non-verbal communication strategies, which are somewhat aligned with each other and support the majority of learners.

5

The teacher uses a variety of verbal and non-verbal communication strategies, which are generally aligned with each other and support most of the learners.

6

The teacher uses a variety of verbal and non-verbal communication strategies, which are well aligned with each other and support all of the learners.

7

The teacher uses a variety of verbal and non-verbal communication strategies to create a learning environment that provides opportunities for inquiry and involvement of learners individually and in groups.

FEATURES OF PRACTICE

1. The teacher rarely uses non-verbal communication strategies, such as hand gestures, facial expressions, etc., to reinforce appropriate learner understanding

1. The teacher speaks clearly and at an appropriate pace, but occasionally monopolizes the discussions.

1. Teacher uses clear verbal communication employing wide vocabulary along with appropriate non-verbal communication to ensure learning expectations are comprehensible to most learners.

1. The teacher clearly and concisely communicates written and oral content, expectations, explanations, directions, and procedures using appropriate verbal and non-verbal communication methods.

2. The teacher speaks clearly and at an appropriate pace and successfully facilitates learner discussion.

1. The teacher establishes classroom practices which promote open communication between the teacher and learners, and among the learners and their peers.

CLARIFICATIONS**VERBAL COMMUNICATION STRATEGIES**

use of spoken words and written information that includes short phrases, instructions, etc.

NON-VERBAL COMMUNICATION STRATEGIES

use of non-spoken messages that include facial expressions, gestures, Picture Exchange Communication System (PECS), etc.

LOOSELY ASSOCIATED

association substantially mismatched with other strategies

SOMEWHAT ALIGNED

minimal degree of association with other strategies

GENERALLY ALIGNED

usually matched with other strategies

WELL ALIGNED

perfectly matched with other strategies

LIMITED

insufficient strategies employed when more are required by the learning situation

SUFFICIENT

minimum strategies employed as required by the learning situation

VARIETY

a range of different strategies employed as required by the learning situation

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

INDICATOR 4

Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures

3

The teacher rarely implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and only some learners follow such rules.

4

The teacher occasionally implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and majority of the learners follow such rules.

5

The teacher frequently implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and most of the learners follow such rules.

6

The teacher generally implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and all learners follow such rules.

7

The teacher consistently implements safety policies, guidelines, and procedures to regularly maintain a safe and secure learning environment to enhance individual and group learning.

FEATURES OF PRACTICE

1. The teacher implements safety guidelines and practices to very few selected tasks.

1. The teacher implements safety guidelines and practices to several learning tasks.

1. The teacher implements safety guidelines and practices to most of the learning tasks.

1. The teacher implements safety guidelines and practices in almost all of the learning tasks.

1. The teacher ensures that learners can articulate and adhere to the safety guidelines and practices in all the learning tasks.

CLARIFICATIONS**SAFE LEARNING ENVIRONMENT**

every aspect of creating a positive experience for students which includes the physical space and the relationships between students, teachers, and the learning community as a whole (UNHCR, 2007)

SECURE LEARNING ENVIRONMENT

school spaces and activities that free learners from physical harm or risks to promote their well-being and support their learning (NCSSLE, 2019)

SAFETY POLICIES, GUIDELINES, AND PROCEDURES

involve proper conduct in relating to adults and peers; arrangement of chairs, tables, and equipment; general cleanliness; precautions in handling, storage, and disposal of hazardous chemicals in laboratories; proper use of tools; etc.

RARELY

seldom occurs

OCCASIONALLY

irregularly occurs

FREQUENTLY

often occurs

GENERALLY

normally occurs

CONSISTENTLY

constantly occurs

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

INDICATOR 5**Maintain learning environments that promote fairness, respect and care to encourage learning****3**

The teacher-learner interactions occasionally support fairness, respect, and care, which results in some learners feeling accepted and encouraged to learn.

4

The teacher-learner interactions are generally fair, respectful, and caring, and the majority of learners feel accepted and encouraged to learn.

5

The teacher-learner interactions are consistently fair, respectful, and caring, and most learners feel accepted and encouraged to learn.

6

The teacher-learner interactions are consistently fair, respectful, and caring, and all learners feel accepted and encouraged to learn.

7

The teacher promotes a supportive and nurturing learning environment where all learners feel accepted, encouraged to learn, and free to take learning risks.

FEATURES OF PRACTICE

1. The teacher encourages social positive interactions with learners and among learners but occasional inconsistencies like favoritism, or disregard for learners' differences are evident.

1. The teacher promotes generally positive interactions with learners and among learners but some conflict and/or occasional insensitivity are displayed.

1. The teacher maintains polite and respectful interactions with learners and among learners.

1. The teacher establishes positive social interactions with learners and among learners. Disagreements, if present, are handled respectfully.

1. The teacher enhances polite and respectful interactions with learners and among learners, and exhibits sensitivity to learners' differences.

CLARIFICATIONS**FAIRNESS**

impartial and just treatment or behavior

RESPECT

due regard for the feelings, rights, and culture of others

CARE

attention or consideration to others

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

OCCASIONALLY

learner-teacher interactions are moderately acceptable

GENERALLY

learner-teacher interactions are mostly acceptable

CONSISTENTLY

learner-teacher interactions are highly acceptable

INDICATOR 6***Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning****3**

The teacher provides limited learning opportunities, which are loosely associated with the learning goals, and engages only some learners to participate, cooperate, and collaborate in continued learning.

4

The teacher provides sufficient learning opportunities, which are somewhat aligned with the learning goals, and engages majority of the learners to participate, to cooperate, and to collaborate in continued learning.

5

The teacher provides sufficient learning opportunities, which are usually aligned with the learning goals, and engages most learners to participate, cooperate, and collaborate in continued learning.

6

The teacher provides a variety of learning opportunities, which are well aligned with the learning goals, and engages all learners to participate, cooperate, and collaborate in continued learning.

7

The teacher consistently provides varied learning opportunities, which are well aligned with the learners' individual and group learning needs, and engages learners to participate, cooperate, and collaborate in continued learning.

FEATURES OF PRACTICE

1. The teacher puts learners in small groups to complete a certain task. However, group constitution and tasks are poorly structured.
2. Only some learners are actively engaged in group learning activities.

1. The teacher conducts collaborative work which is structured.
2. The majority of learners are engaged in the tasks.

1. The teacher engages learners in a structured task that features some elements of cooperative learning: positive interdependence, individual accountability, and face-to-face interaction.

1. The teacher clearly provides the class with structured tasks involving most elements of cooperative learning.

1. The teacher constructs carefully-structured groups in which learners are engaged in learning experiences that clearly reflect all elements of cooperative learning.
2. The teacher provides complex tasks in which all learners share the authority of setting goals, assessing learning, and facilitating learning.

CLARIFICATIONS**PRINCIPLES OF COLLABORATIVE LEARNING**

- heterogeneous grouping
- mixed abilities
- mixed gender
- interdependence

STRUCTURED TASKS

specific tasks given to learners in group activities

For SPED classrooms: A healthy balance of structured and unstructured processes is important to maintain an organized classroom and limit distractions.

SUPPORTIVE LEARNING ENVIRONMENT

child-friendly and conducive to learning

LOOSELY ASSOCIATED

association substantially mismatched with the other learning goals

SOMEWHAT ALIGNED

minimal degree of association with the other learning goals

USUALLY ALIGNED

generally matched with the other learning goals

WELL ALIGNED

perfectly matched with the other learning goals

LIMITED

insufficient strategies employed when more are required by the learning situation

SUFFICIENT

minimum strategies employed as required by the learning situation

VARIETY

a range of different strategies employed as required by the learning situation

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

* This COT-RPMS indicator supplements **SET B** in the Means of Verification (MOV) of **Objective 7** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 7*

Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning

3

The teacher applies limited strategies, which are loosely associated with the learning goals, and motivates only some of the learners to work productively and be responsible for their own learning.

4

The teacher applies sufficient strategies, which are somewhat aligned with the learning goals, and motivates the majority of the learners to work productively and be responsible for their own learning.

5

The teacher applies sufficient strategies, which are usually aligned with the learning goals, and motivates most learners to work productively and be responsible for their own learning.

6

The teacher applies a variety of strategies, which are well aligned with the learning goals, and motivates all learners to work productively and be responsible for their own learning.

7

The teacher consistently applies strategies, which are well aligned with the learners' individual and group learning needs, and motivates them to work productively and be responsible for their own learning.

FEATURES OF PRACTICE

1. The teacher displays little knowledge on how to motivate learners and engages only some of the learners during the lesson.
2. The teacher motivates the learners to accept the learning tasks but fails to engage them to work productively.

1. The teacher uses strategies that are likely to motivate and engage majority of the learners during the lesson.
2. The teacher engages the learners to exhibit commitment to complete the work on their own but a few do not work productively.

1. The teacher displays comprehensive knowledge to engage almost all learners.
2. The teacher succeeds in motivating almost all learners to understand their role and to consistently expend effort to learn.

1. The teacher applies extensive knowledge to engage all learners.
2. The teacher succeeds in motivating all learners to expend effort to complete high-quality work.

1. The teacher is able to create a learning environment that sustains learners' active engagement and self-motivation.

CLARIFICATIONS**LEARNING ENVIRONMENT**

diverse physical locations, contexts, cultures in which students learn
(The Glossary of Education Reform, 2013)

In the context of IPEd classroom, the ancestral domain is the primary learning environment and space for indigenous learners. It includes not only the physical environment but the total environment including the spiritual and cultural bonds to the areas (DO 32, s. 2015).

LIMITED

insufficient strategies employed when more are required by the learning situation

SUFFICIENT

minimum strategies employed as required by the learning situation

VARIETY

a range of different strategies employed as required by the learning situation

SOME
less than half

MAJORITY
more than half

MOST
almost all, approaching 100%

LOOSELY ASSOCIATED
association substantially mismatched with the other learning goals

SOMEWHAT ALIGNED
minimal degree of association with the other learning goals

USUALLY ALIGNED
generally matched with the other learning goals

WELL ALIGNED
perfectly matched with the other learning goals

* This COT-RPMS indicator supplements **SET B** in the Means of Verification (MOV) of **Objective 8** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 8***Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents****3**

The teacher employs strategies which are somewhat appropriate in addressing the learning needs of learners with special educational needs.

4

The teacher employs strategies which are partially appropriate in addressing the learning needs of learners with special educational needs.

5

The teacher employs strategies which are appropriate in addressing the learning needs of learners with special educational needs.

6

The teacher employs a variety of strategies which are appropriate in addressing the learning needs of learners with special educational needs.

7

The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of the individual and group of learners with special educational needs.

FEATURES OF PRACTICE

1. The teacher demonstrates a limited understanding of the educability of individual learners.
2. The teacher gives opportunities to only few learners to actively engage in the learning activities.

1. The teacher displays familiarity of learners' background but occasionally lacks responsiveness in addressing them.

1. The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instructions.

1. The teacher provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective.
2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.

1. The teacher demonstrates an expanded understanding of the educability of individual learners.
2. The teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved.

CLARIFICATIONS**LEARNERS WITH DISABILITY, GIFTEDNESS AND TALENTS**

persons 1) who are gifted or talented and those 2) who have physical, mental, social or sensory impairment and cultural differences; these persons may be:

- gifted/talented
- 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)

SPECIAL EDUCATIONAL NEEDS

a restriction that makes learning challenging to a person with physical, sensory, mental, social, or learning disability, or other conditions

EDUCABILITY

observed variations in the learners' capacity to perform tasks

VARIETY

a range of different strategies employed as required by the learning situation

EXTENSIVE REPERTOIRE

wide and comprehensive range of strategies

SOMEWHAT APPROPRIATE

minimal degree of appropriateness

PARTIALLY APPROPRIATE

moderate degree of appropriateness

* This COT-RPMS indicator supplements **SET A** in the Means of Verification (MOV) of **Objective 9** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 9***Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups****3**

The teacher employs strategies which are somewhat culturally appropriate in addressing the learning needs of learners from indigenous groups

4

The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.

5

The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.

6

The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.

7

The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of individual and group of learners from indigenous groups.

FEATURES OF PRACTICE

1. The teacher demonstrates a limited understanding of a culture-based education.
2. The teacher gives opportunities to only few learners to actively engage in the learning activities.

1. The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them.

1. The teacher demonstrates an understanding of the purpose and value of learning in the learners' context.

1. The teacher provides a culture-based instruction to meet the needs of learners. The adaptation of instruction is realistic and effective.
2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.

1. The teacher demonstrates a wider understanding of a culture-based education.
2. Teacher's instructional strategies respond to individual and group of learners' cultural background, thus creating an environment where learners feel equally involved.

CLARIFICATIONS**LEARNERS FROM INDIGENOUS GROUPS**

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, IPRA)

TEACHING STRATEGIES

In the context of IPEd, teaching strategies are embedded in an indigenous cultural community's (ICC) Indigenous Learning System (ILS), which is an ICC's system of educating succeeding generations of youth into the community's cultural system (DO 32, s. 2015).

LEARNING NEEDS

comprise both essential learning tools (literacy, oral expression, numeracy, and problem solving) and the basic learning content (knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (UNESCO, 1992)

CULTURE-BASED EDUCATION

an education that is grounded in the context of the indigenous communities' life, recognizes their Indigenous Knowledge Systems and Practices (IKSPs), and is inclusive of their cultural perspectives (DO 32, s. 2015, Enclosure p.4)

CONTEXTUALIZATION

the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners; distinguished into two: localization and indigenization (DO 32, s. 2015, Enclosure p.6)

VARIETY

a range of different strategies employed as required by the learning situation

EXTENSIVE REPERTOIRE

wide and comprehensive range of strategies

SOMEWHAT APPROPRIATE

minimal degree of appropriateness

PARTIALLY APPROPRIATE

moderate degree of appropriateness

* This COT-RPMS indicator supplements **SET A** in the Means of Verification (MOV) of **Objective 10** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

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The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ)
with support from the Australian Government.





CLASSROOM OBSERVATION TOOL-RPMS for **HIGHLY PROFICIENT TEACHERS** **(Master Teacher I-IV)**

in the time of the COVID-19 pandemic

S.Y. 2021-2022

RUBRIC LEVEL SUMMARY

LEVEL	LEVEL LABEL	LEVEL DESCRIPTION
4	DEVELOPING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that sometimes are aligned with the learners' developmental needs.
5	APPLYING	The teacher demonstrates a range of associated pedagogical aspects of the indicator that usually are aligned with the learners' developmental needs.
6	CONSOLIDATING	The teacher uses well-connected pedagogical aspects of the indicator that consistently are aligned with student development and support students to be successful learners.
7	INTEGRATING	The teacher uses well-connected pedagogical aspects of the indicator to create an environment that addresses individual and group learning goals.
8	DISCRIMINATING	The teacher applies deep knowledge and understanding of the indicator discriminately to contextualize teaching and learning processes within the discipline to meet individual and group learning goals.

INDICATOR 1
Apply knowledge of content within and across curriculum teaching areas
4

The teacher demonstrates accurate knowledge of key concepts both in presenting the lesson and in responding to learners' questions or comments.

The lesson content displays coherence.

The teacher attempts to make connections across curriculum teaching areas, if appropriate.

5

The teacher demonstrates accurate and in-depth knowledge of most concepts in presenting the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs.

The teacher makes connections across curriculum teaching areas, if appropriate.

6

The teacher demonstrates accurate and in-depth knowledge of all concepts in presenting the lesson and in responding to learners' questions in a manner that is responsive to learners' developmental needs and promotes learning.

The teacher makes meaningful connections across curriculum teaching areas, if appropriate.

7

The teacher applies accurate, in-depth, and broad knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning process to meet individual or group learning needs within and across curriculum teaching areas.

8

The teacher applies high-level knowledge of content and pedagogy within and across curriculum teaching areas to empower learners to acquire and apply successful learning strategies to assist in their development as independent learners.

FEATURES OF PRACTICE

1. The teacher clearly explains concepts and makes no content errors.
2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the teaching areas.
3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across teaching areas.

1. The teacher displays comprehensive understanding of the concepts and structure of the teaching area.
2. The teacher presents conceptual knowledge of the subject and makes connections within the teaching area.

1. The teacher displays extensive knowledge of content.
2. The teacher addresses content accurately, and its focus is congruent with the big ideas and/or structure of the teaching area.

1. The teacher applies extensive knowledge of content beyond his/her area of specialization.
2. The teacher motivates learners to investigate the teaching area to expand their knowledge and satisfy their curiosity.
3. The teacher cites intra and interdisciplinary content relationships.
4. The teacher shows expertise in the content and uses appropriate pedagogy in delivering the lesson.

1. The teacher applies extensive and complex content knowledge to support learners in acquiring successful learning strategies in other areas.
2. The teacher extends knowledge beyond the curriculum requirements and stimulates learners' curiosity.

CLARIFICATIONS
MINOR CONTENT ERRORS

insignificant degree of errors in the content of the lesson

KEY CONCEPTS

central ideas of the topic or lesson

COHERENCE

logical and/or developmental sequence in presenting the lesson

SIMPLE COHERENCE

basic logic in the sequence of the lesson with one part linked to the next

PEDAGOGY

method and practice of teaching

In the context of Indigenous Peoples Education (IPEd), pedagogy is articulated in the IP's Indigenous Learning System (ILS) (DO 32, s. 2015).

ACCURATE KNOWLEDGE

error-free content

IN-DEPTH KNOWLEDGE

foundational knowledge and finer details within the curriculum teaching area

BROAD KNOWLEDGE

knowledge across curriculum teaching areas

CURRICULUM TEACHING AREAS

different learning/subject areas taught and learned in the K to 12 curriculum which includes areas for Kindergarten Education, Special Education, Alternative Learning System, Indigenous Peoples Education

For IPEd, learning/subject areas are contextualized by interfacing the national curriculum competencies with the community competencies identified in their Indigenous Knowledge Systems and Practices (IKSPs) (DO 32, s. 2015).

KNOWLEDGE OF CONTENT AND PEDAGOGY

integration of expertise and teaching skill for a particular area; appropriateness of the pedagogy to teaching area

WITHIN CURRICULUM TEACHING AREA

inclusion of appropriately chosen intra-disciplinary topics and enabling learning competencies within the curriculum guide of a specific learning/subject area and grade level

ACROSS CURRICULUM TEACHING AREA

making meaningful connections and including appropriate interdisciplinary topics and learning competencies cited in the curriculum guide

INDICATOR 2**Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills****4**

The teacher occasionally applies teaching strategies that address learners' literacy and/or numeracy needs.

5

The teacher frequently applies relevant strategies that enhance learners' literacy and/or numeracy skills.

6

The teacher consistently applies relevant strategies that enhance learners' literacy and/or numeracy skills.

7

The teacher integrates well-connected teaching strategies that promote individual and group learners' critical literacy and/or critical numeracy skills.

8

The teacher adjusts teaching and learning strategies in order to enhance individual and group learners' critical literacy and/or critical numeracy skills.

FEATURES OF PRACTICE

1. In some parts of the lesson, the teacher provides activities which address learners' literacy and/or numeracy needs but fails to do so in some critical parts of the lesson where either or both skills are necessary.

1. The teacher uses activities that enhance literacy and/or numeracy in almost all aspects of the lesson.

1. The teacher provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.

1. The teacher employs activities that enhance and support learners' higher level of literacy and/or numeracy skills as a significant part of his/her instruction.

1. The teacher modifies challenging activities to fit with learners' level of literacy and numeracy skills.

CLARIFICATIONS**LITERACY SKILLS**

skills needed for reading and writing. These may include awareness of sounds of language, awareness of print, and the relationship between letters and sounds. Other skills such as creating knowledge through writing as well as developing media and technology are part of literacy skills.

Examples of literacy skills in IPEd classrooms: reading the behavior of animals, symbols of leaves, formation of clouds, wind direction and temperature; identifying the meaning of dreams

NUMERACY SKILLS

skills which consist of comprehending and applying fundamental arithmetic operations like addition, subtraction, multiplication, and division. Numeracy skills may also include the ability to reason with mathematical concepts like interpreting data, charts, and diagrams; to process information; to solve problems; and to make decisions based on logical thinking and reasoning.

Examples of numeracy skills in SPED classrooms: up-down movement in brushing of teeth; counting the number of boys and girls; folding of clothes using numbered pattern

Examples of numeracy skills in IPEd classrooms: indigenous measurement (handspan, pacing, etc.); indigenous calendar; synchronized planting; weaving patterns

CRITICAL LITERACY

ability to critically analyze and evaluate the meaning of text as it relates to community and global issues to inform a critical stance, response, and/or action

CRITICAL NUMERACY

ability to effectively use mathematical concepts in applying, analyzing, evaluating, and creating ideas

OCCASIONALLY
irregularly occurs

FREQUENTLY
often occurs

CONSISTENTLY
constantly occurs

RELEVANT STRATEGIES

teaching approaches which are moderately associated with the learners' developmental needs to enhance literacy and/or numeracy skills

INDICATOR 3

Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement

4

The teacher uses sufficient verbal and non-verbal communication strategies, which are somewhat aligned with each other and support the majority of learners.

5

The teacher uses a variety of verbal and non-verbal communication strategies, which are generally aligned with each other and support most of the learners.

6

The teacher uses a variety of verbal and non-verbal communication strategies, which are well aligned with each other and support all of the learners.

7

The teacher uses a variety of verbal and non-verbal communication strategies to create a learning environment that provides opportunities for inquiry and involvement of learners individually and in groups.

8

The teacher adapts and modifies verbal and non-verbal communication strategies to address learners' individual and group learning needs leading to motivation and growing support.

FEATURES OF PRACTICE

1. The teacher speaks clearly and at an appropriate pace, but occasionally monopolizes the discussions.

1. Teacher uses clear verbal communication employing wide vocabulary along with appropriate non-verbal communication to ensure learning expectations are comprehensible to most learners.

1. The teacher clearly and concisely communicates written and oral content, expectations, explanations, directions, and procedures using appropriate verbal and non-verbal communication methods.

2. The teacher speaks clearly and at an appropriate pace and successfully facilitates learner discussion.

1. The teacher establishes classroom practices which promote open communication between the teacher and learners, and among the learners and their peers.

1. The teacher adapts communication style and proactively modifies communication strategies in response to students' learning needs.

CLARIFICATIONS**VERBAL COMMUNICATION STRATEGIES**

use of spoken words and written information that includes short phrases, instructions, etc.

NON-VERBAL COMMUNICATION STRATEGIES

use of non-spoken messages that include facial expressions, gestures, Picture Exchange Communication System (PECS), etc.

SOMEWHAT ALIGNED

minimal degree of association with other strategies

GENERALLY ALIGNED

usually matched with other strategies

WELL ALIGNED

perfectly matched with other strategies

SUFFICIENT

minimum strategies employed as required by the learning situation

VARIETY

a range of different strategies employed as required by the learning situation

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

INDICATOR 4

Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures

4

The teacher occasionally implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and majority of the learners follow such rules.

5

The teacher frequently implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and most of the learners follow such rules.

6

The teacher generally implements safety policies, guidelines, and procedures to establish a safe and secure learning environment and all learners follow such rules.

7

The teacher consistently implements safety policies, guidelines, and procedures to regularly maintain a safe and secure learning environment to enhance individual and group learning.

8

The teacher adapts and modifies safety policies, guidelines, and procedures taking into account the individual and group of learners' needs which result in enhanced learning.

FEATURES OF PRACTICE

1. The teacher implements safety guidelines and practices to several learning tasks.

1. The teacher implements safety guidelines and practices to most of the learning tasks.

1. The teacher implements safety guidelines and practices in almost all of the learning tasks.

1. The teacher ensures that learners can articulate and adhere to the safety guidelines and practices in all the learning tasks.

1. The teacher identifies key safety guidelines and practices that are relevant to the learning needs and environment.

CLARIFICATIONS**SAFE LEARNING ENVIRONMENT**

every aspect of creating a positive experience for students which includes the physical space and the relationships between students, teachers, and the learning community as a whole (UNHCR, 2007)

SECURE LEARNING ENVIRONMENT

school spaces and activities that free learners from physical harm or risks to promote their well-being and support their learning (NCSSLE, 2019)

SAFETY POLICIES, GUIDELINES, AND PROCEDURES

involve proper conduct in relating to adults and peers; arrangement of chairs, tables, and equipment; general cleanliness; precautions in handling, storage, and disposal of hazardous chemicals in laboratories; proper use of tools; etc.

OCCASIONALLY
irregularly occurs

FREQUENTLY
often occurs

GENERALLY
normally occurs

CONSISTENTLY
constantly occurs

SOME
less than half

MAJORITY
more than half

MOST
almost all, approaching 100%

INDICATOR 5**Maintain learning environments that promote fairness, respect and care to encourage learning****4**

The teacher-learner interactions are generally fair, respectful, and caring, and the majority of learners feel accepted and encouraged to learn.

5

The teacher-learner interactions are consistently fair, respectful, and caring, and most learners feel accepted and encouraged to learn.

6

The teacher-learner interactions are consistently fair, respectful, and caring, and all learners feel accepted and encouraged to learn.

7

The teacher promotes a supportive and nurturing learning environment where all learners feel accepted, encouraged to learn, and free to take learning risks.

8

The teacher and learners create a democratic learning environment of harmonious relationships and sensitivity to social and cultural differences.

FEATURES OF PRACTICE

1. The teacher promotes generally positive interactions with learners and among learners but some conflict and/or occasional insensitivity are displayed.

1. The teacher maintains polite and respectful interactions with learners and among learners.

1. The teacher establishes positive social interactions with learners and among learners. Disagreements, if present, are handled respectfully.

1. The teacher enhances polite and respectful interactions with learners and among learners, and exhibits sensitivity to learners' differences.

1. The teacher consciously designs learning environment, where learners are respectful and sensitive to social and cultural differences.

CLARIFICATIONS**FAIRNESS**

impartial and just treatment or behavior

RESPECT

due regard for the feelings, rights, and culture of others

CARE

attention or consideration to others

SOME

less than half

MAJORITY

more than half

MOST

almost all, approaching 100%

GENERALLY

learner-teacher interactions are mostly acceptable

CONSISTENTLY

learner-teacher interactions are highly acceptable

INDICATOR 6***Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents****4**

The teacher employs strategies which are partially appropriate in addressing the learning needs of learners with special educational needs.

5

The teacher employs strategies which are appropriate in addressing the learning needs of learners with special educational needs.

6

The teacher employs a variety of strategies which are appropriate in addressing the learning needs of learners with special educational needs.

7

The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of the individual and group of learners with special educational needs.

8

The teacher applies consistently effective strategies for learners with special educational needs to encourage them to be successful citizens within the changing local and global environments.

FEATURES OF PRACTICE

1. The teacher displays familiarity of learners' background but occasionally lacks responsiveness in addressing them.

1. The teacher demonstrates an understanding of the purpose and value of learning about learners' background to inform instructions.

1. The teacher provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective.
2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.

1. The teacher demonstrates an expanded understanding of the educability of individual learners.
2. The teacher's instructional strategies respond to individual and group of learners' background, thus creating an environment where learners feel equally involved.

1. The teacher provides opportunities for learners to suggest ways in which instruction or lessons might be modified according to their diverse backgrounds to advance their learning and enhance their self-confidence.
2. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives.

CLARIFICATIONS**LEARNERS WITH DISABILITY, GIFTEDNESS AND TALENTS**

persons 1) who are gifted or talented and those 2) who have physical, mental, social or sensory impairment and cultural differences; these persons may be:

- gifted/talented
- 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)

SPECIAL EDUCATIONAL NEEDS

a restriction that makes learning challenging to a person with physical, sensory, mental, social, or learning disability, or other conditions

EDUCABILITY

observed variations in the learners' capacity to perform tasks

VARIETY

a range of different strategies employed as required by the learning situation

EXTENSIVE REPERTOIRE

wide and comprehensive range of strategies

PARTIALLY APPROPRIATE

moderate degree of appropriateness

* This COT-RPMS indicator supplements **SET A** in the Means of Verification (MOV) of **Objective 9** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcasters.

INDICATOR 7***Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups****4**

The teacher employs strategies which are partially culturally appropriate in addressing the learning needs of learners from indigenous groups.

5

The teacher employs strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.

6

The teacher employs a variety of strategies which are culturally appropriate in addressing the learning needs of learners from indigenous groups.

7

The teacher employs extensive repertoire of strategies to create a learner-centered environment that addresses the learning needs of individual and group of learners from indigenous groups.

8

The teacher applies consistently effective strategies for learners from indigenous groups to encourage them to be successful citizens within the changing local and global environments.

FEATURES OF PRACTICE

1. The teacher displays familiarity of learners' cultural background but sometimes lacks responsiveness in addressing them.

1. The teacher demonstrates an understanding of the purpose and value of learning in the learners' context.

1. The teacher provides a culture-based instruction to meet the needs of learners. The adaptation of instruction is realistic and effective.

2. The teacher provides diverse learners with opportunities to actively engage in various learning activities.

1. The teacher demonstrates a wider understanding of a culture-based education.

2. Teacher's instructional strategies respond to individual and group of learners' cultural background, thus creating an environment where learners feel equally involved.

1. The teacher provides opportunities for learners to suggest ways in which instruction or lessons might be modified or contextualized according to their diverse cultural backgrounds to advance their learning and enhance their self-confidence.

2. The teacher sustains an engaging relationship with others to make the learners competent to achieve the objectives.

CLARIFICATIONS**LEARNERS FROM INDIGENOUS GROUPS**

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, IPRA)

TEACHING STRATEGIES

In the context of IPEd, teaching strategies are embedded in an indigenous cultural community's (ICC) Indigenous Learning System (ILS), which is an ICC's system of educating succeeding generations of youth into the community's cultural system (DO 32, s. 2015).

LEARNING NEEDS

comprise both essential learning tools (literacy, oral expression, numeracy, and problem solving) and the basic learning content (knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (UNESCO, 1992)

CULTURE-BASED EDUCATION

an education that is grounded in the context of the indigenous communities' life, recognizes their Indigenous Knowledge Systems and Practices (IKSPs), and is inclusive of their cultural perspectives (DO 32, s. 2015, Enclosure p.4)

CONTEXTUALIZATION

the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners; distinguished into two: localization and indigenization (DO 32, s. 2015, Enclosure p.6)

VARIETY

a range of different strategies employed as required by the learning situation

EXTENSIVE REPERTOIRE

wide and comprehensive range of strategies

PARTIALLY APPROPRIATE

moderate degree of appropriateness

* This COT-RPMS indicator supplements **SET A** in the Means of Verification (MOV) of **Objective 10** in the RPMS Tool for Proficient Teachers and RPMS Tool for Proficient Teacher-Broadcaster

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The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ)
with support from the Australian Government.





COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 ☐ 2 ☐

DIRECTIONS FOR THE OBSERVERS:

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

INDICATORS	3	4	5	6	7	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning						
3. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement						
4. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures						
5. Maintain learning environments that promote fairness, respect and care to encourage learning						

OTHER COMMENTS:

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

INDICATORS	3	4	5	6	7	NO*
6. Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning**						
7. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning**						
8. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents***						
9. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups***						
OTHER COMMENTS:						

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

** Do not accomplish if the ratee opted to present SET A: **A supplementary material** as Means of Verification (MOV) of Objectives 7 and/or 8 in the RPMS Tool for Proficient Teachers or RPMS Tool for Teacher-Broadcasters.

*** Do not accomplish if the ratee opted to present SET B: **Teacher Reflection Form (TRF)** as Means of Verification (MOV) of Objectives 9 and/or 10 in the RPMS Tool for Proficient Teachers or RPMS Tool for Teacher-Broadcasters.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

QUARTER: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 ☐ 2 ☐

DIRECTIONS FOR THE OBSERVERS:

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

INDICATORS	4	5	6	7	8	NO*
1. Apply knowledge of content within and across curriculum teaching areas						
2. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills						
3. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement						
4. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures						
5. Maintain learning environments that promote fairness, respect and care to encourage learning						
OTHER COMMENTS:						

* NO stands for **Not Observed** which automatically gets a rating of 4.

INDICATORS	4	5	6	7	8	NO*
6. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents**						
7. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups**						
OTHER COMMENTS:						

* **NO** stands for **Not Observed** which automatically gets a rating of 4.

** Do not accomplish if the ratee opted to present **SET B: Teacher Reflection Form (TRF)** as Means of Verification (MOV) of Objectives 9 and/or 10 in the RPMS Tool for Proficient Teachers or RPMS Tool for Teacher-Broadcasters.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher



COT-RPMS

OBSERVATION NOTES FORM

OBSERVER: _____

DATE: _____

TEACHER OBSERVED: _____

TIME STARTED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

TIME ENDED: _____

OBSERVATION: 1 ☐ 2 ☐

DIRECTIONS FOR THE OBSERVERS:

Write your observations on the teacher's classroom performance on the space provided. Use additional sheets whenever necessary.

Signature over Printed Name of the Observer



COT-RPMS

TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

NAME OF TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐

DIRECTIONS FOR THE OBSERVERS:

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

Note that if the Ratee gets NO (Not Observed) in an indicator, write 3 as the Final Rating. Further, Indicators 6, 7, 8, and/or 9 will only be accomplished if the ratee opted to have the Classroom Observation Tool (COT) rating sheet or inter-observer agreement form as Means of Verification (MOV) of its respective RPMS Objective.

INDICATORS	FINAL RATING
1. Apply knowledge of content within and across curriculum teaching areas	
2. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	
3. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	
4. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	
5. Maintain learning environments that promote fairness, respect and care to encourage learning	

OTHER COMMENTS:

INDICATORS	FINAL RATING*
6. Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	
7. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	
8. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	
9. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	
OTHER COMMENTS:	

* Write N/A if not applicable.

Signature over Printed Name
of Observer 1

Signature over Printed Name
of Observer 2

Signature over Printed Name
of Observer 3

Signature over Printed Name of the Teacher



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) TEACHER I-III

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 9

Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents

PROMPT #1

Context: Clara is often seen restless or unfocused in class. She also has troubles following instructions and skips activities when left unsupervised.

Action Taken: You had a conference with her parents and found out from them that Clara was diagnosed with a learning disability.

How will you modify the instructions for Clara to keep her focus on classroom activities? **Write your reflections in this form.** Mention in your reflections a specific learning disability that you are familiar with or have researched on.

YOUR REFLECTIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) TEACHER I-III

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 9

Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents

PROMPT #2

Design a lesson plan for the gifted and talented learners based on your idea on how they may be addressed in your class. Your strategies for the gifted and talented learners must be highlighted and annotated in this form. Attach your lesson plan here.

YOUR ANNOTATIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) TEACHER I-III

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 10

Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups

PROMPT #1

Below is an assessment activity for a class of 30 learners, five of which belong to an indigenous peoples (IP) group. **Evaluate the appropriateness of the activity to your learners.** Write your response in this form.

Directions: For your assessment, research on the following roles in your community by asking your parents or anyone with knowledge on these roles. Choose from Set A and Set B. Explain why these are important roles.

Set A

1. mayor
2. councilors
3. medical officers

Set B

1. datu/chieftain
2. community elders
3. healers

YOUR REFLECTIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) TEACHER I-III

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 10

Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups

PROMPT #2

Design a lesson plan for your class that integrates aspects of indigenous peoples (IP) culture using national mandates on indigenous peoples education (IPed) as reference:

- Republic Act No. 8371 or the Indigenous People's Rights Act of 1997
- DepEd Order No. 62, S. 2011 or the Adopting the National Indigenous Peoples (IP) Education Policy Framework
- DepEd Order No. 32, S. 2015 or the Adopting the Indigenous Peoples (IP) Education Curriculum Framework

The integration of IP culture in the lesson plan must be highlighted and annotated in this reflection form.
Attach your lesson plan here.

YOUR ANNOTATIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 9

Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents

PROMPT #1

This is the observation notes form accomplished for the observation in the class of Teacher Emille. The observer noted that all learners must receive the same activity and no differentiation must be applied for advanced learners.



COT-RPMS

OBSERVATION NOTES FORM

OBSERVER: Veronica San Vicente DATE: October 18, 2021
TEACHER OBSERVED: Emille Santos TIME STARTED: 10:00am
SUBJECT & GRADE LEVEL TAUGHT: MAPEH Gr.7 TIME ENDED: 11:00am

OBSERVATION 1 ☐ 2 ☐ 3 ☐ 4 ☐

DIRECTIONS FOR THE OBSERVERS:

Write your observations on the teacher's classroom performance on the space provided. Use additional sheets whenever necessary.

- *Good start of the class*
- *The teacher has a well-modulated voice.*
- *Why was there a special activity for one student? There must be uniform measure of students' success. Therefore, there must be no differentiation in what the students do even if the teacher claims that this student is advanced in terms of artwork compared to his classmates.*

Do the following:

1. In the context of addressing gifted learners, do you agree with the note of the observer? **Write your reflections in this form.**
2. Based on your reflection, **design a Learning Action Cell (LAC) plan to assist your colleagues in designing, adapting, and implementing teaching strategies for gifted learners.** Attach your LAC plan here.

YOUR REFLECTIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 9

Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents

PROMPT #2

1. **Design a lesson plan for learners with disabilities** based on your idea on how they may be addressed in your class. **Your strategies for learners with disabilities must be highlighted and annotated in this form.** Mention a specific exceptionality or learning disability. Attach your lesson plan here.
2. **Present and discuss your lesson plan to your colleagues during a LAC session.** Have your school head sign your lesson plan as proof.

YOUR ANNOTATIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 10

Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups

PROMPT #1

Leo and Margarito belong to an indigenous group of people called the T'boli tribe. T'boli is one of the major Lumad ethnolinguistic groups in the Southern part of the country. Their culture is richly connected and inspired by nature, with dances that mimic from actions of animals and a variety of music and songs. Leo and Margarito's families have migrated to the lowlands due to conflicts related to their ancestral domain. They are the only indigenous peoples in your class of 45 students. Having a different culture from the rest of the class has affected their sense of self and how they relate to others.

Do the following:

1. In the context of addressing the needs of learners from indigenous groups, what teaching strategy will you develop and use in your lesson to affirm and strengthen their indigenous cultural identity? **Write your reflections in this form.**
2. Based on your reflection, **design a Learning Action Cell (LAC) plan to assist your colleagues in adapting and using culturally appropriate teaching strategies** for learners from indigenous groups. Attach your LAC plan here.

YOUR REFLECTIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) MASTER TEACHER I-IV

TEACHER: _____ DATE SUBMITTED: _____

RATER: _____ SUBJECT & GRADE LEVEL: _____

DIRECTIONS: Reflect on your attainment of the RPMS objective by answering the questions/prompts provided. Use any local or official language that you are comfortable with. Use extra sheets if needed. Please limit your response to 500 words.

OBJECTIVE 10

Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups

PROMPT #2

- Design a lesson plan for your class that integrates aspects of indigenous peoples (IP) culture** using national mandates on indigenous peoples education (IPEd) as reference:
 - Republic Act No. 8371 or the Indigenous People's Rights Act of 1997
 - DepEd Order No. 62, S. 2011 or the Adopting the National Indigenous Peoples (IP) Education Policy Framework
 - DepEd Order No. 32, S. 2015 or the Adopting the Indigenous Peoples (IP) Education Curriculum Framework

The integration of IP culture in the lesson plan must be highlighted and annotated in this reflection form. Attach your lesson plan here.

- Present and discuss your lesson plan to your colleagues during a LAC session.** Have your school head sign your lesson plan as proof.

YOUR ANNOTATIONS



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) RUBRIC FOR TEACHER I-III (scoring rubric for grading the TRF)

Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Reflections, annotations, and/or outputs (e.g., lesson plan) exceed the expectations of the TRF prompt. They are complete and show comprehensive and in-depth knowledge about the topic /question by providing accurate details and some critical inputs or creativity.	Reflections, annotations, and/or outputs (e.g., lesson plan) exceed the expectations of the TRF prompt. They are complete and show comprehensive knowledge about the topic/question by providing accurate details.	Reflections, annotations, and/or outputs (e.g., lesson plan) meet the expectations of the TRF prompt. They are complete and show sufficient knowledge about the topic/question.	Reflections, annotations, and/or outputs (e.g., lesson plan) partially meet the expectations of the TRF prompt. They are either complete or incomplete and show limited knowledge about the topic/question.	Reflections, annotations, and/or outputs (e.g., lesson plan) do not meet the expectations of the TRF prompt. They are incomplete and totally disconnected from what is asked.



RPMS SY 2021-2022

TEACHER REFLECTION FORM (TRF) RUBRIC FOR MASTER TEACHER I-IV (scoring rubric for grading the TRF)

Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Reflections, annotations, and/or outputs (e.g., LAC plan, lesson plan) exceed the expectations of the TRF prompt. They are complete and show comprehensive and in-depth knowledge about the topic /question by providing accurate details and some critical inputs or creativity.	Reflections, annotations, and/or outputs (e.g., LAC plan, lesson plan) exceed the expectations of the TRF prompt. They are complete and show comprehensive knowledge about the topic/question by providing accurate details.	Reflections, annotations, and/or outputs (e.g., LAC plan, lesson plan) meet the expectations of the TRF prompt. They are complete and show sufficient knowledge about the topic/question.	Reflections, annotations, and/or outputs (e.g., LAC plan, lesson plan) partially meet the expectations of the TRF prompt. They are either complete or incomplete and show limited knowledge about the topic/question.	Reflections, annotations, and/or outputs (e.g., LAC plan, lesson plan) do not meet the expectations of the TRF prompt. They are incomplete and totally disconnected from what is asked.



RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR TEACHER I-III (Proficient Teachers) for SY 2021-2022 in the time of COVID-19

The passage of the K to 12 Law (R.A. 10533) in May 2013 as a response to the changes and challenges of the modern world has changed the landscape of teacher quality requirements in the Philippines. The current reform calls for teachers to critically reflect on their roles and the expectations of them in the context of K to 12 Education.

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 19 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of international teacher standards.

You should accomplish this tool prior to the beginning of the school year and use to reflect on your performance throughout the RPMS cycle. The result of your self-assessment will guide you on which RPMS objectives to improve and on what areas you need coaching and mentoring.

Other school personnel, including the School Head, are not allowed to see the results of this tool. However, you can discuss with them your IPCRF-Development Plan (IPCRF-DP) based on your self-assessment.

PLEASE READ THE INSTRUCTIONS

This tool has three parts: Part I: Demographic Profile; Part II: Objectives; and Part III: Core Behavioral Competencies.

For Part I: Demographic Profile, please shade the circle of the demographic information applicable to you.

For Part II: Objectives, please shade the circle that corresponds to how you rate the objectives based on: (1) level of capability and (2) level of priority for development. At the bottom of each page, there is the opportunity to write about any aspects that you feel are relevant to the objectives on that page.

For Part III: Core Behavioral Competencies, please shade the circle of the behavioral indicators that you demonstrated during the performance cycle.

PART I: DEMOGRAPHIC PROFILE

Please shade the circle that is applicable to you.

1. Age

- ☐ Under 25 ☐ 41-45
☐ 25-30 ☐ 46-50
☐ 31-35 ☐ 51-55
☐ 36-40 ☐ Over 55

2. Sex

- ☐ Male ☐ Female

3. Employment Status

- ☐ Regular Permanent ☐ Substitute
☐ Provisional ☐ Contractual

4. Position

- ☐ Teacher I ☐ SPED Teacher I
☐ Teacher II ☐ SPED Teacher II
☐ Teacher III ☐ SPED Teacher III
☐ Special Science Teacher I ☐ SPED Teacher IV

5. Total Number of Years in Teaching

(Private and Public)

- ☐ 0-3 years
☐ 4-10 years
☐ More than 10 years

6. Highest Degree Obtained

- ☐ Bachelor's Degree _____
☐ Master's Degree _____
☐ Doctorate Degree _____

7. Area of Specialization

- ☐ English ☐ Values Education
☐ Filipino ☐ SPED
☐ Mathematics ☐ Music
☐ General Science ☐ Arts
☐ Biology ☐ Physical Health
☐ Chemistry ☐ Health
☐ Physics ☐ TLE/ TVL
☐ Social Sciences ☐ Others (Specify) _____
☐ Early Childhood Education

8. Subject(s) Taught

- ☐ Mother Tongue ☐ MAPEH
☐ Filipino ☐ Technology and Livelihood
☐ English ☐ Edukasyong Pantahanan at Pangkabuhayan
☐ Mathematics ☐ Others (Specify) _____
☐ Science
☐ Araling Panlipunan
☐ Edukasyon sa Pagpapakatao

9. Grade Level Taught

- ☐ Kindergarten
☐ Elementary
☐ Junior High School
☐ Senior High School
☐ Others (Specify) _____

10. Curricular Classification of the School

- ☐ Kindergarten
☐ Kinder, Grade 1-6
☐ Kinder, Grade 1-6, Grade 7-10
☐ Kinder, Grade 1-6, Grade 7-10, Grade 11-12
☐ Kinder, Grade 1-6, Grade 11-12
☐ Kinder, Grade 1-6, Grade 7-10 attached to Tertiary
☐ Kinder, Grade 1-6, Grade 7-10, Grade 11-12 attached to Tertiary
☐ Kinder, Grade 7-10
☐ Kinder, Grade 7-10, Grade 11-12
☐ Kinder, Grade 11-12
☐ Grade 1-6
☐ Grade 1-6 and Grade 7-10
☐ Grade 1-6 and Grade 11-12
☐ Grade 1-6, Grade 7-10 and Grade 11-12
☐ Grade 7-10
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- ☐ National Capital Region
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☐ I - Ilocos
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☐ XI - Davao Region
☐ XII - SOCCSKSARGEN
☐ XIII - Caraga
☐ Bangsamoro Autonomous Region in Muslim Mindanao

PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate your (1) **level of capability** and (2) **priority for development** for each objective.

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy (PPST Domain 1)								
1.1 Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Used research-based knowledge and principles of teaching and learning to enhance professional practice. (PPST Indicator 1.2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning Environment (PPST Domain 2)								
2.1 Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Maintained learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

[illegible]

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[illegible]

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
4. Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domains 6 & 7)								
4.1 Maintained learning environments that are responsive to community contexts. (PPST Indicator 6.1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST Indicator 6.3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST Indicator 6.4.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Apply a personal philosophy of teaching that is learner-centered. (PPST Indicator 7.1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity. (PPST Indicator 7.2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST Indicator 7.5.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plus Factor								
Performed various related works/activities that contribute to the teaching-learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PART III: CORE BEHAVIORAL COMPETENCIES

Please shade the circle of the competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES		Total
1. Self-Management		
<input type="radio"/>	1. Sets personal goals and directions, needs and development.	
<input type="radio"/>	2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	
<input type="radio"/>	3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	
<input type="radio"/>	4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	
<input type="radio"/>	5. Sets high quality, challenging, realistic goals for self and others.	
2. Professionalism and Ethics		
<input type="radio"/>	1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	
<input type="radio"/>	2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	
<input type="radio"/>	3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	
<input type="radio"/>	4. Makes personal sacrifices to meet the organization's needs.	
<input type="radio"/>	5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	
3. Results Focus		
<input type="radio"/>	1. Achieves results with optimal use of time and resources most of the time.	
<input type="radio"/>	2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	
<input type="radio"/>	3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	
<input type="radio"/>	4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	
<input type="radio"/>	5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	

CORE BEHAVIORAL COMPETENCIES		Total
4. Teamwork		
<input type="radio"/>	1. Willingly does his/her share of responsibility.	
<input type="radio"/>	2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	
<input type="radio"/>	3. Applies negotiation principles in arriving at win-win agreements.	
<input type="radio"/>	4. Drives consensus and team ownership of decisions.	
<input type="radio"/>	5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	
5. Service Orientation		
<input type="radio"/>	1. Can explain and articulate organizational directions, issues and problems.	
<input type="radio"/>	2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	
<input type="radio"/>	3. Initiates activities that promote advocacy for men and women empowerment.	
<input type="radio"/>	4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.	
<input type="radio"/>	5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	
6. Innovation		
<input type="radio"/>	1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/ or operational efficiency).	
<input type="radio"/>	2. Demonstrates an ability to think “beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.	
<input type="radio"/>	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	
<input type="radio"/>	4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	
<input type="radio"/>	5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	

5 (Role model) - If all behavioral indicators had been demonstrated

4 (Consistently demonstrates) - If four behavioral indicators had been demonstrated

3 (Most of the time demonstrates) - If three behavioral indicators had been demonstrated

2 (Sometimes demonstrates) - If two behavioral indicators had been demonstrated

1 (Rarely demonstrates) - If only one behavioral indicator had been demonstrated



RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR MASTER TEACHER I-IV (Highly Proficient Teachers) for SY 2021-2022 in the time of COVID-19

The passage of the K to 12 Law (R.A. 10533) in May 2013 as a response to the changes and challenges of the modern world has changed the landscape of teacher quality requirements in the Philippines. The current reform calls for teachers to critically reflect on their roles and the expectations of them in the context of K to 12 Education.

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☐ 36-40 ☐ Over 55

2. Sex

- ☐ Male ☐ Female

3. Employment Status

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☐ Provisional ☐ Contractual

4. Position

- ☐ Master Teacher I ☐ Master Teacher IV
☐ Master Teacher II ☐ SPED Teacher V
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5. Total Number of Years in Teaching

(Private and Public)

- ☐ 0-3 years
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☐ Filipino ☐ Technology
☐ English ☐ and Livelihood
☐ Mathematics ☐ Edukasyong
☐ Science ☐ Pantahanan at
☐ Araling Panlipunan ☐ Pangkabuhayan
☐ Edukasyon sa ☐ Others (Specify) _____
☐ Pagpapakatao

9. Grade Level Taught

- ☐ Kindergarten
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PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate your (1) **level of capability** and (2) **priority for development** for each objective.

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy (PPST Domain 1)								
1.1 Modelled effective applications of content knowledge within and across curriculum teaching areas. (PPST Indicator 1.1.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST Indicator 1.4.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 the learners' pride of their language, heritage and culture. (PPST Indicator 1.6.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning Environment (PPST Domain 2)								
2.1 Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
2. Learning Environment (PPST Domain 2) - continuation								
2.3 Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning. (PPST Indicator 2.5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Diversity of Learners, Curriculum and Planning, & Assessment and Reporting (PPST Domains 3, 4, and 5)								
3.1 Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups. (PPST Indicator 3.5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels. (PPST Indicator 4.3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement. (PPST Indicator 5.5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
4. Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domains 6 & 7)								
4.1 Reflect on and evaluate learning environments that are responsive to community contexts. (PPST Indicator 6.1.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST Indicator 6.3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders. (PPST Indicator 6.4.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy. (PPST Indicator 7.1.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice. (PPST Indicator 7.2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals. (PPST Indicator 7.5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plus Factor								
Performed various related works/activities that contribute to the teaching-learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

PART III: CORE BEHAVIORAL COMPETENCIES

Please shade the circle of the competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES		Total
1. Self-Management		
<input type="radio"/>	1. Sets personal goals and directions, needs and development.	
<input type="radio"/>	2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	
<input type="radio"/>	3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	
<input type="radio"/>	4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	
<input type="radio"/>	5. Sets high quality, challenging, realistic goals for self and others.	
2. Professionalism and Ethics		
<input type="radio"/>	1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	
<input type="radio"/>	2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	
<input type="radio"/>	3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	
<input type="radio"/>	4. Makes personal sacrifices to meet the organization's needs.	
<input type="radio"/>	5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	
3. Results Focus		
<input type="radio"/>	1. Achieves results with optimal use of time and resources most of the time.	
<input type="radio"/>	2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	
<input type="radio"/>	3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	
<input type="radio"/>	4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	
<input type="radio"/>	5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	

CORE BEHAVIORAL COMPETENCIES		Total
4. Teamwork		
<input type="radio"/>	1. Willingly does his/her share of responsibility.	
<input type="radio"/>	2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	
<input type="radio"/>	3. Applies negotiation principles in arriving at win-win agreements.	
<input type="radio"/>	4. Drives consensus and team ownership of decisions.	
<input type="radio"/>	5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	
5. Service Orientation		
<input type="radio"/>	1. Can explain and articulate organizational directions, issues and problems.	
<input type="radio"/>	2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	
<input type="radio"/>	3. Initiates activities that promote advocacy for men and women empowerment.	
<input type="radio"/>	4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.	
<input type="radio"/>	5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	
6. Innovation		
<input type="radio"/>	1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/ or operational efficiency).	
<input type="radio"/>	2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	
<input type="radio"/>	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	
<input type="radio"/>	4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	
<input type="radio"/>	5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	

5 (Role model) - If all behavioral indicators had been demonstrated

4 (Consistently demonstrates) - If four behavioral indicators had been demonstrated

3 (Most of the time demonstrates) - If three behavioral indicators had been demonstrated

2 (Sometimes demonstrates) - If two behavioral indicators had been demonstrated

1 (Rarely demonstrates) - If only one behavioral indicator had been demonstrated

FAQs on the Alternative Classroom Observations for RPMS SY 2021-2022

Topics	Frequently Asked Questions with Responses
General Questions	<p>Q: What are the alternative classroom observations for SY 2021-2022? A: There are 3 modes of observation for SY 2021-2022 namely, online observation (option 1), observation of a video lesson (option 2), and observation of a demonstration teaching via LAC (option 3).</p> <p>Q: Who/what will determine the mode of observation? A: The modality adopted by the teacher will determine the mode of observation.</p> <p>Q: I will adopt 2-3 learning modalities (blended learning) for the school year. What do I consider for observation? A: If online synchronous is one of your modalities, take option 1 (online observation) as the sole mode of observation. If online asynchronous is one of your modalities and online synchronous is not possible, take option 2 (observation of a video lesson). If online learning (synchronous or asynchronous) is neither of your modalities, take option 3 (observation of a demonstration teaching via LAC).</p> <p>Q: Can I shift between modes of observation? A: No. Use only one mode of observation for the entire year.</p> <p>Q: How many observations are required for SY 2021-2022? A: Only 2 observations are required.</p>
Online observation	<p>Q: I only have 1 online class with 5 learners in a week. Does online observation apply to me? A: Yes. Online observation applies to teachers adopting online synchronous learning regardless of the number of classes and learners.</p> <p>Q: Does online observation apply to blended learning? A: Yes, as long as online synchronous learning is one of your modalities in blended learning.</p> <p>Q: What if my online class was cut off due to intermittent internet connection during my scheduled observation, can I reschedule the online observation? A: Yes. You can reschedule the observation with your observer/s. Other factors outside the performance of the teacher such as poor internet connection and sudden power outage should not be graded against the teacher.</p> <p>Q: Can I submit a recording of my online teaching if my internet is perennially unstable? A: Yes. This can be discussed with your observer/s.</p>
Observation of a video lesson	<p>Q: How do I create a video lesson? A: You record yourself while teaching a lesson using any video recording device.</p> <p>Q: Can I submit a video lesson that is not used in any of my classes? A: No. A video lesson must have been used in your lesson delivery as part of your supplementary materials or as one of your learning materials for online asynchronous learning.</p> <p>Q: Is the video lesson used for TV-based instruction?</p>

	<p>A: No. The video lesson is a teacher-made learning material used for online asynchronous learning.</p> <p>Q: How do I let my observers access my video lesson intended for observation?</p> <p>A: Give your observers access to the storage cloud (e.g., Google Drive) or any storage device (e.g., flash drive) where the video lesson is saved. You can also give access to your online classroom (e.g., Google Classroom) or a Learning Management System where the video lesson is uploaded.</p>
Observation of a demonstration teaching via Learning Action Cell (LAC)	<p>Q: In what learning modality does observation of a demonstration teaching via Learning Action Cell (LAC) apply?</p> <p>A: This mode of observation applies to <i>purely</i> modular learning (print/digital), radio-based instruction, and TV-based instruction.</p> <p>Q: Why is LAC utilized for teaching observation?</p> <p>A: This may be the best time to use LAC as an opportunity for both ratees and observers to discuss collegially strategies in improving the teaching and learning processes especially in addressing challenges in learning delivery brought by the pandemic.</p>
Observation during limited face-to-face classes in low-risk areas	<p>Q: Can I be observed in a physical classroom setting?</p> <p>A: Yes, PROVIDED that your school is one of the selected public/private schools that successfully passed the school safety assessment for the conduct of limited face-to-face classes.</p> <p>Schools that did not pass the school safety assessment is NOT ALLOWED to conduct any onsite classroom observation.</p> <p>Q: How many observers can be present during the conduct of the onsite classroom observation?</p> <p>A: It is recommended that 2-3 observers sit for an observation PROVIDED that usual protocols on physical distancing are strictly observed.</p> <p>However, if challenges in schedules/availability or any potential issue on the safety of the teacher/observer/learner is foreseen, one (1) observer shall be allowed.</p>