



Republic of the Philippines
Department of Education
CARAGA REGION



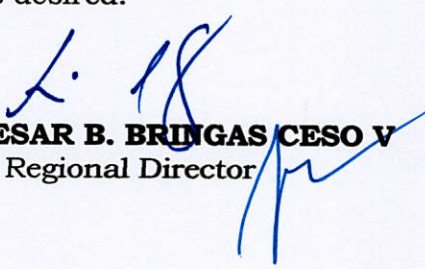
January 20, 2021

REGIONAL MEMORANDUM
No. 033, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

**GUIDELINES ON THE IMPLEMENTATION OF THE RESULTS-BASED
PERFORMANCE MANAGEMENT SYSTEM FOR SCHOOL YEAR 2020-2021**

1. The Department of Education has released a Department Memorandum (DM-PHROD-2021-0010) dated January 11, 2021 re: Guidelines on the Implementation of the Results-based Performance Management System for School Year 2020-2021 signed by Jesus L.R. Mateo, Undersecretary for Planning, and Human Resource and Organizational Development.
2. This Memorandum is issued to provide comprehensive guidelines to all DepEd schools in the implementation of the SY 2020-2021 RPMS in the time of COVID-10.
3. Attached is the copy of the memorandum together with the Annexes.
4. Immediate dissemination of this Memorandum is desired.


FRANCIS CESAR B. BRINGAS CESO V
Regional Director

Encls.: as stated.

Reference: NONE

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

GUIDELINES

RPMS

SY 2020-2021

HRD/vcn
01/20/2021



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



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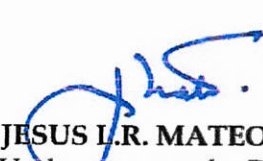


Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY
PLANNING, HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-PHROD-2021-0010

TO : Minister of Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

FROM :  JESUS L.R. MATEO
Undersecretary for Planning, and Human Resource and
Organizational Development

SUBJECT : Guidelines on the Implementation of the Results-based
Performance Management System for School Year 2020-2021

DATE : 11 January 2021

This has reference to Section 10.k of DepEd Order (DO) No. 11, s. 2020 titled **Revised Guidelines on Alternative Work Arrangements in the Department of Education During the Period of State of National Emergency due to COVID-19 Pandemic**, indicating the preparation for the initial activities of Results-based Performance Management System (RPMS) for School Year (SY) 2020-2021 as one of the work priorities anchored on the operationalization of the Basic Education Learning Continuity Plan (BE-LCP) and School Calendar and Activities for SY 2020-2021.

This Memorandum is hereby issued to provide comprehensive guidelines to all DepEd schools in the implementation of the SY 2020-2021 RPMS in the time of COVID-19 (see Annex A). This document outlines the specific guidelines, including the tools, protocols, and timelines, in the implementation of RPMS as anchored on the BE-LCP of the Department and aligned with the delivery of instruction through the learning delivery modalities (LDMs) appropriate in the context of local conditions and consistent with the COVID-19 guidelines and regulations.

Also attached are the prescribed RPMS tools for Teacher I-III (Proficient Teachers) and Master Teacher I-IV (Highly Proficient Teachers) (see Annexes B and C, respectively), and the General Instructions to School Heads and Non-Teaching Personnel in Schools (see Annex D).

It is reiterated that all Schools Division Superintendents (SDSs) and school heads are directed to employ the appropriate working arrangements, strategies, and modalities in the accomplishment of essential RPMS activities guided by the community quarantine declarations in the area where the school is located and consistent with the alternative work arrangement (AWA) issuances of the Department. Due diligence and caution following protocols are also emphasized:

1. Alternative strategies and online platforms must be utilized.
2. In cases when physically reporting to school is necessary, minimum public health standards and stringent physical distancing measures must be strictly observed.
3. Technical support and utmost consideration to school-based personnel who may encounter logistical challenges (i.e. transportation, challenges of the vulnerable groups, etc.) in the performance of duties to comply with this Memorandum must be extended to teachers.

The orientations and other capacity-building activities shall employ the most appropriate delivery modality, while strictly observing minimum public health standards and stringent physical distancing measures, consistent with existing rules and regulations set forth by the authorized agencies and DepEd.

All available materials on the RPMS-Philippine Professional Standards for Teachers (PPST), including tools (RPMS Tools, Classroom Observation Tools, and Self-Assessment Tools), forms (COT forms), and other support materials, for SY 2020-2021 in the time of COVID-19 can be accessed at <http://bit.ly/RPMSPST20202021>.

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

For information and guidance.

[BHROD-HRDD/Uy]

ANNEX A

A SUPPLEMENTAL DOCUMENT ON THE RPMS SY 2020-2021 IN THE TIME OF COVID-19 (For Teaching Personnel)

Context

The demand for teaching and learning has changed for the School Year 2020-2021 as a result of the impact of COVID-19. Education institutions, including the Department of Education (DepEd), shifted focus to delivering education remotely through various distance learning delivery modalities (DLDMs). The current efforts of the Department, its schools and workforce, are towards developing learning resources and upskilling and retooling teachers to support the DLDMs adopted by schools. As the learning delivery changes, so do the duties of teachers to their learners and the performance expected of them. The expectations of teachers must be captured in their performance assessment through a more contextualized Results-based Performance Management System (RPMS).

The modifications in RPMS, its tools, processes, and protocols, for SY 2020-2021 captures the DepEd current system that governs teachers' functions. The selected RPMS objectives aim to assist teachers to adapt and/or respond more quickly and effectively to emerging circumstances associated with the challenges brought by the pandemic.

The RPMS Cycle

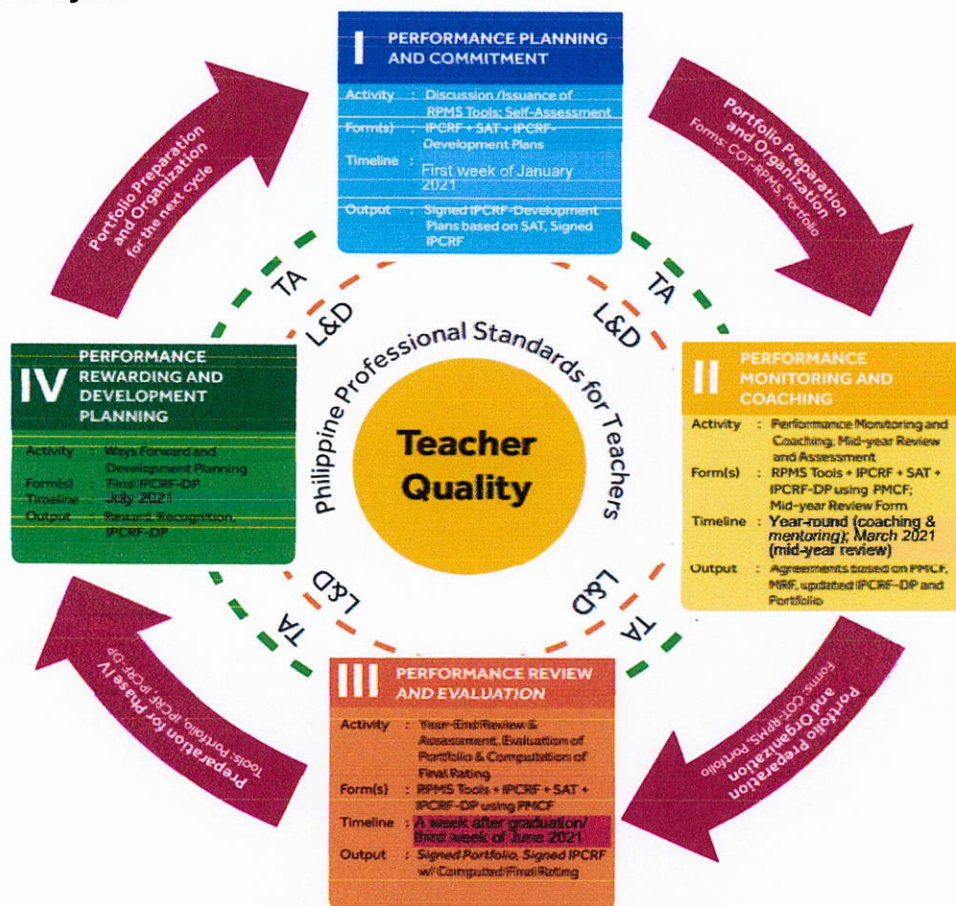


Figure 1. The RPMS Cycle with adjusted timeline

The timeline for each phase of the RPMS Cycle (Figure 1) is adjusted in consideration of (i) the school calendar for SY 2020-2021 which begins on October 5, 2020 and ends on June 5, 2021 (DepEd Order No. 30, s. 2020) and (ii) the adjustments of teachers in compliance with the Basic Education Learning Continuity Plan (BE-LCP) for the school year.

Table 1 shows the specific task/activity to be undertaken, person/s responsible, and the schedule of each phase of the cycle.

Table 1. Details in each phase of the RPMS Cycle for SY 2020-2021

Phases of RPMS Cycle	Task/Activity	Person(s) Responsible	Schedule
PHASE I <i>Performance Planning and Commitment</i>	Capacity Building Activities/Presentation of RPMS Tools in the time of COVID-19	Regional Office/Schools Division Office/ School Head/Raters	January 2021
	Self-Assessment with Initial Development Planning	Ratees	January 2021
PHASE II <i>Performance Monitoring and Coaching</i>	Monitoring and Coaching	School Head/Raters	January 2021 – June 2021
	Mid-Year Review* with Development Planning	School Head/Raters/Ratees	March 2021
PHASE III <i>Performance Review and Evaluation</i>	Year-end Review**	Raters, Ratees, and Approving Authorities	A week after scheduled graduation
PHASE IV <i>Performance Rewarding and Development Planning</i>	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 **January 2021–March 2021** (for RPMS Objectives 1, 5, 7) and from **October 2020–March 2021** (for RPMS Objectives 2, 3, 4, 6, 8-12).
 ** All presented Means of Verification (MOVs) shall be obtained from **January 2021–May 2021** (for RPMS Objectives 1, 5, 7) and from **October 2020–May 2021** (for RPMS Objectives 2, 3, 4, 6, 8-12).

PPST priority indicators and means of verifications

There are 11 priority indicators from the Philippine Professional Standards for Teachers (PPST) chosen as RPMS objectives for this school year. These priority indicators were selected based on being more responsive and appropriate to the current context of the teachers, learners, and the learning environment.

Classroom observable objectives

There are 7 classroom observable objectives for both *Proficient* and *Highly Proficient* teachers. The performance indicators of these objectives are identified for Quality, except for Objective 6 which has Quality and Timeliness.

Objectives 1, 5, and 7 require means of verification (MOV) from a classroom observation. Only 2 observations are required for the entire school year. Guidelines and protocols for alternative classroom observations are defined in this document.

Objectives 2, 3, and 4 require supplementary materials as MOV while Objective 6 require evidence that show feedback to learners. Only 2 MOV that show evidence of each objective are required for the entire school year.

Non-classroom observable objectives

There are 4 non-classroom observable objectives for both Proficient and Highly Proficient teachers. The performance indicators are identified for Quality in Objective 8 and Quality and Efficiency in Objectives 9 to 11. Plus Factor is Objective 12.

Table 2. MOV per indicator for the Proficient Teachers for RPMS SY 2020-2021

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/inter-observer agreement form
2. Ensured the positive use of ICT to facilitate the teaching and learning process	Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery • Activity sheet/s • One lesson from a locally crafted 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)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	
4. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	
5. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	COT rating sheet/inter-observer agreement form
6. Used strategies for providing timely, accurate and constructive feedback to improve learner performance	Evidence that highlights providing accurate and constructive feedback to improve learner performance and that shows timeliness of feedback given to any of the following • activity sheet • performance task • portfolio • quiz or test • self-learning module
7. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals	COT rating sheet/inter-observer agreement form
8. Set achievable and appropriate learning outcomes that are aligned with learning competencies	One lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module prepared by the ratee with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any of the following: • Lecture/discussion • Activity/activity sheet • Performance task • Rubric for assessing performance using criteria that appropriately describe the target output

RPMS objective based on the PPST priority indicator	Means of verification
9. Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process	- Proof of participation in any activity for improved access to education such as, but not limited to the ff. activities - Distribution of learning materials to learners/parents (e.g., receipt form/monitoring form during distribution of learning materials, etc.) - Brigada Eskwela (e.g., commitment form to stakeholders, developed advocacy materials, certificate of participation that involves parents'/stakeholders' engagement signed by the school head, etc.) - Home visitation (e.g., home visitation form, etc.) - Others (please specify and provide annotations) - Parent-teacher log or proof of other stakeholders meeting (e.g., one-on-one parent-teacher-learner conference log; attendance sheet with minutes of online or face-to-face meeting; proof of involvement in the learners'/parents' orientation, etc.) - Any form of communication to parents/stakeholders (e.g., notice of meeting; screenshot of chat/text message/communication with parent/guardian [name or any identifier removed]; digital/ printed copy of Learner Enrollment Survey Form signed by the ICT Coordinator/Focal person and School Head)
10. Participated in professional networks to share knowledge and to enhance practice	- Certificate of completion in a course/training - Certificate of participation in a webinar, retooling, upskilling, and other training/ seminar/ workshop with proof of implementation - Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop - Any proof of participation to a benchmarking activity - Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator - Others (please specify and provide annotations)
11. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning	Main MOV - Individual Performance and Commitment Review Form-Development Plan (IPCRF-DP) Supporting MOV - Reflection of one's practice during on LAC sessions with proof of attendance - Reflection/Personal Notes on Coaching and Mentoring and/or Mid-year Review - Personal notes journal on division/school-led INSET with proof of attendance - Certificate of enrolment/ registration form/class card in graduate/post-graduate school/online courses - Any learning material highlighting the improvement done based on accomplished "reflection" section - Others (please specify and provide annotations)
12. Performed various related works/activities that contribute to the teaching-learning process (Plus Factor)	Proof of: - committee involvement - advisorship of co-curricular activities - involvement as module/learning material writer - involvement as module/learning material validator - participation in the RO/SDO/school-initiated TV-/radio-based instruction - book or journal authorship/ contributorship - coordinatorship/ chairpersonship - coaching and mentoring learners in competitions - mentoring pre-service teachers - participation in demonstration teaching - participation as research presenter in a forum/conference - others (please specify and provide annotations)

Table 3. MOV per indicator for the Highly Proficient Teachers for RPMS SY 2020-2021

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 with proof of attendance of colleague/s Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery with Performance Monitoring and Coaching Form to show proof of coaching and mentoring colleague/s • Activity sheet/s • One lesson from a locally crafted 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)
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process	
3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills	
4. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	
5. Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	COT rating sheet with proof of attendance of colleague/s
6. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning	Evidence that highlights providing accurate and constructive feedback to improve learner performance and that shows timeliness of feedback given to any of the following • activity sheet • performance task • portfolio • quiz or test • self-learning module and Performance Monitoring and Coaching Form to show proof of coaching and mentoring colleague/s
7. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals	COT rating sheet with proof of attendance of colleague/s
8. Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners	One lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module prepared by the ratee with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any of the following: • Lecture/discussion • Activity/activity sheet • Performance task • Rubric for assessing performance using criteria that appropriately describe the target output and demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s
9. Guided colleagues to strengthen relationships with parents/ guardians and the wider school community to maximize their involvement in the educative process	1. School letter approved by the school/department/grade level head (e.g., communication with the barangay to use a government vehicle to transport modules) 2. Approved action plan/project proposal/activity proposal involving the stakeholders 3. Accomplishment/ narrative report of an approved activity

RPMS objective based on the PPST priority indicator	Means of verification
10. Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice	• Approved activity/project proposal for a webinar, retooling, upskilling, and other training/ seminar/ workshop with accomplishment report • Approved activity/project proposal for benchmarking or innovation with accomplishment report • Certificate as contributor to LRMDs • Certificate of completion in a course/training • Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop • Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator • Others (Please specify and provide annotations)
11. Initiated professional reflections and promote learning opportunities with colleagues to improve practice	Main MOV • Synthesis of Individual Performance and Commitment Review Form-Development Plan (IPCRF-DP) of colleague/s Supporting MOV • Certificate of recognition as resource speaker/ training committee chairperson • Training matrix of LAC sessions highlighting teacher's role • Minutes of LAC session highlighting teacher's role • Sample personal notes/ reflection of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher • Summary of evaluation/ quality assurance report on the conducted regional/division/school-led INSETs and/or other trainings • Others (please specify and provide annotations)
12. Performed various related works/activities that contribute to the teaching-learning process (Plus Factor)	Proof that the teacher: • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed teaching performance 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 • participated in the RO/SDO/school-initiated TV-/radio-based instruction • served as module/learning material writer • served as module/learning material validator • coached and mentored learners in competitions • mentored pre-service/ in-service teachers • others (please specify and provide annotations)

See **Appendix 1 and 2** for the RPMS Tool for Proficient Teachers for SY 2020-2021 and RPMS Tool for Highly Proficient Teachers for SY 2020-2021. A glossary is provided in each tool to set the operational definition of concepts from the indicators and of certain MOV.

Table 4. Glossary for the RPMS Tools SY 2020-2021

GLOSSARY	
Content knowledge and pedagogy	Competencies that teachers are expected to master for them to teach efficiently and effectively (Department of Education 2017, 24)
Creative thinking skills	Involve exploring ideas, generating possibilities and looking for many right answers rather than just one (Department of Education 2017, p. 24)
Critical thinking skills	Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion (Department of Education 2017, 24)
Daily Lesson Log (DLL)	See <i>Lesson Plan</i>

GLOSSARY	
Detailed Lesson Plan (DLP)	See <i>Lesson Plan</i>
Feedback	Refers to essential and culturally-appropriate written and/or oral information about learners' performance/ output that can be used to raise awareness on their strengths and weaknesses as bases for improvement (Department of Education 2019, 61)
Feedback, superficial	Refer to feedback that is formulaic and lacks information on how to improve learning (e.g., "correct", "very good", etc.)
Higher-order thinking skills	Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions (Department of Education 2017, 25)
Home visitation	An intervention strategy that involves the learner's families and the community. "Where possible, the teacher shall do home visits to learners needing remediation or assistance" (Department of Education 2020b, 32). Interviews, consultation, and dialogues with parents can be conducted to assess the student's learning progress (Department of Education 2015, 67).
Individual Learning Monitoring Plan	"Utilized to monitor learner progress based on the given intervention strategies" (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D)
Information and Communications Technology (ICT)	Includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction (Department of Education 2019a)
Learner-centered culture	Refers to a set of attitudes, conventions and practices that place the learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse background and relevant to meaningful learning experience (Department of Education – Teacher Education Council 2019)
Learners in difficult circumstances	Refer to learners that are geographically isolated; chronically ill; displaced due to armed conflict, urban resettlement or disasters; child-abused and experienced child labor practices (Department of Education 2017, 15); Also refer to persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO 1999)
Learning Management System	An online platform that can be used for distance learning which includes the DepEd-LMS, DepEd Commons, DepEd Learning Resource (LR) Portal, and third-party software such as Edmodo, Schoology, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)
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 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). "The <i>Weekly Home Learning Plan</i> 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). "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).
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 Asynchronous Teaching	A mode of teaching that involves learners downloading materials from the internet, completing and submitting assignments online through a Learning Management System (LMS) such as the DepEd Commons and DepEd Learning

GLOSSARY	
	Resource (LR) Portal, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)
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)
Performance Monitoring and Coaching Form (PMCF)	Provides a record of significant incidents (actual events and behavior in which both positive and negative performances are observed) such as demonstrated behavior, competence and performance (Department of Education 2019b)
Positive use of ICT	Responsible, ethical, or appropriate use of ICT to achieve and reinforce learning (Department of Education 2017, 26)
Supplementary materials	Refer to learning resources locally 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)
Teaching and learning resources	Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the curriculum (Department of Education 2017, 27)
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).
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>
Wider school community	Refers to both internal and external stakeholders (Department of Education 2017, 27)

General Guidelines for the RPMS Alternative Classroom Observation

The alternative classroom observations for RPMS is considered only for SY 2020-2021 due to the absence of or limited capacity for face-to-face learning.

Table 5. Alternative classroom observations and their corresponding guidelines

Alternative Classroom Observations	Guidelines
1. Online observation	This applies to teachers who will adopt online synchronous learning <i>regardless of the number of classes and learners.</i>

Alternative Classroom Observations	Guidelines
2. Observation of a video lesson	- Consider this mode of observation <i>when option 1 is not possible</i>. - This applies to teachers who will adopt online asynchronous learning <i>in any of their classes and learners</i>. - A video lesson must have been used in lesson delivery as part of the supplementary materials or as one of the learning materials for online asynchronous learning. It is <i>not</i> the same as the video lesson for TV-based instruction. - A video 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 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)	- 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, and TV-based instruction. - 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). - This may be the best time to use LAC as an opportunity for the ratee to show performance of the RPMS objectives and for both ratees and observers to discuss collegially strategies to improve the teaching and learning processes especially in addressing challenges in learning delivery brought by the pandemic.

There should be 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, 5, and 7). The alternative classroom observations should follow this timeframe:

- CO 1 – between January and March 2021
- CO 2 – between April and May 2021

See **Appendix 7** for the FAQs (frequently asked questions) on the alternative classroom observations.

Alternative Classroom Observation Processes

The alternative classroom observation processes are almost similar with the process of classroom observation done face-to-face. The pre-observation, observation, and post-observation are still followed with minimal modifications as shown in the table below.

Table 6. Alternative classroom observation processes

	Tools/ Forms Needed	Online observation		Observation of a video lesson		Observation of a demonstration teaching via Learning Action Cell (LAC)	
		Observer/s	Teacher	Observer/s	Teacher	Observer/s	Teacher
Pre-observation	COT-RPMS RUBRIC	- 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.	- Reviews the COT-RPMS rubric appropriate to his/her position. - Plans the lesson based on the indicators.	- 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 lesson.	- Reviews the COT-RPMS rubric appropriate to his/her position. - Plans the lesson based on the indicators. - Delivers the lesson using a video recording device.	- 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 on teaching.	- Reviews the COT-RPMS rubric appropriate to his/her position. - Plans the lesson based on the indicators.
Observation	OBSERVATION NOTES FORM	- Access the online platform at the scheduled online class* - Record all comments on the Observation Notes Form.	Delivers the lesson in the chosen online platform.	- View the video lesson after submission* - Record all comments on the Observation Notes Form.	Submit the video lesson to the observer/s.	- Sit at any available seats* - Record all comments on the Observation Notes Form.	Delivers the lesson on the agreed time and location.
Post-observation	RATING SHEET	Rate the teacher.		Rate the teacher.		Rate the teacher.	
	INTER-OBSERVER AGREEMENT FORM	In case of multiple observers: - Discuss the rating with fellow observer/s. - Decide on the final rating.		In case of multiple observers: - Discuss the rating with fellow observer/s. - Decide on the final rating.		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 observation – (i) Invite your colleague/s to sit in your online class. (ii) Have an attendance sheet signed after the class.
- 2) Observation of a video lesson – (i) Give a copy of your video 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.)
- 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.

See **Appendix 3-6** for the COT-RPMS and SAT-RPMS for Proficient Teachers and Highly Proficient Teachers for SY 2020-2021.

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 6. Matrix of RPMS Ratee-Rater-Approving Authority

Ratee/Teacher	Rater/Observer	Approving Authority
Head Teacher Master Teacher	Principal/ School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher	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)

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RPMS Tool for Teacher I-III (Proficient Teachers)
in the time of COVID-19
S.Y. 2020-2021

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

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

KRA 1: Content Knowledge and Pedagogy

PERFORMANCE INDICATOR							
OBJECTIVE	MEANS OF VERIFICATION	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 1. an online observation of online synchronous teaching 2. if option 1 is not possible, an observation of a video 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	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) select the lowest rating among the two MOVs; (ii) select the lowest rating among the two MOVs.

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.

Example:

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

PERFORMANCE INDICATOR							
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Ensured the positive use of ICT to facilitate the teaching and learning process	<i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights the positive use of ICT to facilitate the teaching and learning process • 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	Ensured that the ICT used redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that the ICT used augment and enrich learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that the ICT used modify processes and improve learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that ICT are used but do not create a new learning experience and/or are documented but not consistent with one referencing style as shown in the submitted learning material	No acceptable evidence was shown

**The following terms adapted Ruben Puentedura's SAMR Model (substitution, augmenting, modification, and redefining) in technology integration: (i) ICT used "redefine and transform" learning experiences – The learning materials are able to create new kinds of learning experiences that were not possible before, e.g., using social networking sites to engage with other students from other corners of the globe; (ii) ICT used "augment and enrich" learning experiences – The use of the tool provides value-added experience, e.g., using Google Jamboard that makes discussion interactive; (iii) ICT used "modify processes and improve" learning experiences – Using ICT improves processes to increase productivity, e.g., using Google Docs for real time collaboration in group activities.*

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.

Example:

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

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills • 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 teaching strategies that challenge learners to draw conclusions and justify their thinking or put parts together to promote deeper understanding of ideas learned as shown in the submitted learning material	Applied teaching strategies that require learners to make connections using ideas learned as shown in the submitted learning material	Applied teaching strategies that require learners to describe and explain ideas learned as shown in the submitted learning material	Applied teaching strategies that lead learners along a single path of inquiry and/or to simple recall and rote memorization of concepts as shown in the submitted learning material	No acceptable evidence was shown

**The following phrases are defined in terms of Lorin Anderson's revised categories of the cognitive domain under the Bloom's Taxonomy: "put parts together" refers to Creating (synthesizing parts into something new to form a functional whole); "draw conclusions and justify their thinking" refers to Evaluating (making judgments about the value of ideas or materials); "make connections using ideas learned" refers to Analyzing (determining how parts relate); "describe and explain ideas learned" refers to Applying (applying information and skills to related ideas/concepts/materials) and Understanding (constructing meaning); and "single path of inquiry" and "simple recall and rote memorization" refer to Remembering (using memory to retrieve/recall ideas).*

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.

Example:

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

KRA 2: Diversity of Learners & Assessment and Reporting

ANNEX B

		PERFORMANCE INDICATOR					
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	<i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights teaching strategies that are responsive to learners' linguistic, cultural, socioeconomic, or religious backgrounds • 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	Utilized effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at an individual level* as shown in the submitted learning material	Utilized effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level* as shown in the submitted learning material	Utilized an effective teaching strategy that is appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the submitted learning material	Utilized a teaching strategy or strategies that partially respond to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the submitted learning material	No acceptable evidence was shown

* "At a group level" refers to general, whole class instruction where teaching/modelling of concepts for all students happen at once; "at an individual level" refers to targeted instruction to an individual learner or to a number of learners.

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.

Example:

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

KRA 2: Diversity of Learners & Assessment and Reporting

ANNEX B

PERFORMANCE INDICATOR							
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form 1. an online observation of online synchronous teaching 2. if option 1 is not possible, an observation of a video 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	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

* This objective is about strategies that respond to "learners in difficult circumstances" (see glossary for the definition). In the context of SY 2020-2021, the Filipino learners (and all the learners across the globe) have been affected by the COVID-19 pandemic which brought difficulty in the way they learn and live. The efforts that teachers exert to adjust and modify the teaching and learning delivery is captured in this year's RPMS.

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.

Example:

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: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Used strategies for providing timely, accurate and constructive feedback to improve learner performance	Evidence that <i>highlights providing accurate and constructive feedback</i> to improve learner performance and that <i>shows timeliness of feedback</i> given to any of the following • activity sheet • performance task • quiz or test • self-learning module	Quality	Provided learners with accurate, and specific and directed constructive feedback* as shown in the evidence submitted	Provided learners with accurate, and specific constructive feedback as shown in the evidence submitted	Provided learners with accurate, and general constructive feedback as shown in the evidence submitted	Provided learners with inaccurate and/or destructive feedback as shown in the evidence submitted	No evidence was shown
		Timeliness	MOV submitted shows feedback given within 5 working days from submission**	MOV submitted shows feedback given within 6-10 working days from submission**	MOV submitted shows feedback given within 11-20 working days from submission**	MOV submitted shows feedback given beyond 20 working days from submission**	No evidence was shown

Feedback refers to essential and culturally-appropriate written and/or oral information about learners' performance/output that can be used to raise awareness on their strengths and weaknesses as bases for improvement; **Directed constructive feedback is constructive feedback that gives specific direction on how to make improvements; **Specific constructive feedback** is constructive feedback that points out a specific issue in a learner's performance/output; **General constructive feedback** is constructive feedback that points out what is commonly observed among learners' performance/output (and is addressed to the class in general).*

***All MOVs for this objective must contain date stamps to keep track of submission of learners' output/performance and of the learners' receipt of teachers' feedback.*

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. Follow the same procedure in calculating the rating for Timeliness.

Example:

Means of Verification	RPMS 5-point Scale Rating for Quality	RPMS 5-point Scale Rating for Timeliness
MOV 1: Activity sheet with teachers' feedback	3	5
MOV 2: Performance task with teachers' feedback	4	5
Average	3.500	5.000
RPMS Rating	4 (Very Satisfactory)	5 (Outstanding)

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

KRA 3: Curriculum and Planning

PERFORMANCE INDICATOR							
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from 1. an online observation of online synchronous teaching 2. <i>if option 1 is not possible</i> , an observation of a video 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	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

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.

Example:

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

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

KRA 3: Curriculum and Planning

		PERFORMANCE INDICATOR					
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Set achievable and appropriate learning outcomes that are aligned with learning competencies	One lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module prepared by the ratee with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any of the following: • Lecture/discussion • Activity/activity sheet • Performance task • Rubric for assessing performance using criteria that appropriately describe the target output	Quality	All of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Majority of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Less than half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	No acceptable evidence was shown

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

		PERFORMANCE INDICATOR					
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process	1. Proof of participation in any activity for improved access to education such as, but not limited to the ff. activities • Distribution of learning materials to learners/parents (e.g., receipt form/monitoring form during distribution of learning materials, etc.) • Brigada Eskwela (e.g., commitment form to stakeholders, developed advocacy materials, certificate of participation that involves parents'/stakeholders' engagement signed by the school head, etc.) • Home visitation (e.g., home visitation form, etc.) • Others (please specify and provide annotations) 2. Parent-teacher log or proof of other stakeholders meeting (e.g., one-on-one parent-teacher-learner conference log; attendance sheet with minutes of online or face-to-face meeting; proof of involvement in the learners'/parents' orientation, etc.)3. Any form of communication to parents/stakeholders (e.g., notice of meeting; screenshot of chat/text message/communication with parent/guardian [name or any identifier removed]; digital/printed copy of Learner Enrollment Survey Form signed by the ICT Coordinator/Focal person and School Head)	Quality	Sustained engagement with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by 2 or more of MOV no. 1 or 2	Secured collaboration with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by one MOV no. 1 or 2	Communicated with and obtained response from parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by MOV No. 3	Communicated with parents/guardians and/or wider school community to facilitate involvement in the educative process but received no response/reply as evidenced by MOV No. 3	No acceptable evidence was shown
		Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable MOV" under Efficiency means the same kind of MOV can be submitted more than once (e.g., Submitted MOVs could be two (2) Parent-teacher logs, one (1) printed LESF, and one (1) screenshot of correspondence with parents via an online platform to merit an Outstanding in Efficiency for this objective.)

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)
10. Participated in professional networks to share knowledge and to enhance practice	• Certificate of completion in a course/training • Certificate of participation in a webinar, retooling, upskilling, and other training/ seminar/ workshop with proof of implementation • Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop • Any proof of participation to a benchmarking activity • Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator • Others (please specify and provide annotations)	Quality	Participated in any professional network/activity that requires output* and proof of implementation ** within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that requires output* and proof of implementation ** within the department/ grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	No acceptable evidence was shown
		Efficiency	Submitted 4 different kinds of acceptable MOV***	Submitted 3 different kinds of acceptable MOV***	Submitted 2 different kinds of acceptable MOV***	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

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

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

*** "Different kinds of acceptable MOV" under Efficiency means each type of MOV can be submitted only once (e.g. Submitted MOVs could be one (1) Certificate of participation in a webinar, one (1) Certificate of recognition/ speakership in a conference, one (1) proof of participation in a benchmarking activity, and one (1) proof of participation in school LAC session).

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

		PERFORMANCE INDICATOR					
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning	Main MOV: Individual Performance and Commitment Review Form-Development Plan (IPCRF-DP) Supporting MOV: <i>Any document aligned with the IPCRF-DP</i> such as • Reflection of one's practice during LAC session/s with proof of attendance • Reflection/Personal Notes on Coaching and Mentoring and/or Mid-year Review • Personal notes journal on division/school-led INSET with proof of attendance • Certificate of enrolment/registration form/class card in graduate/post-graduate school/online courses • Any learning material highlighting the improvement done based on accomplished "reflection" section • Others (Please specify and provide annotations)	Quality	Updated the Development Plan and approved by the rater during Phase II of the RPMS cycle	Discussed progress on the Development Plan with the rater to check whether Development Needs were addressed	Accomplished the Development Plan from learning objectives up to resources needed to address Development Needs during Phase I of the RPMS cycle	Accomplished the Strengths and Development Needs portion of the Development Plan after self-assessment at the beginning of the school year	No acceptable evidence was shown
		Efficiency	Submitted the IPCRF-DP with any 4 of the acceptable Supporting MOV*	Submitted the IPCRF-DP with any 3 of the acceptable Supporting MOV*	Submitted the IPCRF-DP with any 2 of the acceptable Supporting MOV*	Submitted the IPCRF-DP with any 1 of the acceptable Supporting MOV	No acceptable evidence was shown

* Any 4/3/2 of the acceptable Supporting MOV" under Efficiency means the same kind of MOV can be submitted more than once (e.g., Submitted MOVs could be two (2) Reflection on LAC sessions with proof of attendance and two (2) Reflection/Personal Notes on Coaching and Mentoring to merit an Outstanding in Efficiency under this objective).

KRA 5: Plus Factor

PERFORMANCE INDICATOR							
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Performed various related works/activities that contribute to the teaching-learning process	Proof of: - committee involvement - advisors/ship of co-curricular activities - involvement as module/learning material writer - involvement as module/learning material validator - participation in the RO/SDO/school-initiated TV-/radio-based instruction - book or journal authorship/ contributorship/ coordinatorship/ chairpersonship - coaching and mentoring learners in competitions - mentoring pre-service teachers - participation in demonstration teaching - participation as research presenter in a forum/ conference - 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
		Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable MOV" under Efficiency means the same kind of MOV can be submitted *more than once*.

GLOSSARY	
Content knowledge and pedagogy	Competencies that teachers are expected to master for them to teach efficiently and effectively (Department of Education 2017, 24).
Creative thinking skills	Involve exploring ideas, generating possibilities and looking for many right answers rather than just one (Department of Education 2017, p. 24)
Critical thinking skills	Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion (Department of Education 2017, 24)
Daily Lesson Log (DLL)	See <i>Lesson Plan</i>
Daily Lesson Plan (DLP)	See <i>Lesson Plan</i>
Feedback	Refers to essential and culturally-appropriate written and/or oral information about learners' performance/output that can be used to raise awareness on their strengths and weaknesses as bases for improvement (Department of Education 2019, 61)
Higher-order thinking skills	Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions (Department of Education 2017, 25)
Home visitation	An intervention strategy that involves the learner's families and the community. "Where possible, the teacher shall do home visits to learners needing remediation or assistance" (Department of Education 2020b, 32). Interviews, consultation, and dialogues with parents can be conducted to assess the student's learning progress (Department of Education 2015, 67).
Individual Learning Monitoring Plan	"Utilized to monitor learner progress based on the given intervention strategies" (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D)
Information and Communications Technology (ICT)	Includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction (Department of Education 2019a)
Learner-centered culture	Refers to a set of attitudes, conventions and practices that place the learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse background and relevant to meaningful learning experience (Department of Education – Teacher Education Council 2019)
Learners in difficult circumstances	Refer to learners that are geographically isolated; chronically ill; displaced due to armed conflict, urban resettlement or disasters; child-abused and experienced child labor practices (Department of Education 2017, 15); Also refer to persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO 1999)
Learning Management System	An online platform that can be used for distance learning which includes the DepEd-LMS, DepEd Commons, DepEd Learning Resource (LR) Portal, and third-party software such as Edmodo, Schoology, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)
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 Asynchronous Teaching	A mode of teaching that involves learners downloading materials from the internet, completing and submitting assignments online through a Learning Management System (LMS) such as the DepEd Commons and DepEd Learning Resource (LR) Portal, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31).

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).
Performance Monitoring and Coaching Form (PMCF)	Provides a record of significant incidents (actual events and behavior in which both positive and negative performances are observed) such as demonstrated behavior, competence and performance (Department of Education 2019b)
Positive use of ICT	Responsible, ethical, or appropriate use of ICT to achieve and reinforce learning (Department of Education 2017, 26).
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)
Teaching and learning resources	Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the curriculum (Department of Education 2017, 27)
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).
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>
Wider school community	Refers to both internal and external stakeholders (Department of Education 2017, 27)

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RPMS Tool for Master Teachers I-IV (Highly Proficient Teachers)
in the time of COVID-19
S.Y. 2020-2021

 Department of Education	POSITION AND COMPETENCY PROFILE			PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-IV			Salary Grade	
Parent/ethical Title				Effectivity Date	
Office Unit				Page/s	
Reports to					
Position Supervised					
JOB SUMMARY					
QUALIFICATION STANDARDS					
A. CSC Prescribed Qualifications (For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)					
Position Title	Master Teacher I	Master Teacher II	Master Teacher III	Master Teacher IV	
Education	For Elementary School - Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 18 units for a Master's degree in Education or its equivalent	For Elementary School - Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 24 units for a Master's degree in Education or its equivalent	Completion of academic requirements for a Master's degree in Education or its equivalent	Completion of academic requirements for a Master's degree in Education or its equivalent	
	For Secondary School - Bachelor of Secondary	For Secondary School - Bachelor of Secondary	Completion of academic requirements for a Master's	Completion of academic requirements for a Master's	

	Education (BSEd) or Bachelor's degree plus 18 professional units in Education with appropriate major; and 18 units for a Master's degree in Education or its equivalent	Education (BSEd) or Bachelor's degree plus 18 professional units in Education; and 24 units for a Master's degree in Education or its equivalent	degree in Education or its equivalent	degree in Education or its equivalent
Experience	3 years relevant experience	1 year as Master Teacher I or 4 years as Teacher III	1 year as Master Teacher II or 5 years as Teacher III	1 year as Master Teacher III or 5 years as Teacher III
Eligibility	RA 1080	RA 1080	RA 1080	RA 1080
Trainings	None required	4 hours relevant training	8 hours of relevant training	16 hours of relevant training
B. Preferred Qualifications				
Education	Master's Degree Graduate			
Experience	3 years in service as Teacher III			
Eligibility	PBET/LET/BLEPT Passer			
Trainings	Relevant trainings			

DUTIES AND RESPONSIBILITIES

1. Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas
2. Conducts in-depth studies or action researches on teaching-learning innovations
3. Works with colleagues to create learning-focused environments that promote learner responsibility and achievement
4. Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity
5. Leads in the preparation and enrichment of curriculum
6. Initiates programs and projects that can enhance the curriculum and its implementation
7. Leads colleagues in the design, evaluation, interpretation and utilization of different types of assessment tools for the improvement of the teaching and learning process
8. Updates parents/guardians on learner needs, progress and achievement
9. Strengthens school-community partnerships to enrich engagement of internal and external stakeholders in the educative process
10. Establishes links with colleagues through attendance and membership in professional organizations for self-growth and advancement
11. Provides technical assistance through demonstration teaching, mentoring, coaching, class monitoring and observation, organizing/leading/serving as trainers/facilitators in teacher quality circles/learning action cells
12. Does related work

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Modelled effective applications of content knowledge within and across curriculum teaching areas	Classroom Observation Tool (COT) rating sheet with <i>proof of attendance of colleague/s</i> from 1. an online observation of online synchronous teaching 2. <i>if option 1 is not possible</i> , an observation of a video 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	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.

Example:

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

		PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process	<i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights effective strategies in the positive use of ICT to facilitate the teaching and learning process and Performance Monitoring and Coaching Form to show proof of coaching and mentoring colleague/s</i> • 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	Modelled effective strategies in utilizing ICT that redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Modelled effective strategies in utilizing ICT that augment and enrich learning experiences are documented properly and consistently using any referencing style as shown in the submitted learning material	Modelled strategies in utilizing ICT but do not create a new learning experience and/or ICT used are documented but not consistent with one referencing style as shown in the submitted learning material	Modelled strategies in utilizing ICT but do not create a new learning experience and/or ICT used are documented but not consistent with one referencing style as shown in the submitted learning material	No acceptable evidence was shown

**The following terms adapted Ruben Puentedura's SAMR Model (substitution, augmenting, modification, and redefining) in technology integration: (i) ICT used "redefine and transform" learning experiences – The learning materials are able to create new kinds of learning experiences that were not possible before, e.g., using social networking sites to engage with other students from other corners of the globe; (ii) ICT used "augment and enrich" learning experiences – The use of the tool provides value-added experience, e.g., using Google Jamboard that makes discussion interactive; (iii) ICT used "modify processes and improve" learning experiences – Using ICT Improves processes to increase productivity, e.g., using Google Docs for real time collaboration in group activities.*

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.

Example:

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Activity Sheet with PMCF	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from a SLM with PMCF	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. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills	Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills and <i>Performance Monitoring and Coaching Form</i> to show proof of coaching and mentoring colleague/s • 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	Modelled effective teaching strategies that challenge learners to draw conclusions and justify their thinking or put parts together to promote deeper understanding of ideas learned as shown in the in the submitted learning material	Modelled effective teaching strategies that require learners to make connections using ideas learned as shown in the in the submitted learning material	Modelled effective teaching strategies that require learners to describe and explain ideas learned as shown in the in the submitted learning material	Modelled teaching strategies that lead learners along a single path of inquiry or to simple recall and rote memorization of concepts as shown in the in the submitted learning material	No acceptable evidence was shown

**The following phrases are defined in terms of Lorin Anderson's revised categories of the cognitive domain under the Bloom's Taxonomy: "put parts together" refers to Creating (synthesizing parts into something new to form a functional whole); "draw conclusions and justify their thinking" refers to Evaluating (making judgments about the value of ideas or materials); "make connections using ideas learned" refers to Analyzing (determining how parts relate); "describe and explain ideas learned" refers to Applying (applying information and skills to related ideas/concepts/materials) and Understanding (constructing meaning); and "single path of inquiry" and "simple recall and rote memorization" refer to Remembering (using memory to retrieve/recall ideas).*

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.

Example:

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Activity Sheet with PMCF	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from a SLM with PMCF	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: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights effective teaching strategies that respond to learners' linguistic, cultural, socioeconomic, or religious backgrounds and <i>Performance Monitoring and Coaching Form</i> to show proof of coaching and mentoring colleagues/s - 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	Modelled the use of effective teaching strategies that are appropriate to learners' linguistic, cultural, socioeconomic, or religious backgrounds at an individual level as shown in the submitted learning material	Modelled the use of effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level as shown in the submitted learning material	Modelled the use of an effective teaching strategy that is appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the submitted learning material	Modelled the use of a teaching strategy or strategies that partially respond to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the submitted learning material	No acceptable evidence was shown

* "At a group level" refers to general, whole class instruction where teaching/modelling of concepts for all students happen at once; "at an individual level" refers to targeted instruction to an individual learner or to a number of learners.

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.

Example:

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Activity Sheet with BMCF	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from a SLM with PMCF	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: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	Classroom Observation Tool (COT) rating sheet with proof of attendance of colleague/s from 1. an online observation of online synchronous teaching 2. if option 1 is not possible, an observation of a video 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	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

This objective is about strategies that respond to "disasters in different circumstances"

* This objective is about strategies that respond to “learners in difficult circumstances” (see glossary for the definition). In the context of SY 2020-2021, the Filipino learners (and all the learners across the globe) have been affected by the COVID-19 pandemic which brought difficulty in the way they learn and live. The efforts that teachers exert to adjust and modify the teaching and learning delivery is captured in this year’s RPMS.

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.

Example:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1 with proof of attendance	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2 with proof of attendance	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: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning	Evidence that <i>highlights providing accurate and constructive feedback</i> to encourage learners to reflect on and improve their own learning that <i>shows timeliness of feedback</i> given to any of the following • activity sheet • performance task • portfolio • quiz or test • self-learning module and <i>Performance Monitoring and Coaching Form</i> to show proof of coaching and mentoring colleagues/s	Quality	Modelled effective strategies in providing learners with accurate, and specific and directed constructive feedback* as shown in the evidence submitted	Modelled effective strategies in providing learners with accurate, and specific constructive feedback as shown in the evidence submitted	Modelled effective strategies in providing learners with accurate, and general constructive feedback as shown in the evidence submitted	Showed strategies in giving feedback but feedback were inaccurate and/or destructive as shown in the evidence submitted	No evidence was shown
		Timeliness	MOV submitted shows feedback given within 5 working days from submission**	MOV submitted shows feedback given within 6-10 working days from submission**	MOV submitted shows feedback given within 11-20 working days from submission**	MOV submitted shows feedback given beyond 20 working days from submission**	No evidence was shown

***Feedback** refers to essential and culturally-appropriate written and/or oral **information about learners' performance/output** that can be used to raise awareness on their strengths and weaknesses as bases for improvement; **Directed constructive feedback** is constructive feedback that gives specific direction on how to make improvements; **Specific constructive feedback** is constructive feedback that points out a specific issue in a learner's performance/output; **General constructive feedback** is constructive feedback that points out what is commonly observed among learners' performance/output (and is addressed to the class in general).

**All MOVs for this objective must contain date stamps to keep track of submission of learners' output/performance and of the learners' receipt of teachers' feedback.

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. Follow the same procedure in calculating the rating for Timeliness.

Example:

Means of Verification	RPMS 5-point Scale Rating for Quality	RPMS 5-point Scale Rating for Timeliness
MOV 1: Activity sheet with teachers' feedback and PMCF	3	5
MOV 2: Performance task with teachers' feedback and PMCF	4	5
Average	3.500	5.000
RPMS Rating	4 (Very Satisfactory)	5 (Outstanding)

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

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals	Classroom Observation Tool (COT) rating sheet with proof of attendance of colleague/s from 1. an online observation of online synchronous teaching 2. if option 1 is not possible, an observation of a video 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	Quality	Modelled Level 8 in Objective 7 as shown in COT rating sheets	Modelled Level 7 in Objective 7 as shown in COT rating sheets	Modelled Level 6 in Objective 7 as shown in COT rating sheets	Modelled Level 5 in Objective 7 as shown in COT rating sheets	Modelled Level 4 in Objective 7 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.

Example:

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

RPMS Rating Transmutation Table	
Outstanding (5)	4,500-5,000
Very Satisfactory (4)	3,500-4,499
Satisfactory (3)	2,500-3,499
Unsatisfactory (2)	1,500-2,499
Poor (1)	1,000-1,499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners	One <i>lesson plan</i> (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module prepared by the ratee with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any of the following: • Lecture/discussion • Activity/activity sheet • Performance task • Rubric for assessing performance using criteria that appropriately describe the target output and demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s	Quality	All of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Majority of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Less than half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	No acceptable evidence was shown

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

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					Poor (1)
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	
9. Guided colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process	1. School letter approved by the school/department/grade level head (e.g., communication with the barangay to use a government vehicle to transport modules) 2. Approved action plan/project proposal/activity proposal involving the stakeholders 3. Accomplishment/narrative report of an approved activity	Quality	Implemented/ Organized/ Managed with colleagues an approved activity involving parents/guardians or other stakeholders in the school/ community as evidenced by MOV No. 3	Implemented/ Organized/ Managed with colleagues an approved activity involving parents/guardians or other stakeholders in the department/ learning area/ grade level as evidenced by MOV No. 3	Drafted an action plan/ project proposal/ activity proposal with colleagues on an activity involving parents/guardians or other stakeholders as evidenced by MOV No. 2	Wrote a communication letter with colleagues about an approved activity involving parents/guardians or other stakeholders as evidenced by MOV No. 1	No acceptable evidence was shown
		Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable MOV" under Efficiency means the same kind of MOV can be submitted more than once.

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

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

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

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

*** "Different kinds of acceptable MOV" under Efficiency means each type of MOV can be submitted only once

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)
11. Initiated professional reflections and promote learning opportunities with colleagues to improve practice	Main MOV: Synthesis of Individual Performance and Commitment Review Form-Development Plan (IPCRF-DP) of colleague/s Supporting MOV: <i>Any document aligned with the IPCRF-DP synthesis</i> such as • Certificate of recognition as resource speaker/ training committee chairperson • Training matrix of LAC sessions highlighting teacher's role • Minutes of LAC session highlighting teacher's role • Sample personal notes/ reflection of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher • Summary of evaluation/ quality assurance report on the conducted regional/division/school-led INSETs and/or other trainings • Others (Please specify and provide annotations)	Quality	Evaluated activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted	Conducted activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted	Planned activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted	Synthesized IPCRF-DP of colleague/s as basis to provide learning opportunities as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted the IPCRF-DP synthesis with any 4 of the acceptable Supporting MOV*	Submitted the IPCRF-DP synthesis with any 3 of the acceptable Supporting MOV*	Submitted the IPCRF-DP synthesis with any 2 of the acceptable Supporting MOV*	Submitted the IPCRF-DP synthesis with any 1 of the acceptable Supporting MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable Supporting MOV" under Efficiency means the same kind of MOV can be submitted more than once.

KRA 5: Plus Factor

PERFORMANCE INDICATOR							
OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Performed various related works/ activities that contribute to the teaching-learning process	Proof that the teacher: • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed teaching performance 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 • participated in the RO/SDO/school-initiated TV-/radio-based instruction • served as module/learning material writer • served as module/learning material validator • 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
		Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

* Any 4/3/2 of the acceptable MOV* under Efficiency means the same kind of MOV can be submitted more than once

* Any 4/3/2 of the acceptable MOV under Efficiency means the same kind of MOV can be submitted more than once.

GLOSSARY

Content knowledge and pedagogy	Competencies that teachers are expected to master for them to teach efficiently and effectively (Department of Education 2017, 24)
Creative thinking skills	Involve exploring ideas, generating possibilities and looking for many right answers rather than just one (Department of Education 2017, p. 24)
Critical thinking skills	Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion (Department of Education 2017, 24)
Daily Lesson Log (DLL)	See <i>Lesson Plan</i>
Daily Lesson Plan (DLP)	See <i>Lesson Plan</i>
Feedback	Refers to essential and culturally-appropriate written and/or oral information about learners' performance/ output that can be used to raise awareness on their strengths and weaknesses as bases for improvement (Department of Education 2019, 61)
Higher-order thinking skills	Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions (Department of Education 2017, 25)
Home visitation	An intervention strategy that involves the learner's families and the community. "Where possible, the teacher shall do home visits to learners needing remediation or assistance" (Department of Education 2020b, 32). Interviews, consultation, and dialogues with parents can be conducted to assess the student's learning progress (Department of Education 2015, 67).
Individual Learning Monitoring Plan	"Utilized to monitor learner progress based on the given intervention strategies" (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D)
Information and Communications Technology (ICT)	Includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction (Department of Education 2019a)
Learner-centered culture	Refers to a set of attitudes, conventions and practices that place the learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse background and relevant to meaningful learning experience (Department of Education – Teacher Education Council 2019)
Learners in difficult circumstances	Refer to learners that are geographically isolated; chronically ill; displaced due to armed conflict, urban resettlement or disasters; child-abused and experienced child labor practices (Department of Education 2017, 15); Also refer to persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO 1999)
Learning Management System	An online platform that can be used for distance learning which includes the DepEd-LMS, DepEd Commons, DepEd Learning Resource (LR) Portal, and third-party software such as Edmodo, Schoology, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)
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 Asynchronous Teaching	A mode of teaching that involves learners downloading materials from the internet, completing and submitting assignments online through a Learning Management System (LMS) such as the DepEd Commons and DepEd Learning Resource (LR) Portal, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31).

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).
Performance Monitoring and Coaching Form (PMCF)	Provides a record of significant incidents (actual events and behavior in which both positive and negative performances are observed) such as demonstrated behavior, competence and performance (Department of Education 2019b)
Positive use of ICT	Responsible, ethical, or appropriate use of ICT to achieve and reinforce learning (Department of Education 2017, 26).
Supplementary materials	Refer to learning resources locally 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)
Teaching and learning resources	Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the curriculum (Department of Education 2017, 27)
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).
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>
Wider school community	Refers to both internal and external stakeholders (Department of Education 2017, 27)

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ANNEX D

GENERAL INSTRUCTIONS FOR SCHOOL HEADS AND NON-TEACHING PERSONNEL IN SCHOOLS

1. In the development of the school Office Performance Commitment and Review (OPCR) Forms, School Heads are encouraged to refer to the Philippine Professional Standards for School Heads (PPSSH) enclosed in DO No. 24, s. 2020 in crafting their Key Result Areas (KRAs) and Objectives. KRAs and Objectives may also include division and school targets agreed upon by the Rater and the Ratee.
2. In the development of the Individual Performance Commitment and Review (IPCR) Form of school-based non-teaching personnel, the personnel is directed to craft their KRAs and Objectives that are aligned to the school OPCR Form. The KRAs and Objectives shall be agreed upon by the Rater and the Ratee.
3. Public Schools District Supervisors (PSDSs) are advised to assist school heads in the performance target setting, development of OPCR Form, and initial development planning during the Phase I of the RPMS Cycle, SY 2020-2021. School heads are advised to do the same assistance to all school-based non-teaching personnel.
4. School Heads may be allowed to provide MOVs from their LDM 1 Course Implementation Portfolio outputs in their RPMS Portfolio, provided that these MOVs target the identified objectives and are obtained from October 2020-May 2021.

Phases of RPMS Cycle	Task/Activity	Person(s) Responsible	Schedule
PHASE I <i>Performance Planning and Commitment</i>	Performance Target Setting and Development of OPCRF/IPCRF	PSDS, School Head and Ratees	1st week of SY
	Self-Assessment with Initial Development Planning	Ratees	2nd week of SY
PHASE II <i>Performance Monitoring and Coaching</i>	Monitoring and Coaching	School Head/Raters	All SY-round
	Mid-Year Review* with Development Planning	School Head/Raters/Ratees	March 2021**
PHASE III <i>Performance Review and Evaluation</i>	Year-end Review***	Raters, Ratees, and Approving Authorities	A week after scheduled graduation
PHASE IV <i>Performance Rewarding and Development Planning</i>	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 (MOV) shall be obtained from October 2020–March 2021.

** Schedule shall be after the Mid-Year Review of Teachers.

*** All presented Means of Verification (MOV) shall be obtained from October 2020–May 2021.