Results-Based Performance Management System

MANUAL

for Teachers and School Heads

Your guide to using RPMS Tools for Teachers from Portfolio preparation to assessment

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

TABLE OF CONTENTS

Introduction 2

1 The RPMS Tools for Teachers 3
1.1 Who uses the RPMS Tools? 4
1.2 What are the RPMS Tools? 4
1.3 What are the parts of the RPMS Tools? 6

2 Preparation of Documents and Organization of Teacher RPMS Portfolio 13
2.1 How do you gather and organize documents for your RPMS Portfolio? 14
2.2 How do you organize your RPMS Portfolio? 17

3 The Portfolio Assessment Process 19
3.1 What is the Portfolio Assessment Process? 20
3.1.1 Pre-Assessment 20
3.1.2 Assessment 24
3.1.2.1 How do you compute the Portfolio Rating? 31
3.1.2.2 How do you assess the Competencies? 39
3.1.3 Post-Assessment 41

4 Professional Reflections Through Annotations 45
4.1 What are annotations? 46
4.2 What is the importance of annotations? 47
4.3 What do you annotate? 47
4.4 How do you write annotations? 47

5 Effective Coaching and Giving Performance Feedback 49
5.1 What is coaching? 50
5.1.1 What is the difference among coaching, mentoring and counselling? 50
5.1.2 What is the Coaching Model for DepEd? 51
5.1.3 What are the Four (4) Step Processes of Coaching? 53
5.2 What is Performance Feedback? 57
5.2.1 Why do we give feedback? 59
5.2.2 What is the STAR Feedback Model? 60
5.2.3 What are the benefits of the STAR Feedback Model? 61
5.2.4 What is the Feedback Process? 65

6 Tools within the RPMS Cycle 67
6.1 Self-Assessment Tools in the RPMS Cycle 68
6.1.1 What are the Self-Assessment Tools-RPMS (SAT-RPMS)? 71
6.1.2 What are the parts of the SAT-RPMS? 72
6.1.3 How do you take the SAT-RPMS? 74
6.1.4 What are the uses of the SAT-RPMS? 76
6.2 Classroom Observation Tools in the RPMS Cycle 78
6.2.1 What are the Classroom Observation Tools-RPMS (COT-RPMS)? 81
6.2.2 What are the COT-RPMS Forms? 85
6.2.3 What are the roles and responsibilities of teachers and observers? 92
6.2.4 What are the processes and protocols in Classroom Observation? 93

7 Glossary of Terms/Acronyms 97

8 **Appendices** **103**

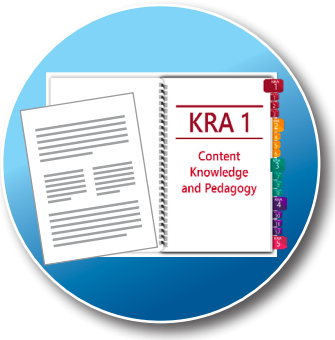
Appendix A: Professional Standards for Teachers in the Philippines 104
Appendix B: RPMS Tool for Teacher I-III (Proficient Teachers) 135
Appendix C: RPMS Tool for Master Teacher I-IV (Highly Proficient Teachers) 158
Appendix D.1: Individual Performance Commitment and Review Form (IPCRF) for Teacher I-III 183
Appendix D.2: Individual Performance Commitment and Review Form (IPCRF) for Master Teacher I-IV 192
Appendix D.3: IPCRF-Part II: Competencies 199
Appendix D.4: Part IV of the IPCRF: Development Plans 200
Appendix E: Mid-year Review Form 201
Appendix F: Performance Monitoring and Coaching Form (PMCF) 202
Appendix G: Self-Assessment Tool for Teacher I-III (Proficient Teachers) 203
Appendix H: Self-Assessment Tool for Master Teacher I-IV (Highly Proficient Teachers) 207
Appendix I.1: COT-RPMS for Teacher I-III (Proficient Teachers) 211
Appendix I.2: COT-RPMS Rating Sheet (Teacher I-III) 223
Appendix I.3: Inter-Observer Agreement Form (Teacher I-III) 224
Appendix J.1: COT-RPMS for Master Teacher I-IV (Highly Proficient Teachers) 225
Appendix J.2: COT-RPMS Rating Sheet (Master Teacher I-IV) 233
Appendix J.3: Inter-Observer Agreement Form (Master Teacher I-IV) 234
Appendix K: COT-RPMS Observation Notes Form 235
Appendix L: Annotation Template 236

9 **Acknowledgements** **237**

Results-Based Performance Management System

Manual for Teachers and School Heads

INTRODUCTION



The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

TEACHERS play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education.

To complement reform initiatives on teacher quality, the Philippine Professional Standards for Teachers (PPST) has been developed and nationally validated. This was signed into policy by Department of Education (DepEd) Secretary Maria Leonor Briones through DepEd Order No. 42, s. 2017.

The PPST articulates what constitutes teacher quality through well-defined domains, strands and indicators that provide measures of professional learning, competent practice and effective engagement across teachers' career stages. This document serves as a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

In 2015, the DepEd issued Order No. 2, s. 2015 — "Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education" following Civil Service Commission Memorandum Circular No. 06, s. 2012 or the Strategic Performance Management System (SPMS) to ensure efficient, timely and quality performance among personnel.

The guidelines explain mechanisms, criteria and processes for performance target setting, monitoring, evaluation and development planning. Through the RPMS, the DepEd ensures that work efforts focus towards achieving its vision, mission, values and strategic priorities toward the delivery of quality educational services to Filipino learners.

The alignment of the RPMS with the Philippine Professional Standards for Teachers has led to the development of new results-based assessment tools; hence, this Manual on RPMS Tools for Teachers.

This Manual provides information and guidance to Teachers and School Heads in the performance assessment process. For Teachers, the Manual guides them through the basics in preparing and completing RPMS documents. It describes the appropriate tools to assess performance and explains the different assessment phases for teachers. It also introduces the concept of annotations to guide teachers through critical reflection of their practices for their continuous improvement.

For School Heads and other Raters, this Manual contains all the information needed to assess teacher performance. It provides a detailed reference to help in the understanding of the tools and the different phases of assessment within the various cycles of RPMS, ensuring that mechanisms are in place to support teacher performance.

Results-Based Performance Management System

Manual for Teachers and School Heads

THE RPMS TOOLS FOR TEACHERS

1

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

1.1 Who uses the RPMS Tools?

Raters and Ratees from across career stages use the RPMS Tools for gauging the quality of teacher performance.

Raters refer to the School Heads (e.g. Principals, Teachers-in-Charge, Head Teachers), Department Heads and/or Master Teachers who assess teacher portfolios to gauge teacher performance.

Ratees are the teachers from all career stages, Teacher I-III and Master Teacher I-IV who submit their portfolios as evidence of their teaching performance. Senior High School teachers, including those who are in probationary status, shall use the tools corresponding to their current rank/position, regardless of the years in service.

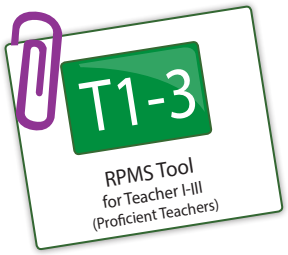
1.2 What are the RPMS Tools?

RPMS Tools pertain to the two different teacher performance assessment instruments, one for Teacher I-III (Proficient Teachers) and another for Master Teacher I-IV (Highly Proficient Teachers).

Each tool describes the duties and responsibilities of teachers across career stages; the Key Result Areas (KRAs) for the realization of those duties and the specific objectives to attain the KRAs. Each tool also presents in detail the various Means of Verification (MOV) that serve as proof of the attainment of specific objectives alongside performance indicators, from outstanding to poor performance, to help both Ratees and Raters in the assessment process.

1.2.1 RPMS Tool for Teacher I-III (Proficient Teachers)

General Description of the Tool



This tool is for Teacher I, Teacher II and Teacher III (TI-TIII). They are expected to be proficient in their practice and professionally independent in the application of skills vital to the teaching and learning process. Generally, teachers at this level are expected to:

- display skills in planning, implementing, managing and evaluating learning programs;
- actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement; and
- reflect on their practice to continually consolidate the knowledge, skills and practices of career stage 1 teachers.

RPMS Tool for Teacher I-III
(Proficient Teachers)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I - III	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to	Principal/School Heads	**Page/s**	
Position Supervised			

JOB SUMMARY

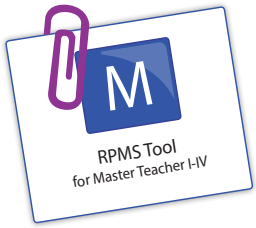
QUALIFICATION STANDARDS

A. CSC Prescribed Qualifications	
Education	Bachelor of Elementary/Secondary/Early Childhood Education or Bachelor's degree plus 18 units in Education
Experience	None required
Eligibility	RA 1080
Trainings	None required
B. Preferred Qualifications	
Education	BSE/BSEEd/College Graduate with Education units (18-21), at least 18 MA units
Experience	
Eligibility	PBET/LET Passer
Trainings	In-service training

Figure 1.1. RPMS Tool for Teacher I-III

1.2.2 RPMS Tool for Master Teacher I-IV (Highly Proficient Teachers)

General Description of the Tool



This tool is for Master Teacher I to Master Teacher IV. They are expected to be at the Highly Proficient career stage, which means that they consistently display a high level of performance in their teaching practice. Generally, Master Teacher I-IV are expected to:

- manifest an in-depth and sophisticated understanding of the teaching and learning process;
- have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience;

- provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the potential for learning and practice of their colleagues; and
- continually seek to develop their professional knowledge and practice by reflecting on their own needs and those of their colleagues and learners.

RPMS Tool for Master Teacher I-IV
(Highly Proficient Teachers)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-IV	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to		**Page/s**	
Position Supervised			
JOB SUMMARY			
QUALIFICATION STANDARDS			
A. CSC Prescribed Qualifications			
Education	Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 units in Education and 18 units for a Master's degree in Education or its equivalent (MT-I), Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 professional units in Education and 24 units for a Master's degree in Education or its equivalent (MT-II)		
Experience			
Eligibility	RA 1080		
Trainings			
B. Preferred Qualifications			
Education	Master's Degree Graduate		
Experience	3 years in service as Teacher III		
Eligibility	Licensure Examination for Teachers		
Trainings	Relevant trainings		

Figure 1.2. RPMS Tool for Master Teachers I-IV

1.3. What are the parts of the RPMS Tools?

All RPMS Tools contain the following parts:

1.3.1 Job Summary. This part shows the position and the competency profile of the ratee.

1.3.2 Qualification Standards. This part lists the Civil Service Commission (CSC) requirements and other preferred requirements for the particular position.

1.3.3 Duties and Responsibilities. This section presents all the duties and responsibilities of the teachers, which vary in complexity or expectation depending on the teachers' position or rank.

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 learners' progress and undertakes activities to improve 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

Figure 1.3. Duties and Responsibilities of Teacher I-III

1.3.4 Key Result Areas. They refer to the general outputs or outcome–the mandate or the functions of the office and/or the individual employee. The KRAs are the very reasons why an office and/or a job exists (D.O. No. 2, s. 2015).

In the context of the RPMS Tools, the KRAs capture the Domains of the PPST – a document that defines teacher quality in the country. The KRAs are: (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting, and the (5) Plus Factor.

1.3.5 Objectives. They are specific tasks that an office and/or individual employee needs to do to achieve the KRAs.

In the RPMS Tools, teachers target thirteen (13) objectives to realize the five (5) KRAs. These objectives are aligned with the indicators of the Philippine Professional Standards for Teachers (PPST).

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching

Figure 1.4. Key Result Areas of RPMS Tool Teacher I-III

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching

Figure 1.5. Objectives of Master Teacher I-IV

1.3.6 Means of Verification (MOV). The MOV column gives Ratees and Raters list of documents that can prove the teachers' attainment of objectives. They have been judiciously selected to show evidence of attainment of objectives. Teachers gather, select, organize and annotate MOV to help Raters in assessing teacher performance.

MOV include classroom observation tool (COT) rating sheet and/or inter-observer agreement form; lesson plans/modified daily lesson logs (DLLs); instructional materials; formative and summative assessment tools; compilations of student outputs; certificates of attendance to professional development activities like graduate studies, seminars, forums, and/or learning action cells; and evidence showing the conduct of collaborative activities with parents/colleagues/other stakeholders.

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching

Figure 1.6. MOV (RPMS Tool for Teacher I-III)

1.3.7 Performance Indicators. This part provides the exact quantification of objectives, which shall serve as the assessment tool that gauges whether performance is positive or negative (D.O. No. 2 s. 2015).

In the RPMS Tools, the performance indicators provide descriptions of quality and quantity given five performance levels: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Unsatisfactory, and 1-Poor.

- **Outstanding performance** means the Ratee has presented all the MOV listed under number 5.

- **Very Satisfactory performance** means that the Ratee has presented the required MOV listed under number 4.
- **Satisfactory performance** means that the Ratee has presented the required MOV listed under number 3.
- **Unsatisfactory performance** means that the Ratee has presented any of the given MOV under number 2.
- **Poor performance** means that the Ratee has not presented any of the acceptable MOV.

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)	Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown
		Timeliness					

Figure 1.7. Performance Indicators of Teacher I-III

The performance indicators of the RPMS Tools for Teachers operationalize the performance measures, namely quality, efficiency and timeliness required by the D.O. No. 2, s. 2015. Figure 1.8 shows the different categories of performance measures and their operational definition.

CATEGORY	DEFINITION
Effectiveness/ Quality	The extent to which actual performance compares with targeted performance. The degree to which objectives are achieved and the extent to which targeted problems are solved. In management, effectiveness relates to *getting the right things done.*
Efficiency	The extent to which time or resources is used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount of quantity of waste, expense, or unnecessary effort. In management, efficiency relates to *doing the things right.*
Timeliness	Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/or clients/stakeholders. Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.

Figure 1.8. Performance Measures (D.O. No. 2, s. 2015)

The performance indicators need not have all three (3) categories. Some performance may only be rated on quality and efficiency, some on quality and timeliness and others on efficiency only. Figure 1.9 illustrates how the performance measures are embedded in the performance indicators of the RPMS Tools.

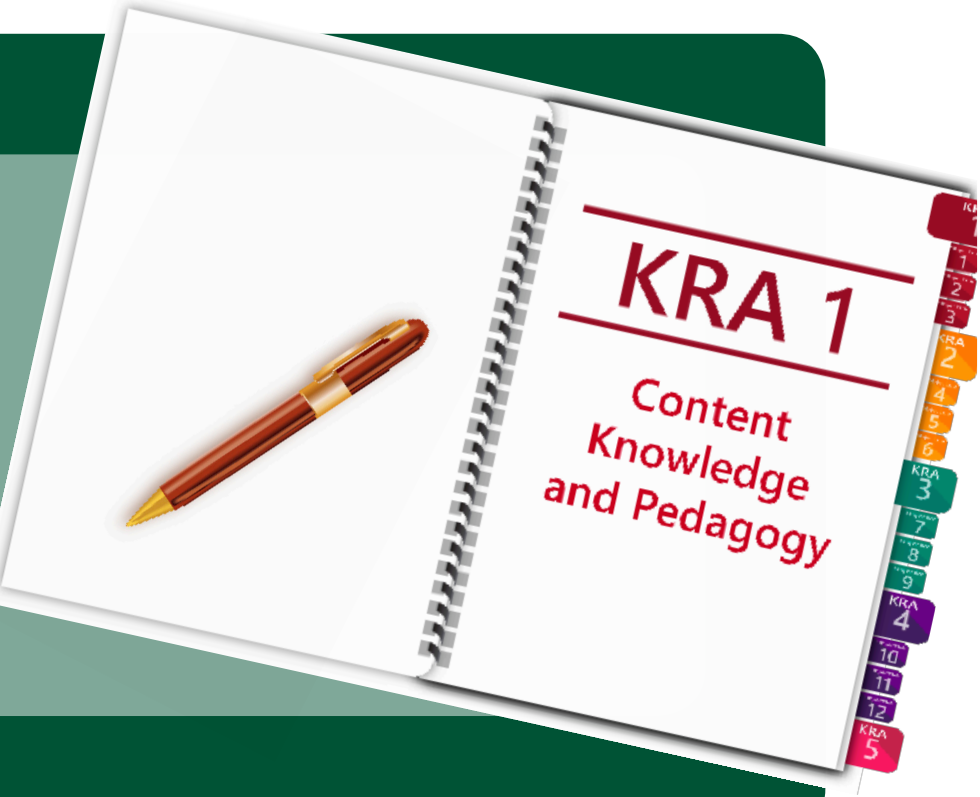
Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1. Copy of the research proposal focused on enriching knowledge of content and pedagogy 2. Proof of participation and/or contribution to a collaborative research (e.g. e-mail, actual output submitted, terms of reference, etc.) 3. Certified completed collaborative research focused on enriching knowledge of content and pedagogy 4. Proof of dissemination of research findings with colleagues 5. Proof of utilization of research findings 6. Others (Please specify and provide annotations)	Quality	Conducted, completed and disseminated action research with colleagues	Conducted and completed action research with colleagues	Conducted action research with colleagues	Proposed action research with colleagues	No acceptable evidence was shown
		Efficiency	Submitted at least 4 of the given MOV	Submitted any 3 of the acceptable MOV	Submitted any 2 MOV	Submitted any 1 MOV	No acceptable evidence was shown
		Timeliness	Presented the research report within the rating period	Completed the research report within the rating period	Conducted the research report within the rating period	Proposed the research report within the rating period	No acceptable evidence was shown

Figure 1.9. Performance Indicators of RPMS Tool for Master Teacher I-IV with QET

Results-Based Performance Management System

Manual for Teachers and School Heads

PREPARATION OF DOCUMENTS AND ORGANIZATION OF TEACHER RPMS PORTFOLIO



2

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

2.1 How do you gather and organize documents for your RPMS Portfolio?

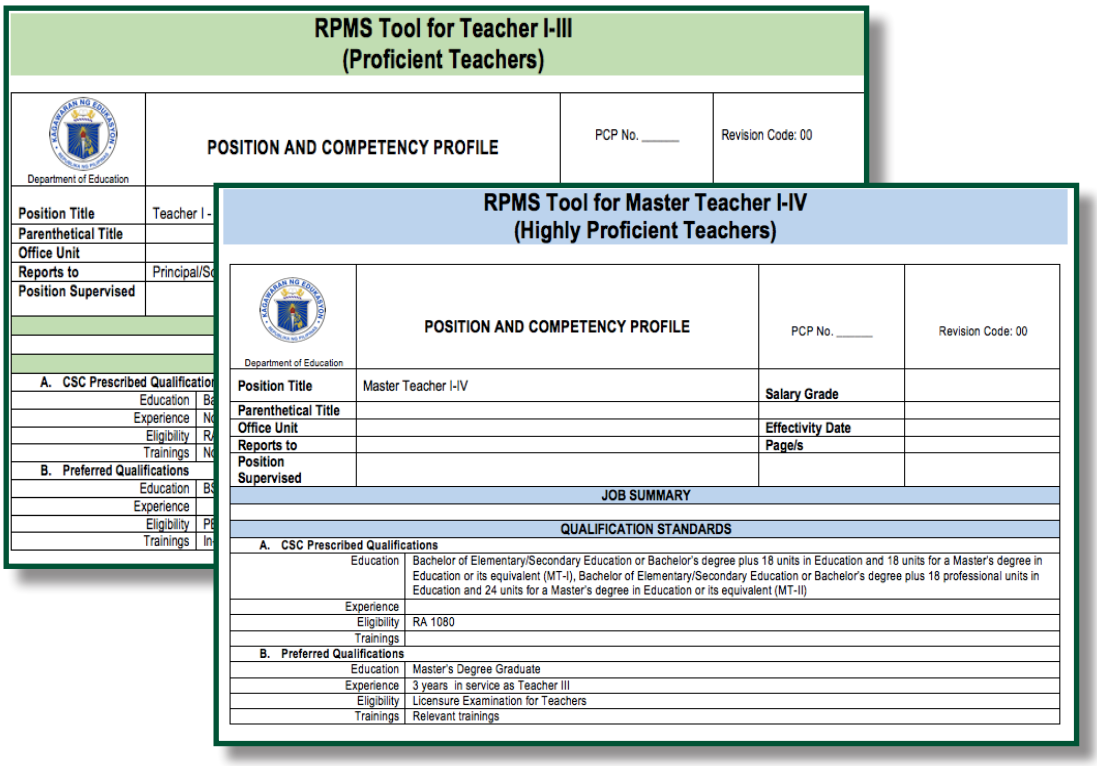
At the beginning of the school year, you start working to achieve your targets as required by RPMS. You need documents to show that you have done so. The following steps may guide you in gathering and organizing your RPMS documents.

Things you need:

- Copy of RPMS Tool appropriate to your level
- Five (5) long folders or a clear book for five KRAs
- Binder clips/ fastener
- Original documents
- Photocopy of the documents
- Tabs
- Highlighter/ marker

1. **Review the Results-based Performance Management System (RPMS) Tool appropriate to your level.**

   Teacher I, Teacher II and Teacher III are expected to use the tool for Teacher I-III (Proficient Teachers). Master Teacher I, Master Teacher II, Master Teacher III and Master Teacher IV must use the tool for Master Teacher I-IV (Highly Proficient Teachers). Senior High School teachers shall use the tools corresponding to their current rank/position, regardless of the years in service.



RPMS Tool for Teacher I-III
(Proficient Teachers)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I -		
Parenthetical Title			
Office Unit			
Reports to	Principal/S		
Position Supervised			
A. CSC Prescribed Qualificatio			
Education	Ba		
Experience	No		
Eligibility	RA		
Trainings	No		
B. Preferred Qualifications			
Education	BS		
Experience			
Eligibility	PE		
Trainings	In		

RPMS Tool for Master Teacher I-IV
(Highly Proficient Teachers)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-IV	Salary Grade	
Parenthetical Title			
Office Unit		Effectivity Date	
Reports to		Page/s	
Position Supervised			
JOB SUMMARY			
QUALIFICATION STANDARDS			
A. CSC Prescribed Qualifications			
Education	Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 units in Education and 18 units for a Master's degree in Education or its equivalent (MT-I), Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 professional units in Education and 24 units for a Master's degree in Education or its equivalent (MT-II)		
Experience			
Eligibility	RA 1080		
Trainings			
B. Preferred Qualifications			
Education	Master's Degree Graduate		
Experience	3 years in service as Teacher III		
Eligibility	Licensure Examination for Teachers		
Trainings	Relevant trainings		

Figure 2.1. RPMS Tools for Teachers

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching

Figure 2.2. MOV of the RPMS Tool for Teacher I-III

2. Refer to the MOV column for the checklist of the relevant documents needed.

Keep relevant documents as they become available throughout the year. For example, after your Principal has observed your class and has given you the COT rating sheet or inter-observer agreement form, keep/insert the document in the corresponding folder or envelope labeled **COT Rating Sheet**.

For easy organization, you may have a folder or envelope to contain the same kinds of documents.

For example, you have an envelope containing COT rating sheet and/or inter-observer agreement form and an envelope containing your lesson plans or modified Daily Lesson Logs (DLLs).

Label the envelope with the name of the document contained in it for easy retrieval later.

3. Gather documents required by the tool. Label and organize them accordingly.

To prepare your documents in time for the RPMS mid-year review or year-end assessment of your Portfolio, you need to organize documents properly and accurately.

In some cases, you gather/keep documents that you may not be able to use in your Portfolio. Follow these steps to ensure that only the required documents go into your Portfolio. Remember that you may have to go back and forth in the process.

The MOV collected after Phase 3 on the last week of April, e.g. Brigada Eskwela documentations, certificates from seminars/workshops, may be included in your Portfolio for the next rating period.

i. **Match your documents with the objectives, the performance indicators and the MOV.** You may start from Objective 1.

   If you are a Teacher II and you hope to achieve a rating of **Very Satisfactory** in **Objective 1**, you need: (i) **3 classroom observation tool rating sheets and/or inter-observer agreement forms** showing your knowledge of content and its integration within and across curriculum teaching areas with a rating of 6; and (ii) **another MOV** (e.g. lesson plans/modified DLLs, instructional materials, performance tasks/test materials, or others – all showing your knowledge of content and its integration within and across subject areas) to support each COT rating sheet.

ii. **Mark your document(s) with the objective(s) where the document(s) may be used as MOV.** You may use a pencil for this. This helps you organize your MOV later on based on objectives.

iii. **Use markers to highlight the parts of your MOV that satisfy the requirement of the objectives and the performance indicators.** This facilitates the Rater's evaluation of your documents.

iv. **Reproduce the document(s) that may be used as MOV in other objectives.** Ensure that the copies are clear.

Remember that one document may be used as MOV or evidence of performance for other objectives. For example, if you are a Teacher II, your COT rating sheet may contain rating or feedback about: (i) knowledge of content (**Objective 1**); (ii) teaching strategies that develop critical and creative thinking (**Objective 3**); and (iii) differentiated, developmentally appropriate learning experiences (**Objective 6**).

v. **Put together documents that belong to the same objective.** You may bind them together or place them in a folder marked according to objective.

vi. **Insert documents in relevant folders as they become available.**

4. **Put annotation template/document after the annotated MOV.**

Annotations establish a connection between the evidences and the indicators. This helps the Rater facilitate the review of the RPMS Portfolio.

2.2 How do you organize your RPMS Portfolio?

Now that you have prepared your documents, you are ready to organize your Portfolio for submission for mid-year review and year-end evaluation. Follow these steps:

Note the following tips to help you produce a well-prepared document and well-organized Portfolio:

A. Start gathering documents at the beginning of the school year.

B. Follow the steps in preparing your documents and organizing your Portfolio.

C. Check for the completeness of the documents needed by preparing a checklist.

D. Reproduce the documents in clear copies.

E. Have the photocopied documents in A4, long bond paper or whatever size available.

F. Label properly all the documents for easy reference.

G. Submit complete documents and keep them intact.

H. Keep your Portfolio simple yet presentable.

1. Put together MOV of objectives that are under the same Key Result Area (KRA). Ensure that the MOV are arranged according to the list specified in the tool. MOV 1 should go first followed by other supporting MOV. You may also arrange the MOV based on dates, e.g. from most recent to oldest COT rating sheet and/or inter-observer agreement form.

2. Use tabs labeled Objective 1, 2, 3 and so on to separate MOV under every objective. Arrange objectives in order (Objective 1, 2, 3 and so on).

3. Use tabs labeled KRA 1, KRA 2, KRA 3 and so on to separate objectives under each KRA. Arrange KRAs in order (KRA 1, KRA 2, KRA 3 and so on).

4. Put together all the MOV either in soft bound, ring bound or using a fastener and a folder following this sequence: KRA 1, Objective 1 and its MOV; Objective 2 and its MOV; Objective 3 and its MOV. Do the same thing for KRA 2 through KRA 5.

5. Prepare a "Table of Contents" in your Portfolio for easy reference. See Figure 2.3.

6. Provide a cover page in your Portfolio indicating the following: name of your school, name of Principal/Rater and current school year. See Figure 2.4 on the next page.

7. Prepare a second copy of your Portfolio for submission to your Rater. Affix your signature on top of your name on the cover page of your Portfolio. The Rater will need the original documents to authenticate the photocopied documents.

Table of Contents

KRA1- Content Knowledge and Pedagogy

Objective 1:
MOV1: COT on Solving Two-Step Word Problems
MOV2: Instructional Materials for Solving Two-Step Word Problems

Objective 2:
MOV1: COT in Visualization of Multiplication of Fractions
MOV2: LP in Visualization of Multiplication of Fractions

Figure 2.3. Sample table of contents

Keep your portfolio simple. Remember that a neat and well-organized Portfolio facilitates the assessment of your documents.

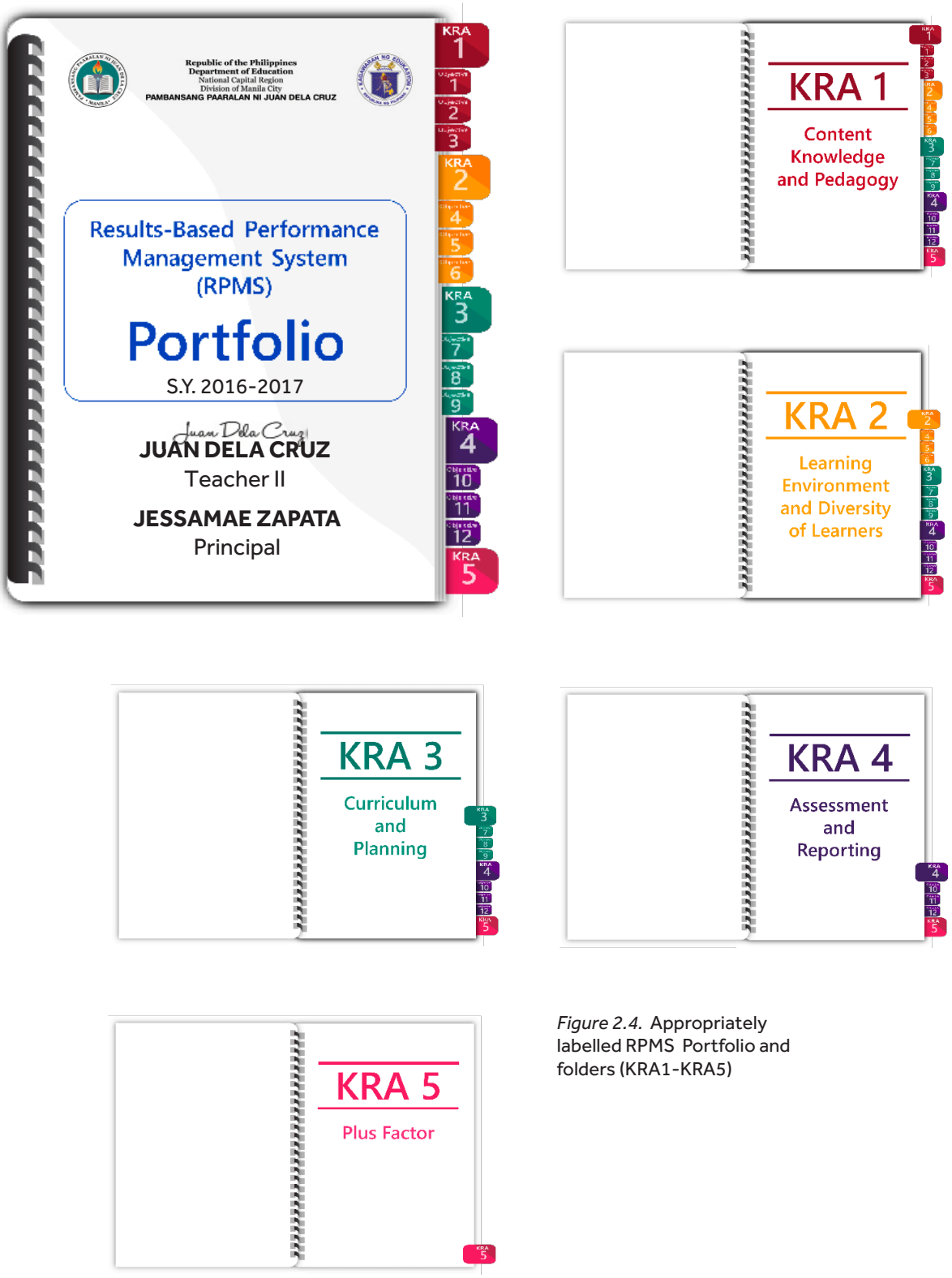


Figure 2.4. Appropriately labelled RPMS Portfolio and folders (KRA1-KRA5)

Results-Based Performance Management System

Manual for Teachers and School Heads

THE PORTFOLIO ASSESSMENT PROCESS

3

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

3.1. What is the Portfolio Assessment Process?

Assessing the Teacher Portfolio is one of the most crucial processes in ensuring teacher quality. The Portfolio assessment process is done across all phases of RPMS.

The **Portfolio pre-assessment process**, which focuses on Portfolio preparation, happens in Phase I of the RPMS Process: Performance Planning and Commitment. It ensures that teachers understand the Key Result Areas (KRAs), the objectives, the performance indicators in the RPMS tool and the means of verification (MOV) to improve performance. It allows teachers to select and prepare appropriate documents and attest to their authenticity.

Meanwhile, the **Portfolio assessment process** is covered in RPMS Phase II (Performance Monitoring and Coaching) and Phase III (Performance Review and Evaluation). It involves teacher self-assessment and Rater's assessment of the Portfolio.

Finally, the **Portfolio post-assessment process** that occurs in RPMS Phase III (Performance Review and Evaluation) and Phase IV (Performance Rewarding and Development Planning), aims to help teachers improve their performance. It focuses on the conduct of teacher and rater conference on the results of the portfolio assessment process.

See Figure 3.2 on Page 21

3.1.1 Pre-Assessment

Step 1: Review the Philippine Professional Standards for Teachers.

Familiarize yourself with the new set of professional standards for teachers since it has been integrated in the RPMS tools.

The set of standards describes seven Domains of teacher quality: Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal Growth and Professional Development. These Domains are presented as five KRAs in the RPMS Tools for Teachers.

Figure 3.1. A Rater reading the Philippine Professional Standards for Teachers (PPST)

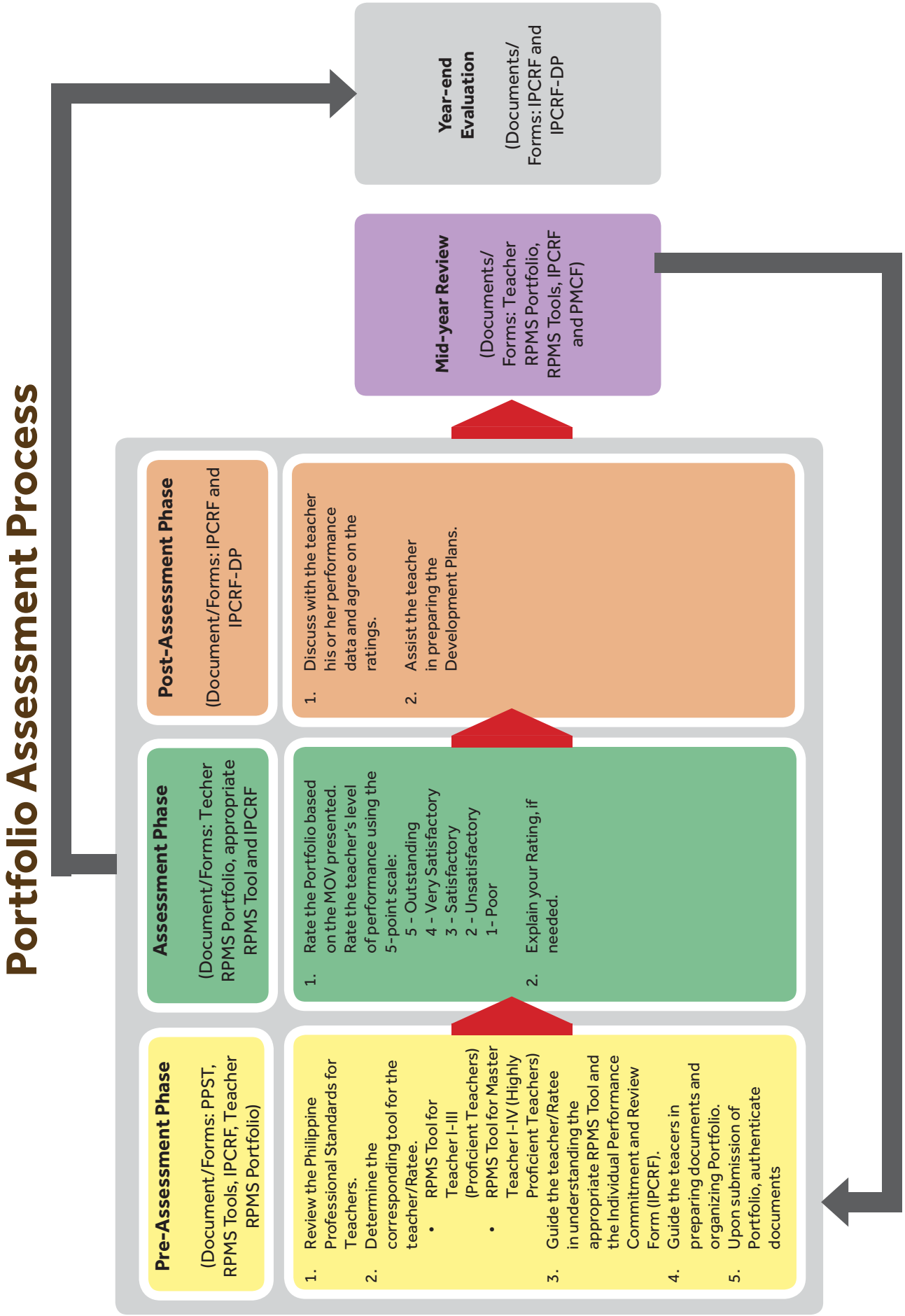


Figure 3.2. The Portfolio Assessment Process

Step 2: Determine the corresponding RPMS Tool for the Teacher/Ratee. At the start of the Portfolio preparation, teachers should identify their RPMS Tool considering their current position and the general description of their practice based on the PPST.

Teacher I, Teacher II and Teacher III must use the tool for Teacher I-III. Master Teacher I, Master Teacher II, Master Teacher III and Master Teacher IV must use the tool for Master Teachers I-IV.

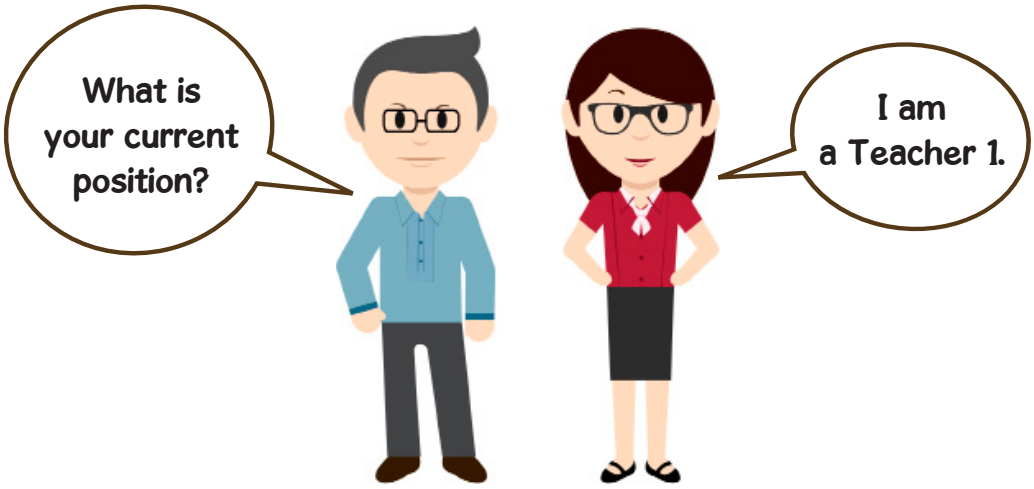


Figure 3.3. A Rater determines the corresponding RPMS tool for the Teacher/Ratee

Step 3: Guide the Ratee in understanding the appropriate RPMS Tool and the Individual Performance Commitment Review Form (IPCRF). Teachers need to be clear about the various elements and the language of the tool, so you can guide them in understanding the following elements:

- objectives to be met per KRA;
- specific performance rating from Outstanding to Poor performance;
- performance indicators per level; and
- MOV to prove the level of performance

Step 4: Advise the Teacher/Ratee to accomplish the IPCRF. Agree on the performance indicators to be achieved as identified for each of the individual objectives in the appropriate RPMS tool. See the sample on page 23.

Step 5: Guide the Teachers in preparing documents and organizing Portfolio. Refer to Chapter 2 of this Manual.

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) – Teacher I-III (Proficient Teachers)

Name of Employee: **Position:** **Bureau/Center/Service/Division:** **Rating Period:**	**Name of Rater:** **Position:** **Date of Review:**

TO BE FILLED IN DURING PLANNING											TO BE FILLED DURING EVALUATION					
MFOs	**KRAs**	**Objectives**	**Timeline**	**Weight per KRA**	**Performance Indicators**						**Actual Results**	**Rating**				**Score**
					QET	**Outstanding (5)**	**Very Satisfactory (4)**	**Satisfactory (3)**	**Unsatisfactory (2)**	**Poor (1)**		**Q**	**E**	**T**	**Ave**	
Basic Education Services	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	June 2016 – March 2017	22.5%	Quality											
					Efficiency											
					Timeliness											
											OVERALL RATING FOR ACCOMPLISH-MENTS					

Figure 3.4. IPCRF Template based on the D.O. No. 2, s. 2015

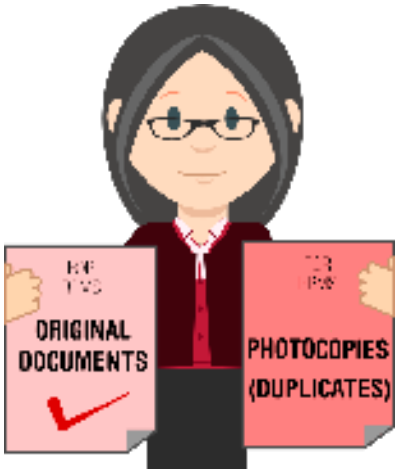


Figure 3.5. A Rater compares the original documents with the duplicates.

Step 6: Upon submission of the Teacher Portfolio, authenticate documents.

Check the photocopies against the original documents. Sign each document to attest to its authenticity.

3.1.2 Assessment

This phase focuses on the actual assessment of the Teacher Portfolio. At this stage, you will examine the Portfolio against the corresponding RPMS Tool and the IPCRF.

You will assess the Portfolio twice, first during the mid-year review and second during the year-end evaluation. In the year-end review, fill out the column that says "Actual Results" in the IPCRF. See Figure 3.23 on page 34.

Step 1: Rate the Portfolio based on the MOV presented.

Examine the MOV presented by the teacher and rate the teacher's level of performance using the **5-point scale**:

5 - Outstanding
4 - Very Satisfactory
3 - Satisfactory
2 - Unsatisfactory
1 - Poor

For instance, in Objective 1 for Teacher I-III (Applied knowledge of content within and across curriculum teaching areas), the Ratee has targeted a Very Satisfactory performance (Level 4). To meet the requirements for a Level 4 performance, the Ratee needs to apply knowledge of content and its integration within and across subject areas as evidently shown in 3 lessons using MOV 1 (COT rating sheet and/or inter-observer agreement form) with a rating of 6, each supported by any one (1) of the other given MOV, e.g., MOV 4 (Performance tasks/test materials highlighting integration of content knowledge within and across subject areas).

Ensure that that the quantitative and the qualitative feedback in the Classroom Observation Tool (COT) are consistent. If inconsistent, request the Ratee to confer with the observer again.

Embedded in the performance indicators of the RPMS Tools for Teachers are relevant dimensions of performance measures required by the D.O. No. 2, s. 2015. Figure 3.6 shows the definition of these performance measures, namely quality/ effectiveness, efficiency and timeliness.

Performance Measures

CATEGORY	DEFINITION
Effectiveness/ Quality	The extent to which actual performance compares with targeted performance. The degree to which objectives are achieved and the extent to which targeted problems are solved. In management, effectiveness relates to *getting the right things done.*
Efficiency	The extent to which time or resources is used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount of quantity of waste, expense, or unnecessary effort. In management, efficiency relates to *doing the things right.*
Timeliness	Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/or clients/stakeholders. Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.

Figure 3.6. Performance Measures (D.O. No. 2, s. 2015)

The MOV presented by teachers are rated based on these performance measures. Figure 3.7 shows the sample IPCRF highlighting quality/effectiveness, efficiency and timeliness of the performance indicator.

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) – Teacher I-III (Proficient Teachers)

Name of Employee: **Position:** **Bureau/Center/Service/Division:** **Rating Period:**	**Name of Rater:** **Position:** **Date of Review:**

TO BE FILLED IN DURING PLANNING											TO BE FILLED DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
Basic Education Services	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	June 2016 – March 2017	22.5%	Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	3	3		3	0.225
					Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV					
					Timeliness											
											OVERALL RATING FOR ACCOMPLISH-MENTS	Satisfactory				3

JOSE MARIA GUERRERO	SANTIAGO MARTIN	JESSAMAE ZAPATA
Rater	Ratee	Approving Authority

Figure 3.7. Sample accomplished IPCRF highlighting QET

Sample School Scenario for Master Teachers

Teacher Grace, a Master Teacher II of Calauag East Central School, submits her Portfolio for rating. She includes the following MOV under KRA 1 Objective 1:

- Four COT Rating Sheets with a rating of level 7 on effective applications of content knowledge within and across curriculum teaching areas for 4 lessons.
  - COT 1 is supported by 1 DLL used in demonstration teaching highlighting integration of content knowledge within and across subject areas;
  - COT 2 is supported by 1 set of instructional materials developed highlighting effective application of content knowledge within and across subject areas;
  - COT 3 is supported by 1 performance task/test material used in demonstration teaching across subject areas; and
  - COT 4 is supported by results of assessment used in demonstration teaching highlighting mastery of lessons learned

Teacher Grace receives an average rating of 4.500 (Outstanding) for KRA 1 Objective 1. Why?

Teacher Grace models effective applications of content knowledge within and across curriculum teaching areas as evidenced by the following:

Acceptable MOV	Submitted MOV	Remarks
1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective applications of content knowledge within and across curriculum teaching areas	4 COT rating sheets with a rating of level 7.	Valid ✔
2. Lesson plans/modified DLLs used in demonstration teaching highlighting integration of content knowledge within and across subject areas	• COT 1 is supported by 1 DLL used in demonstration teaching highlighting integration of knowledge of content within and across subject areas	Valid ✔
3. Instructional materials developed highlighting effective application of content knowledge within and across subject areas	• COT 2 is supported by 1 set of instructional materials developed highlighting effective application of content knowledge within and across subject areas	Valid ✔
4. Performance tasks/test material(s) used in demonstration teaching highlighting integration of content knowledge within and across subject areas	• COT 3 is supported by 1 performance task/test material used in demonstration teaching highlighting integration of content knowledge within and across subject areas	Valid ✔
5. Results of assessment used in demonstration teaching highlighting mastery of lessons learned	• COT 4 is supported by results of assessment used in demonstration teaching highlighting mastery of lessons learned	Valid ✔
6. Others (Please specify and provide annotations)		

Figure 3.8. A table of sample submitted MOV for Master Teacher I-IV

Therefore, Teacher Grace got a corresponding rating of 4 in the RPMS 5-point scale for Quality for each submitted COT rating sheet with a rating of 7. Each COT is supported by a DLL, a set of instructional material used, performance tasks/test materials and results of assessment. She also got a rating of 5 for Efficiency having submitted the required number of MOV. The computation is shown below:

Q	E	T	Total	Average	Weight per Objective	Score
4	5	-	9	4.500	7.5%	0.337

Figure 3.9 Sample computation of Teacher Grace's rating based on the submitted MOV

Sample School Scenario for Teacher I-III

For KRA 4 Objective 11, Teacher Adelyn submits a compilation of learner's written works with summary of results, a formative assessment tool with Table of Specifications and frequency of errors, a class record and DLLs showing index of mastery at the end of two quarters.

Teacher Adelyn gets an average rating of 3.000 (Satisfactory) for KRA 4 Objective 11. Why?

Teacher Adelyn shows monitoring and evaluation of learner progress and achievement using learner attainment data by providing the following supporting MOV:

- a compilation of learner's written works with summary of results;
- a formative assessment tool with Table of Specifications and frequency of errors;
- a class record; and
- DLLs showing index of mastery

All MOV submitted were gathered across 2 quarters.

Let us now compare the presented MOV to the acceptable MOV in the RPMS Tool for Teacher I-III.

Acceptable MOV	Submitted MOV	Remarks
• Compilation of a learner's written work with summary of results and with signature of parents • Formative/summative assessment tools with TOS and frequency of errors with identified least mastered skills • Class records/grading sheets • Lesson plans/modified DLLs showing index of mastery • Others (Please specify and provide annotations)	• A compilation of a learner's written work with summary of results • A formative assessment tool with TOS and frequency of errors • A class record • A DLL showing index of mastery	✗ Not valid because it lacked parent's signature ✗ Not valid because it lacked a list of identified least mastered skills ✓ Valid ✓ Valid

Figure 3.10. A table of sample submitted MOV for Teacher I-III

Therefore, Teacher Adelyn got a rating of 3 (Satisfactory) for Quality as evidenced by the valid MOV. Although she submitted 4 MOV, only 2 were valid which gave her a rating of 3 for Efficiency. She submitted these MOV across 2 quarters; hence, she got a rating of 3 for Timeliness. On average, Teacher Adelyn got a rating of 3.000 for KRA 4 Objective 11.

The computation is shown below:

Q	E	T	Total	Average	Weight per Objective	Score
3	3	3	9	3.000	7.5%	0.225

Figure 3.11. Sample computation of Teacher Adelyn's rating based on the submitted MOV

There are instances, however, that Teachers may submit classroom observation rating sheets that have different ratings.

For example, a Teacher III may submit 4 COT rating sheets: COT 1 with a rating of 7; COT 2 with a rating of 6; COT 3 and 4 with a rating of 5.

To get the rating for Quality, the following steps must be done:

- Identify the corresponding rating in the RPMS 5-point scale for each COT rating. Refer to Table 3.12 for the mapping of COT Rating for Proficient Teachers and Highly Proficient Teachers and the RPMS 5-point scale.

COT Rating (Proficient Teachers)	COT Rating (Highly Proficient Teachers)	RPMS 5-point scale
7	8	5 (Outstanding)
6	7	4 (Very Satisfactory)
5	6	3 (Satisfactory)
4	5	2 (Unsatisfactory)
3	4	1 (Poor)

Figure 3.12. Mapping of COT rating and the RPMS 5-point scale

In this case, Teacher III, got the following rating:

COT Rating Sheet	COT Rating (Proficient Teachers)	RPMS 5-point scale
COT Rating Sheet 1	7	5
COT Rating Sheet 2	6	4
COT Rating Sheet 3	5	3
COT Rating Sheet 4	5	3

Figure 3.13. Sample mapping of COT rating and the RPMS 5-point scale

- Get the average of the total RPMS rating. The average rating will be your rating for Quality. In Teacher III's case, the average is 3.75, as show in the table below.

COT Rating Sheet	COT Rating (Highly Proficient Teachers)	RPMS 5-point scale
COT Rating Sheet 1	7	5
COT Rating Sheet 2	6	4
COT Rating Sheet 3	5	3
COT Rating Sheet 4	5	3
Total		15
Average		**3.75**

Figure 3.14. Sample computation of the average of the mapped COT rating to the RPMS 5-point scale

- Determine the final rating for Quality by referring to the Table 3.15. Teacher III got an average of 3.75 and his or her final rating for Quality is 4 (Very Satisfactory):

RANGE	RPMS 5-point Rating Scale
4.500 – 5.000	5 (Outstanding)
3.500 – 4.499	4 (Very Satisfactory)
2.500 – 3.499	3 (Satisfactory)
1.500 – 2.499	2 (Unsatisfactory)
below 1.499	1 (Poor)

Figure 3.15. Adjectival Rating Equivalences

Step 2: Explain your Rating, if needed.

To help the Ratees enrich their Portfolios, provide reasons for your rating and suggest strategies in improving the quality of the Portfolios.

A sample feedback on a Teacher Portfolio appears below.

Sample Feedback of a Principal

Good! Lessons presented in Araling Panlipunan, Edukasyon sa Pagpapakatao and MTB emphasized the integration of other subjects and content areas.

The attached COT further proves the integration. The modified DLL also shows the teacher's creativity in designing tasks and visual aids.

However, integration becomes more effective if the students are able to apply the concepts to their real life experiences, so you can add other activities where they will use the concepts in their everyday experiences.

In so doing, you can actually meet the requirements for the higher performance level.

Keep up the good work!

Figure 3.16. Sample feedback of a Rater

Figure 3.17. A rater provides feedback on the Teacher's Portfolio

3.1.2.1 How do you compute the Portfolio Rating?

A sample computation for the Rater's rating at the end of the school year is presented below.

Each objective shall be assigned **7.5% weight**, which means each KRA will have an equal weight of **22.5%.** The Plus Factor KRA, which consists of only one objective, will be assigned **10% weight.**

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
1	22.5%	Objective 1	7.5%	5	5	-		
		Objective 2	7.5%	5	5	-		
		Objective 3	7.5%	5	5	-		
2	22.5%	Objective 4	7.5%	4	4	-		
		Objective 5	7.5%	4	4	-		
		Objective 6	7.5%	3	3	-		
3	22.5%	Objective 7	7.5%	4	4	-		
		Objective 8	7.5%	3	3	-		
		Objective 9	7.5%	4	4	-		
4	22.5%	Objective 10	7.5%	4	4	-		
		Objective 11	7.5%	5	5	5		
		Objective 12	7.5%	5	5	5		
5	10%	Objective 13	10%	4	4	-		
							Final Rating	
							Adjectival Rating	

Step 1. Under the column Numerical Ratings, write your ratings for QET. The table in Figure 3.18 indicates the Weight per KRA and Objective.

Figure 3.18. Sample Computation Table with QET Ratings

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
1	22.5%	Objective 1	7.5%	5	5	-	5	
		Objective 2	7.5%	5	5	-	5	
		Objective 3	7.5%	5	5	-	5	
2	22.5%	Objective 4	7.5%	4	4	-	4	
		Objective 5	7.5%	4	4	-	4	
		Objective 6	7.5%	3	3	-	3	
3	22.5%	Objective 7	7.5%	4	4	-	4	
		Objective 8	7.5%	3	3	-	3	
		Objective 9	7.5%	4	4	-	4	
4	22.5%	Objective 10	7.5%	4	4	-	4	
		Objective 11	7.5%	5	5	5	5	
		Objective 12	7.5%	5	5	5	5	
5	10%	Objective 13	10%	4	4	-	4	
							Final Rating	
							Adjectival Rating	

Step 2. Get the average.

Figure 3.19. Sample Computation Table the Average of the QET Ratings

Step 3. Multiply the Weight per Objective with the QET average to fill in the SCORE column. The scores shall be in three (3) decimal places.

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
1	22.5%	Objective 1	7.5%	5	5	-	5	0.375
		Objective 2	7.5%	5	5	-	5	0.375
		Objective 3	7.5%	5	5	-	5	0.375
2	22.5%	Objective 4	7.5%	4	4	-	4	0.300
		Objective 5	7.5%	4	4	-	4	0.300
		Objective 6	7.5%	3	3	-	3	0.225
3	22.5%	Objective 7	7.5%	4	4	-	4	0.300
		Objective 8	7.5%	3	3	-	3	0.225
		Objective 9	7.5%	4	4	-	4	0.300
4	22.5%	Objective 10	7.5%	4	4	-	4	0.300
		Objective 11	7.5%	5	5	5	5	0.375
		Objective 12	7.5%	5	5	5	5	0.375
5	10%	Objective 13	10%	4	4	-	4	0.400
							Final Rating	
							Adjectival Rating	

Figure 3.20. Sample Computation Table with Computed Scores

Weight per Objective x Average Rating = Score

Step 4. Add all the scores to compute for the Final Rating, which is also in three (3) decimal places.

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
1	22.5%	Objective 1	7.5%	5	5	-	5	0.375
		Objective 2	7.5%	5	5	-	5	0.375
		Objective 3	7.5%	5	5	-	5	0.375
2	22.5%	Objective 4	7.5%	4	4	-	4	0.300
		Objective 5	7.5%	4	4	-	4	0.300
		Objective 6	7.5%	3	3	-	3	0.225
3	22.5%	Objective 7	7.5%	4	4	-	4	0.300
		Objective 8	7.5%	3	3	-	3	0.225
		Objective 9	7.5%	4	4	-	4	0.300
4	22.5%	Objective 10	7.5%	4	4	-	4	0.300
		Objective 11	7.5%	5	5	5	5	0.375
		Objective 12	7.5%	5	5	5	5	0.375
5	10%	Objective 13	10%	4	4	-	4	0.400
							Final Rating	4.225
							Adjectival Rating	

Figure 3.21. Sample Computation Table with Final Rating

Sum of all the Scores = Final Rating

Step 5. Determine the adjectival rating equivalent of your final rating by refering to the table in Figure 3.22.

Adjectival Rating Equivalences	
RANGE	**ADJECTIVAL RATING**
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor

Figure 3.22. Adjectival Rating Equivalences

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
1	22.5%	Objective 1	7.5%	5	5	-	5	0.375
		Objective 2	7.5%	5	5	-	5	0.375
		Objective 3	7.5%	5	5	-	5	0.375
2	22.5%	Objective 4	7.5%	4	4	-	4	0.300
		Objective 5	7.5%	4	4	-	4	0.300
		Objective 6	7.5%	3	3	-	3	0.225
3	22.5%	Objective 7	7.5%	4	4	-	4	0.300
		Objective 8	7.5%	3	3	-	3	0.225
		Objective 9	7.5%	4	4	-	4	0.300
4	22.5%	Objective 10	7.5%	4	4	-	4	0.300
		Objective 11	7.5%	5	5	5	5	0.375
		Objective 12	7.5%	5	5	5	5	0.375
5	10%	Objective 13	10%	4	4	-	4	0.400
							Final Rating	4.225
							Adjectival Rating	Very Satisfactory

Figure 3.23. Sample Computation Table with Final Rating and its Equivalent.

Step 6. Write the overall rating for accomplishments in the IPRCF. Affix signature of the Rater, Ratee and the Approving Authority. See Figure 3.23.

You may use the suggested summary sheet below in the computation of the numerical rating of your RPMS Portfolio. See Figure 3.24 below.

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
KRA 1	22.5%	Objective 1	7.5%					
		Objective 2	7.5%					
		Objective 3	7.5%					
KRA 2	22.5%	Objective 4	7.5%					
		Objective 5	7.5%					
		Objective 6	7.5%					
KRA 3	22.5%	Objective 7	7.5%					
		Objective 8	7.5%					
		Objective 9	7.5%					
KRA 4	22.5%	Objective 10	7.5%					
		Objective 11	7.5%					
		Objective 12	7.5%					
Plus Factor	10%	Objective 13	10%					
							Final Rating	
							Adjectival Rating	

Figure 3.24. Suggested Summary Sheet for the computation of Portfolio Rating

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) – Teacher I-III (Proficient Teachers)

Name of Employee: **Position:** **Bureau/Center/Service/Division:** **Rating Period:**	**Name of Rater:** **Position:** **Date of Review:**

TO BE FILLED IN DURING PLANNING											TO BE FILLED DURING EVALUATION					
MFOs	**KRAs**	**Objectives**	**Timeline**	**Weight per KRA**	**Performance Indicators**						**Actual Results**	**Rating**				**Score**
					QET	**Outstanding (5)**	**Very Satisfactory (4)**	**Satisfactory (3)**	**Unsatisfactory (2)**	**Poor (1)**		**Q**	**E**	**T**	**Ave**	
Basic Education Services	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	June 2016 – March 2017	22.5%	Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	3	3	-	3	0.225
					Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV					
					Timeliness	[redacted]										
											OVERALL RATING FOR ACCOMPLISH-MENTS					

Figure 3.25. Sample accomplished IPCRF with Actual Results

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) – Teacher I-III (Proficient Teachers)

Name of Employee: **Position:** **Bureau/Center/Service/Division:** **Rating Period:**	**Name of Rater:** **Position:** **Date of Review:**

TO BE FILLED IN DURING PLANNING											TO BE FILLED DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
Basic Education Services	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	June 2016 – March 2017	22.5%	Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	3	3	-	3	0.225
					Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV					
					Timeliness	[redacted]										
											OVERALL RATING FOR ACCOMPLISH-MENTS	Satisfactory				3

Figure 3.26. Sample accomplished IPCRF with overall rating for accomplishments

Mid-year Review

Mid-year Review gives you the chance to confer with the teachers for them to improve performance. Usually, the mid-year review is conducted in October or November. You need to provide suggestions, recommendations and/or the most appropriate technical assistance to support teachers in achieving their targets. **Note that the mid-year review is for performance monitoring and coaching. The final rating depends solely on the year-end evaluation.**

Step 1: Assess the Teacher Portfolio using the IPCRF and the suggested Mid-year Review Form (MRF).

See Figure 3.26 on page 38 for the suggested Mid-year Review Form (MRF). You may write appropriate feedback/reflection notes to give reasons for your initial ratings.

Step 2: Conduct Mid-year revie conference to discuss your initial ratings with the Ratees.

Step 3: Discuss with the Ratees their respective performance concerns.

Step 4: Monitor teacher performance and coach them using the Performance Monitoring and Coaching Form (PMCF) and Mid-year Review Form (MRF).

The PMCF shall provide 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. Create an enabling environment and intervention to improve teacher performance and progress towards the accomplishment of objectives.

Refer to pages 6-7 of D.O. No. 2, s. 2015.

PERFORMANCE MONITORING AND COACHING FORM

DATE	CRITICAL INCIDENCE DESCRIPTION	OUTPUT	IMPACT ON JOB/ ACTION PLAN	SIGNATURE (RATER/RATEE)
August 6, 2017	Work tasks and schedules to achieve goals as evident in her checklist have to be prioritized.	Submitted school forms/reports ahead of time	Serves as role model to colleagues/peers	
September 10, 2017	Logbook of daily incidence in her classroom is regularly done with a "Reflection" every week.	Logbook served as evidence for anecdotal records and journals of best practices.	Could easily address the learners' needs	
October 8, 2017	Quiz notebooks (in all the subjects) are observed with TOS, test items, score and item analysis and level of mastery.	Track records of learners' performance	Least learned competencies are identified and intervention needed is applied	
October 8, 2017	The use of ICT as shown during classroom observation has to be enhanced.	IMs used did not fully capture the interest of students	Less participation among learners	

Figure 3.27. Sample of accomplished Performance Monitoring and Coaching Form

SUGGESTED MID-YEAR REVIEW FORM (MRF)

Name of Employee:
Position:
Bureau/Center/Service/Division:
Rating Period:

Name of Rater:
Position:
Date of Review:

MFOs	KRAs	Objectives	Timeline	Weight per KRA	MOV	Performance Target	Mid-year Review/Rating				Mid-Year Review Results
							Ratee (Teacher)		Rater (Principal)		
							Rating	Remarks	Rating	Remarks	
						Quality					
						Efficiency					
						Timeliness					

*Please see attached list of MOV

Rater

Ratee

Approving Authority

Figure 3.28. Suggested Mid-year Review Form

3.1.2.2 How do you assess the Competencies?

During the RPMS Phase 1, the Rater shall discuss with the Ratee the competencies required of him or her. The demonstration of these competencies shall be monitored to effectively plan the interventions needed for development plans and shall be assessed at the end of the year. Note that the assessment in the demonstration of competencies shall not be reflected in the final rating. These competencies are monitored to inform professional development plans.

Step 1: Discuss with the Ratee the set of competencies.

Discuss with the teacher the set of core behavioral competencies demonstrated during the performance cycle. The list of competencies can be found in Part II of Annex F, IPCRF. See p. 29 of D.O. No. 2, s. 2015.

Step 2: Assess the demonstration of competencies.

In the form provided in the Annex F, IPCRF, write the appropriate rating inside the box for each competency using the 5-point scale shown below:

Scale	Definition
5	Role Model
4	Consistently demonstrates
3	Most of the time demonstrates
2	Sometimes demonstrates
1	Rarely demonstrates

Figure 3.29. The DepEd Competencies Scale

5 - If all behavior per competency had been demonstrated
4 - If four behavioral indicators had been demonstrated
3 - If three competency indicators had been demonstrated
2 - If two competency indicators had been demonstrated
1 - If only one (1) behavioral indicator had been demonstrated

See Figure 3.28 for the sample assessment of the core behavioral competencies.

After rating the Portfolio, determine the overall rating of the actual accomplishments and results. The Rater and the Ratee should reach an agreement by signing the IPCRF.

COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Management
1. Sets personal goals and directions, needs and development.
2. Understands personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.
4. Prioritize work tasks and schedules (through Gantt chants, checklists, etc.) to achieve goals.
5. Sets high quality, challenging, realistic goals for self and others.

5

Professionalism and Ethics
1. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).
2. Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
4. Makes personal sacrifices to meet the organization's needs.
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.

5

Results Focus
1. Achieves results with optimal use of time and resources most of the time.
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.

4

Teamwork
1. Willingly does his/her share of responsibility.
2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.
3. Applies negotiation principles in arriving at win-win agreements.
4. Drives consensus and team ownership of decisions.
5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.

4

Service Orientation
1. Can explain and articulate organizational directions, issues and problems.
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
3. Initiates activities that promote advocacy for men and women empowerment.
4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.
5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.

5

Innovation
1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency).
2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

3

5 – Role model; 4 – Consistently demonstrates; 3 – Most of the time demonstrates; 2 – Sometimes demonstrate; 1 – Rarely demonstrate

Figure 3.30. Sample Assessment of the Core Behavioral Competencies

3.1.3 Post-Assessment

The Part IV: Development Plans of the IPCRF (IPCRF-DP) shall be informed by the results of the self-assessment during Phase 1: Performance Planning and Commitment. The Rater and the Ratee shall identify and agree on the strengths and development needs and reflect them in the Part IV: Development Plans of the IPCRF.

The IPCRF-DP shall be updated during Phase 4: Performance Rewarding and Development Planning and shall be informed by the actual ratings of the IPCRF in Phase 3: Performance Review and Evaluation.

After rating the Portfolio, explain accomplishments, corresponding rewards or possible incentives. Finally, assist Ratees in preparing their Part IV: Development Plans of the IPCRF for the following year.

As indicated in D.O. No. 2, s. 2015, the following steps shall be applied in preparing Development Plans:

1. Identify the development needs.
2. Set goals for meeting the development needs.
3. Prepare action plans for meeting the development needs such as list of learning activities, resources and supports, measure of successes, among other needs.
4. Implement action plans.
5. Evaluate.

Your Development Plans may have the following components: A) Teaching Competencies, based on the PPST; and B) Core Behavioral Competencies, as shown in Figure 3.31.

PART IV: DEVELOPMENT PLANS OF THE IPCRF (IPCRF-DP)				
Strengths	**Development Needs**	**Action Plan (Recommended Developmental Intervention)**	**Timeline**	**Resources Needed**
A. Teaching Competencies (PPST)				
Objective 3, KRA 1 To apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skill	**Objective 3, KRA 1** To apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	Applying new learning from attending courses/ seminars/workshops/ Learning Action Cells (LAC)/ E-learning Using feedback to try a new approach to an old practice Coaching and mentoring	Year-round	Learning and Development Team Supervisors / School Heads / Master Teachers Local Funds
B. Core Behavioral Competencies (DepEd)				
• Professionalism and Ethics • Teamwork • Service Orientation • Results Focus	Innovation particularly on conceptualizing "Out of the Box" ideas/approach	• Coaching • Incorporate in the next in-service training (INSET) the training on conceptualization of innovative and ingenious methods and solutions	• Regular coaching • In-service training on April and May	HRTD Funds

Figure 3.31. Sample of accomplished Part IV of the IPCRF: Development Plans.

The Rater and the Ratee and the Human Resource (HR) shall also ensure that the action plans and interventions for employee development are appropriate for the development needs of the Ratee. Below are examples of developmental activities:

Figure 3.32. Examples of developmental activities for teachers

Remember:

Use appropriate interventions or activities that have high impact and results in employee's development.

For this purpose, it is suggested that **Principle of the 70-20-10 Learning Model** shown in Figure 3.33 and Figure 3.34 be used as a guide.

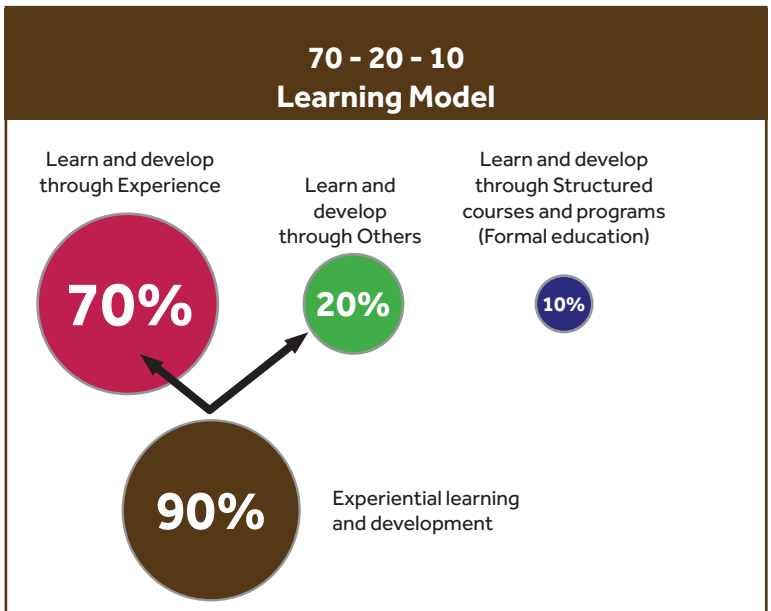


Figure 3.33. Principle of the 70-20-10 Learning Model

70-20-10 Learning Model Examples

70 - Learn and Develop Through Experience

- Applying new learning in real situations
- Using feedback to try a new approach to an old problem
- Trying new work and solving problems within role
- Having increased span of control
- Having increased decision-making
- Becoming champion and/or managing changes

20 - Learn and Develop Through Others

- Seeking informal feedback and work debriefs
- Seeking advice, asking opinions, sounding out ideas
- Requesting coaching from manager/others
- Getting 360° feedback
- Undergoing structured mentoring and coaching
- Participating in Learning Action Cells (LAC)

10 - Learn and Develop Through Structured Courses and Programs (Formal Education)

- Learning through:
  - courses
  - workshops
  - seminars
  - e-learning
- Applying for professional qualifications/ accreditation

Figure 3.34. Examples of the 70-20-10 Learning Model Principle

Results-Based Performance Management System

Manual for Teachers and School Heads

PROFESSIONAL REFLECTIONS THROUGH ANNOTATIONS

4

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

4.1 What are Annotations?

A teacher's path towards personal growth and professional development involves reflection and learning in order to improve practice. One way of doing this is to become more actively engaged in the process of careful introspection and critical evaluation of your teaching practice. An essential step towards becoming a more reflective practitioner is through writing annotations in your professional development portfolios.

Annotations are self-reflections, explanations or presentational mark-ups attached to documents, artifacts or Means of Verification (MOV) that you submit for the RPMS. They are important in instances when the evidences or artifacts presented in teacher portfolios cannot capture the whole dynamics of the teaching and learning process. Further, annotations establish a connection between the evidences and the Rater; thus, facilitating the review of the portfolio.

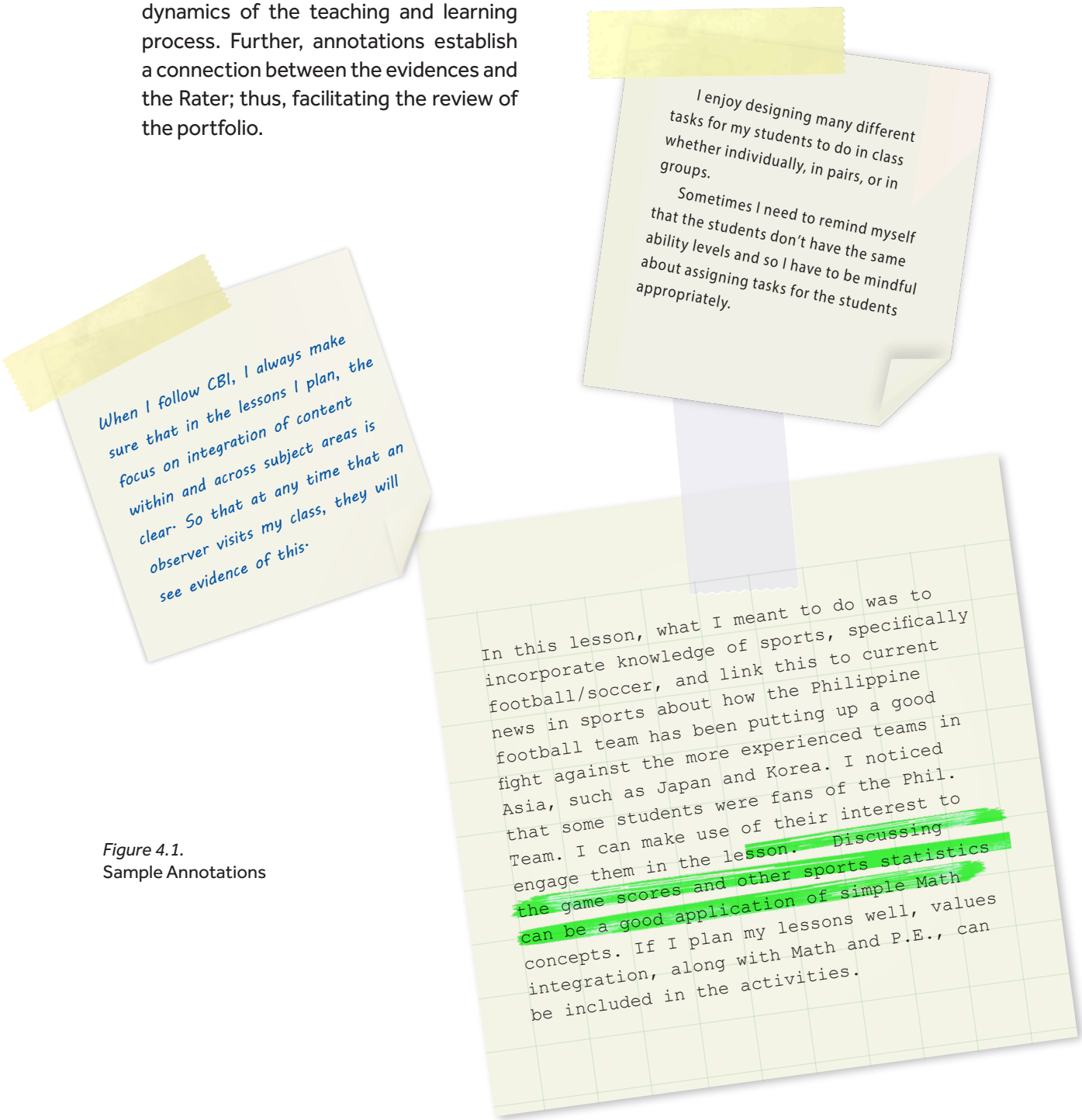


Figure 4.1.
Sample Annotations

4.2 What is the Importance of Annotations?

Annotations allow you to exercise reflective thinking. They help you describe your teaching experiences and explain instructional decisions. Annotations are important because they:

- make your evidence speak on your behalf;
- highlight your professional strengths in teaching;
- help you reflect on your teaching practices that pave the way for professional advancement;
- describe your intentions, goals and purposes towards career growth;
- present and explain credentials required by the Rater for ranking and promotion; and
- make it easier for the Rater to rate your performance.

4.3 What do you Annotate?

When writing annotations, you need to present evidences of your best practices in the various Key Result Areas. The following are possibilities for annotations:

- documents/artifacts that show your creativity and resourcefulness in teaching;
- evidence that may fully satisfy the requirements of the performance indicators but do not clearly demonstrate their link to the indicators themselves; and
- classroom context that explains your teaching practice and the realities you face in the classroom/school/community context.

4.4 How do you write Annotations?

Annotations help your Rater understand the story behind the MOV and be familiar with the documents being reviewed. The following may help you write annotations for a particular MOV in your RPMS Portfolio:

Step 1. Describe the Means of Verification (MOV) that you want to annotate.

The following questions may help you describe the MOV that you want to annotate:

a. What is your MOV about?
b. How does your MOV meet the KRA's objectives?

Step 2. Reflect on your MOV.

These questions may guide your reflection:

a. How does your MOV meet the objective?
b. What do you wish to highlight in your MOV in relation to the objective?
c. What classroom contexts explain your practices as reflected in your MOV?

Sample Annotation Template for Teacher I-III (Proficient Teachers)

Objectives	Means of Verification	Description of the MOV Presented	Annotations
1. Applied knowledge of content within and across curriculum teaching areas	☐ Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas ☑ Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas ☐ Instructional materials highlighting mastery of content and its integration in other subject areas ☐ Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas ☐ Others (Please specify and provide annnotations)	The MOV presented was a lesson plan that showed integration of knowledge and content in Physical Education.	In this lesson, I incorporated knowledge of sports, specifically football/soccer to my Math lesson. To get students interested, I drew attention to the sports news about how the Philippine team had been putting up a good fight against more experienced teams in Asia, such as Japan and Korea. To apply Math concepts, I led the class in discussing the game scores and other sports statistics. My students were engaged. I was able to deliver my lesson in Math with an interesting focus on sports.

Figure 4.2. Sample Annotation Template for Teacher I-III (Proficient Teachers)

Results-Based Performance Management System

Manual for Teachers and School Heads

EFFECTIVE COACHING & PERFORMANCE FEEDBACK

5

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY

5.1 What is Coaching?

Coaching is an interactive process where Raters and Ratees aim to close performance gaps, teach skills, impart knowledge and inculcate values and desirable work behaviors.

Competencies of an effective coach

The following are necessary competencies of an effective coach:

- Self-clarity
- Communication
- Critical thinking
- Ability to build relationships and inspire

5.1.1 What is the difference among coaching, mentoring and counselling?

Coaching is a process that enables learning and development to occur and thus, improve performance.

Mentoring is an off-line help by one person to another in making significant transitions in knowledge, work or thinking.

Counselling is a principled relationship characterized by the application of one or more psychological theories and a recognized set of communication skills, modified by experience, intuition and other interpersonal factors, to clients' **intimate concerns, problems or aspirations.**

Figure 5.1. The coach and the teacher discuss on issues and how they can be addressed

5.1.2 What is the Coaching Model for DepEd?

In DepEd, there are three (3) opportunities to apply coaching. Below is the coaching model.

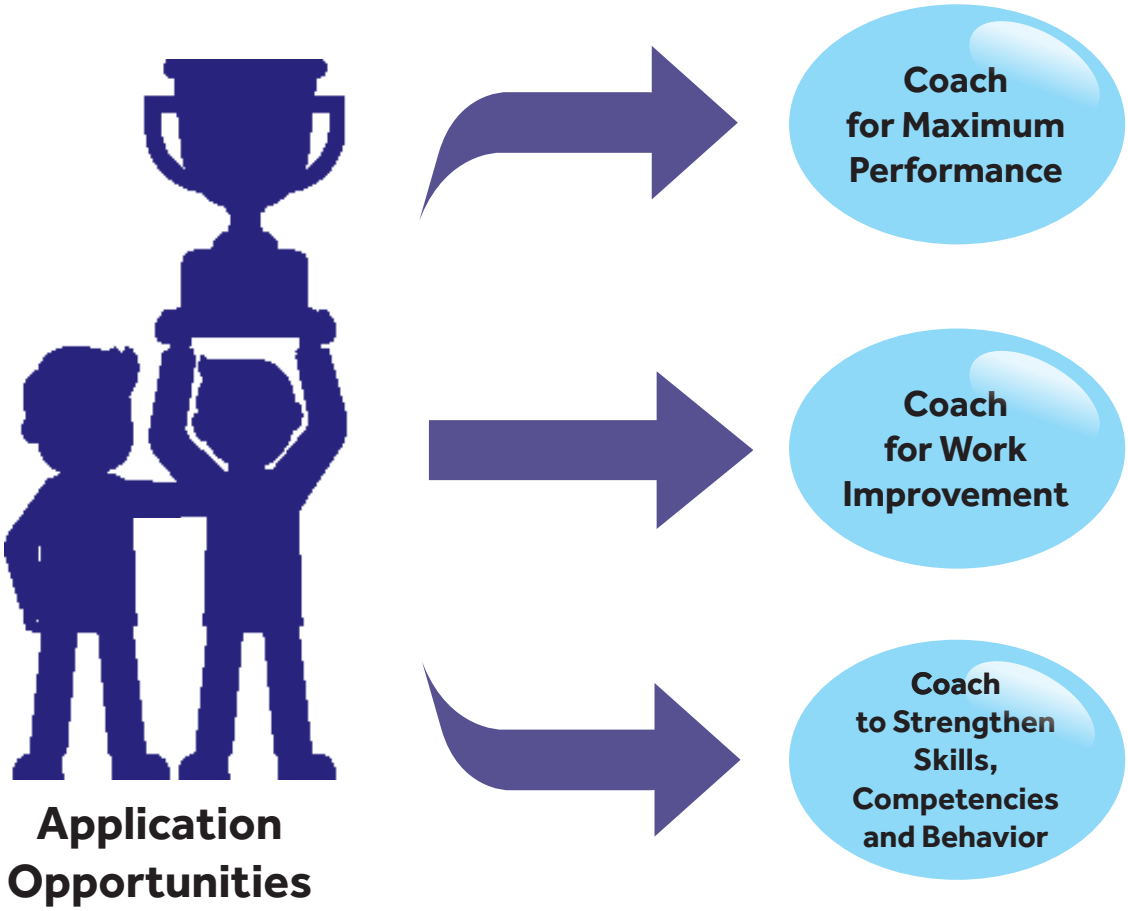


Figure 5.2. Coaching Model for DepEd

5.1.2.1 Coach for Improvement

Coach for work improvement is applied when performance gaps are observed and identified.

Performance gaps refer to the difference between an employee's current performance and what is required or expected. These can either be gaps concerning work behavior or skills. They could be both.

Tips in Identifying Performance Gaps

1. **Routinely monitor/check employee performance against stated performance metrics or agreed upon monthly or quarterly milestones vs. subordinates annual goals.**
2. **Analyze the tasks that the employee is not doing well.**
3. **Identify the causes, behaviors that interfere with goal accomplishment in controllable/uncontrollable situations.**
4. **Try to draw facts from other sources when possible.**
5. **Avoid premature judgments.**

Catch a problem early!

Causes	Description
Inefficient processes	Check work process before looking into faults in the people who run them.
Personal Problems	
Work Overload	Demand is too much or too fast-paced
Relationships Conflict at Work	Jealousy, competition for attention or for a promotion

Figure 5.3. Possible causes of poor performance

5.1.2.2 Coach for Maximum Performance

Coach for maximum performance is applied to sustain employee's high performance and for continuous performance improvement.

It is also an opportunity to develop succession plans and career development of high-performing and high-potential staff for promotion.

5.1.2.3 Coach to Strengthen Skills, Competencies and Behavior

This model is applied to strengthen and/or develop new competencies, skills, and behaviors.

It is also an opportunity to boost morale and confidence of employees, as well as cultivate/raise the level of performance.

5.1.3 What are the Four (4) Step Processes of Coaching?

There are four (4) step processes that the coach and the coachee must undertake to provide effective coaching.

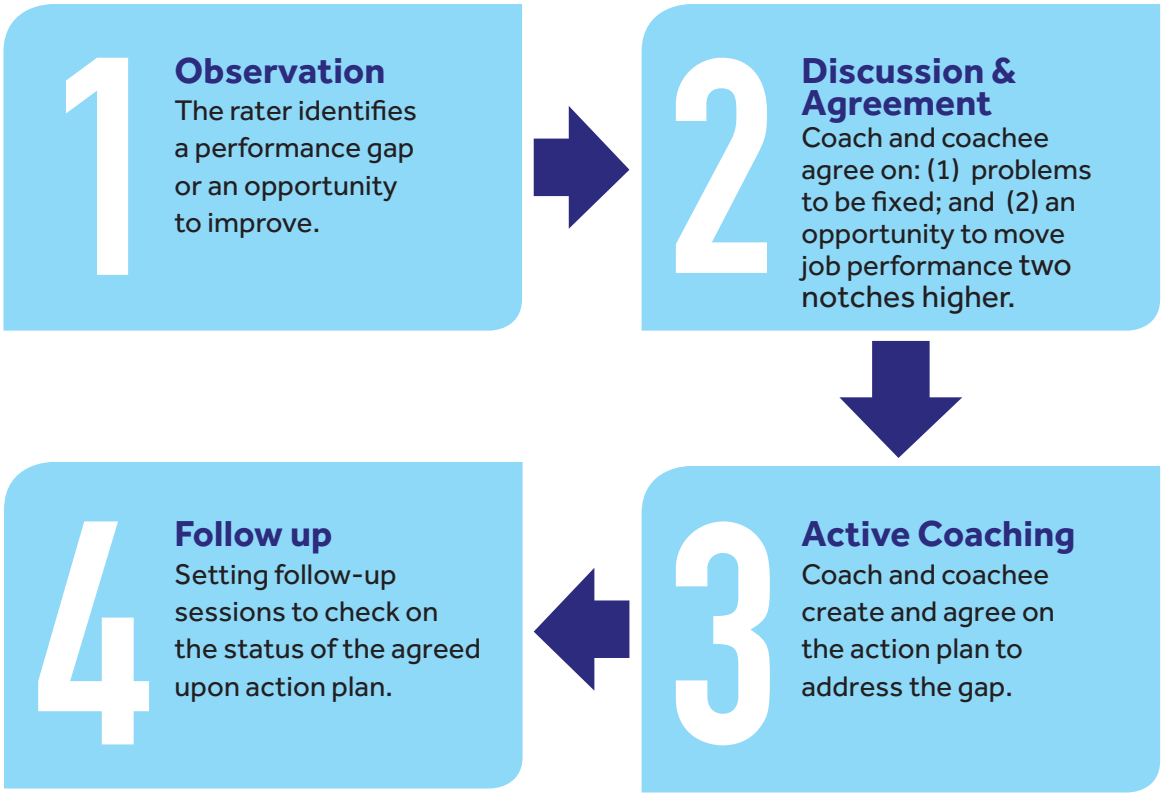


Figure 5.4. Four Step Processes of Coaching

Steps in conducting discussion and agreement sessions

Step 1: Opening /Climate Setting/ Establishing Rapport
(achieving a comfort level that encourages openness)

- Thank employee for making time for the meeting.
- Express your hope that you will find the meeting useful.

Step 2: Objective Setting

- Tell employee things he or she is doing right; express sincere appreciation.
- Tell your reason for calling the meeting with him or her.
- Give feedback on performance deficiency you have observed.
- Listen with empathy, i.e. give an empathic response, paraphrase what he or she had said, and reflect on his or her feelings.

Step 3: Discussion and Agreement Proper

- Tell what you want him or her to do, how you want it done, and why (standards of performance).
- If possible, show (model) how it is done.
- Then ask him or her to do it while you observe.
- Give positive feedback and/or correction; offer suggestions.
- Let him or her know you respect his or her ability.
- Agree upon appropriate actions - employee's and yours.
- Let him or her know you will closely monitor his or her performance.

Step 4: Closing

- Share how you feel about the meeting.
- Ask him or her how he or she feels about the meeting.
- Schedule a follow-up meeting on a specific date.
- Thank him or her and express confidence that he or she can do it. Assure him or her of your support.
- Shake hands and smile, while maintaining eye contact.

Why follow-up?

- It provides opportunities to remind employees about goals and the importance of these goals.
- Periodic checks give you a chance to offer positive feedback about the good things that employees do.
- These checks can help spot small problems before they become large ones.

Performance monitoring shall be the responsibility of both the Rater and the Ratee who agree to track and record significant incidents through the use of the Performance Monitoring and Coaching Form (PMCF) shown in Figure 3.21 on page 37 of this Manual.

Is there a difference between Managing and Coaching?

Managing focuses on...	Coaching focuses on...
Telling	Exploring
Directing	Facilitating
Authority	Partnership
Immediate Needs	Long-term Improvement
A Specific Outcome	Many possible outcomes

Figure 5.5. Difference between managing and coaching

Performance Coaching is not...

- a one-time process
- fault-finding and does not put the employee down
- giving advice and does not involve the coach sharing his or her personal experience or opinions/beliefs

Performance Coaching is...

- **Creating the right atmosphere**

  Mutual Trust
  - Develop mutual trust by demonstrating concern for the Coachee's well-being and success. Showing empathy, genuine interest, consultation, providing opportunities for the Coachee to move ahead are demonstrations of concern.
  - Experience in the matter at hand. Trust can be gained when the coach has a reputation of success in the area.
  - Being as good as your word. Trust is built through repeated demonstration. Do what you say everytime.
  - Not disclosing information held in Coachee's desire for confidentiality

  Accountability for Results
  - A person who is not held accountable for results will not take coaching seriously.
  - A formal coaching plan makes accountability explicit.

  Motivation to Learn and Improve
  (workplace motivations that encourage people)
  - Mastering an important skill will open the door to advancement.
  - An employee sees that improved productivity is reflected in his or her paycheck.
  - A person knows that his or her job is in danger unless he or she learns to do a particular task better.
  - An employee has reached the point where he or she is eager to learn something new or move on to a more challenging job.

- **Practice active listening**

  Active listening encourages communication and puts other people at ease. An Active Listener pays attention to the speaker and practices the following good listening skills:
  - Maintain eye contact
  - Smile at appropriate moments
  - Be sensitive to body language
  - Listen first and evaluate later
  - Never interrupt except to ask for clarification
  - Indicate that you are listening by repeating what was said about critical points

- **Asking the right questions**

  Asking the right questions will help the Coach to understand the Coachee and get to the bottom of performance problems.

Two Forms of Questions:

A. Open-ended

These questions invite participation and idea sharing. These help the coach to know the Coachee's feelings, views and deeper thoughts on the problem, and in turn, help to formulate better advice.

B. Closed-ended

These questions lead to "YES" or "NO" answers.

Sample of Closed-ended questions:

- To focus the response: ***"Is the program / plan on schedule?"***
- To confirm what the other person has said: ***"So, your big problem is scheduling your time?"***

5.2 What is Performance Feedback?

Performance feedback is an ongoing process between an employee and a manager where information concerning the performance expected and performance exhibited/demonstrated is exchanged.

Figure 5.7 shows that effective feedback giving during the performance cycle results to a successful Performance Appraisal.

Figure 5.6. An illustration of a principal giving a teacher feedback

Infographics taken from https://www.cognology.com.au/
(No copyright infringement intended. Strictly for Academic Purposes only)

Figure 5.7. Successful Performance Appraisal resulting from Effective Feedback

5.2.1 Why do we give feedback?

Feedback benefits the manager and employee and the organization. It can:

- build staff competence and confidence to achieve high performance;
- benefit the leader in his or her managerial and leadership functions; and create a culture of performance excellence.

There are two types of feedback:

Type 1: Reinforce

This type of feedback identifies job-related behavior and performance that contribute to individual, group and organizational goals. This encourages the employee to repeat and develop them.

Type 2: Redirect

This type of feedback identifies job related behavior and performance that do not contribute to individual, group and organizational goals and helps the employee develop alternative strategies.

When is feedback effective?

Effective feedback should be **specific**; it tells your employees what they did or did not accomplish, how they completed their tasks and how effective their actions are.

Effective feedback is also **timely**, in order to reinforce positive actions or provide alternative suggestions early enough that your employee can adjust and enhance his or her performance.

- You give it early enough to create impact (adjust or enhance performance)
- It is also important to know when to postpone the giving of feedback.

Finally, feedback should be **balanced,** highlighting both the employee's strengths and areas for improvement.

5.2.2 What is STAR Feedback Model?

For effective feedback-giving performance, the STAR Model is applied.

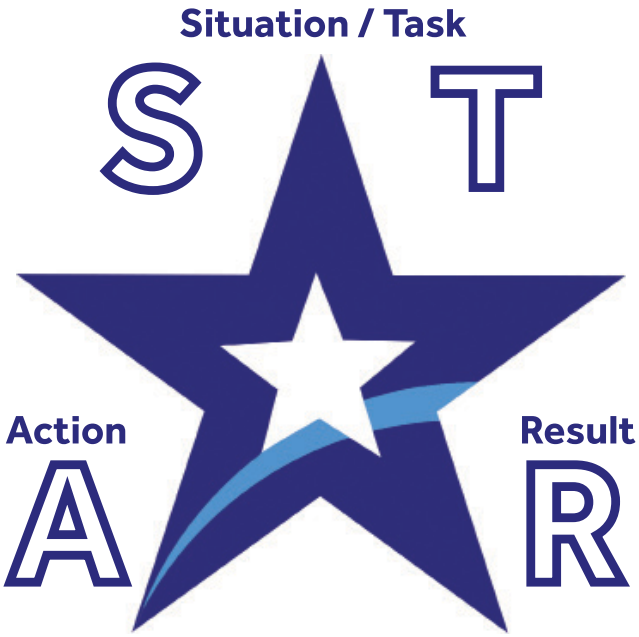


Figure 5.8. The STAR Feedback Model

S/T – Situation or Task

- Provides context for staff's action(s)
- Describes specific event, job, or assignment that triggered or warranted a response

A – Action

- Specific response of staff to the situation or task
- What staff said or did
- Can be multiple actions
- Can also be non-action

R – Result

- What happened due to the staff's action
- Can be effective or ineffective
- Can be concrete (e.g., report, written feedback from client, extended processing time, etc.)
- Can be less tangible (e.g., low morale, misunderstanding, etc.)

5.2.3 What are the benefits of the STAR Feedback Model?

The STAR Feedback Model:

- helps you focus staff's attention on behaviors that got them to their current level of performance;
- can be used to reinforce staff's good performance, as well as to facilitate improvement in staff's performance; and
- can be used to give feedback verbally or in writing.

See Figure 5.9 for a sample Reinforce STAR Feedback of a Principal to a Teacher that demonstrates a contributing behavior or performance. For a sample of Redirect STAR Feedback of a Principal to a Teacher that demonstrates a non-contributing behavior or performance, see Figure 5.10.

The STAR-AR Feedback Model is used for developmental or performance improvement, where alternative action and result is described.

STAR - AR

Alternative Action
What could be done better or differently next time?

Alternative Result
What could be the probable result or impact of the alternative action?

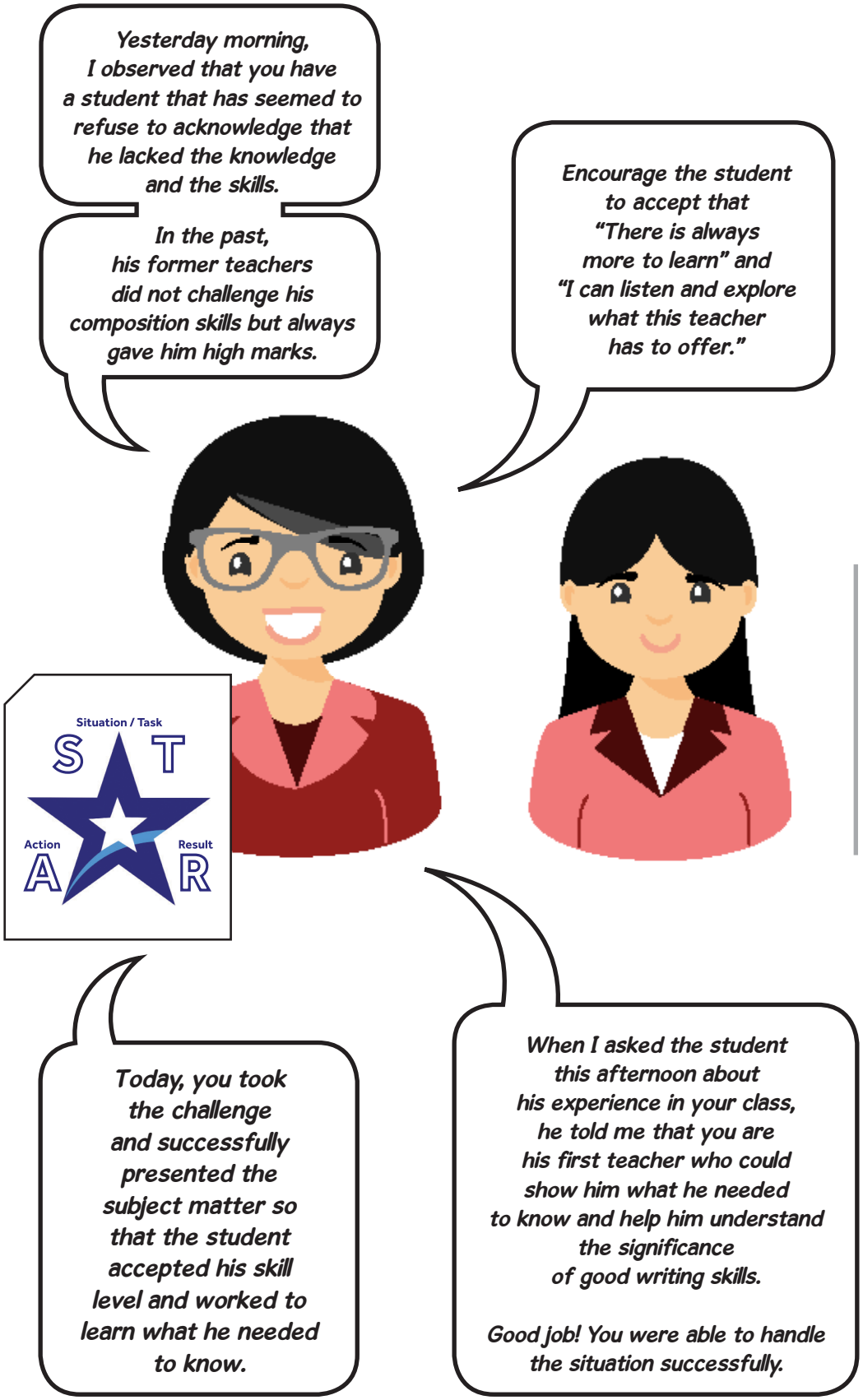


Figure 5.9.
Sample of Reinforce STAR Feedback of a Principal to a Teacher that demonstrates a contributing behavior or performance

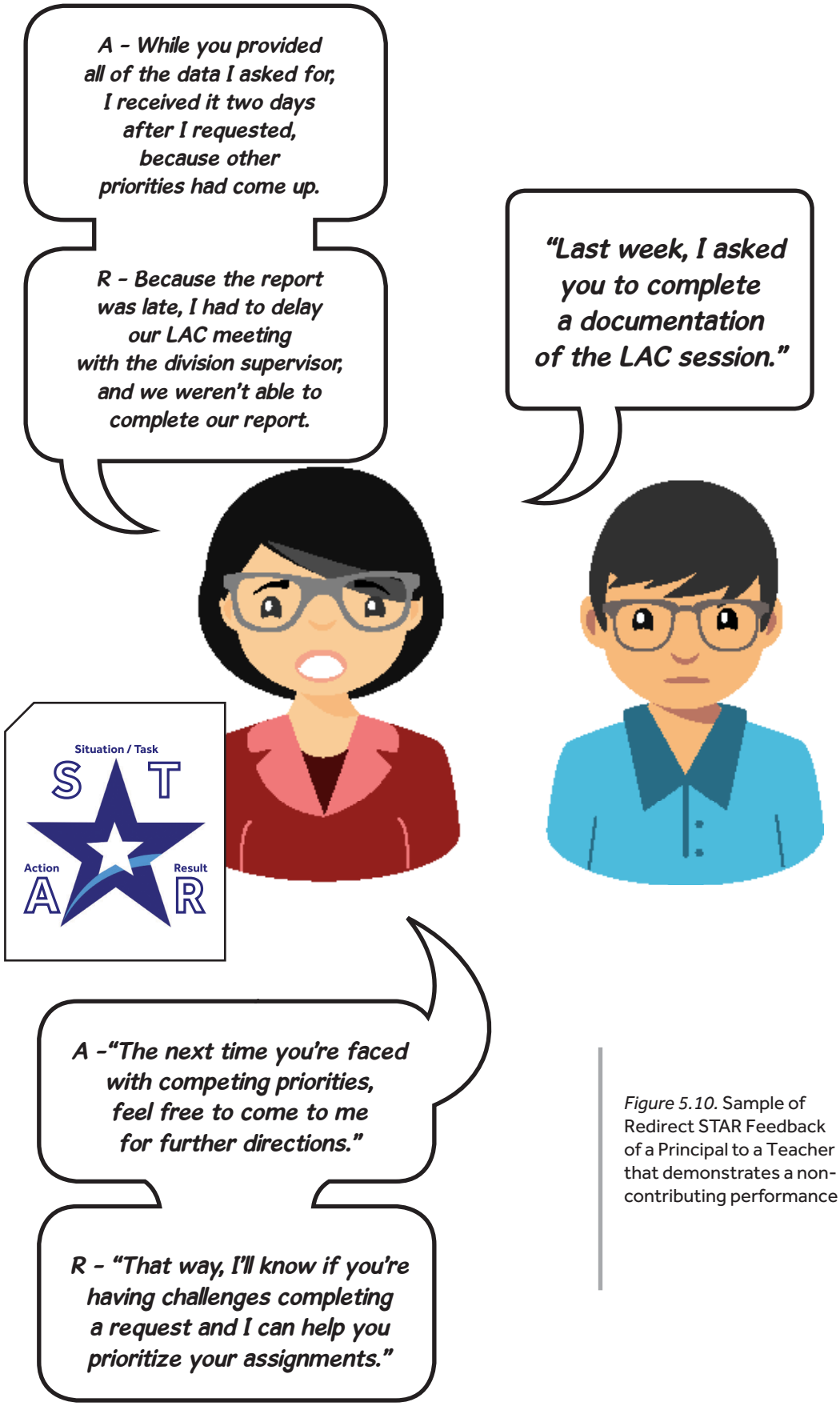
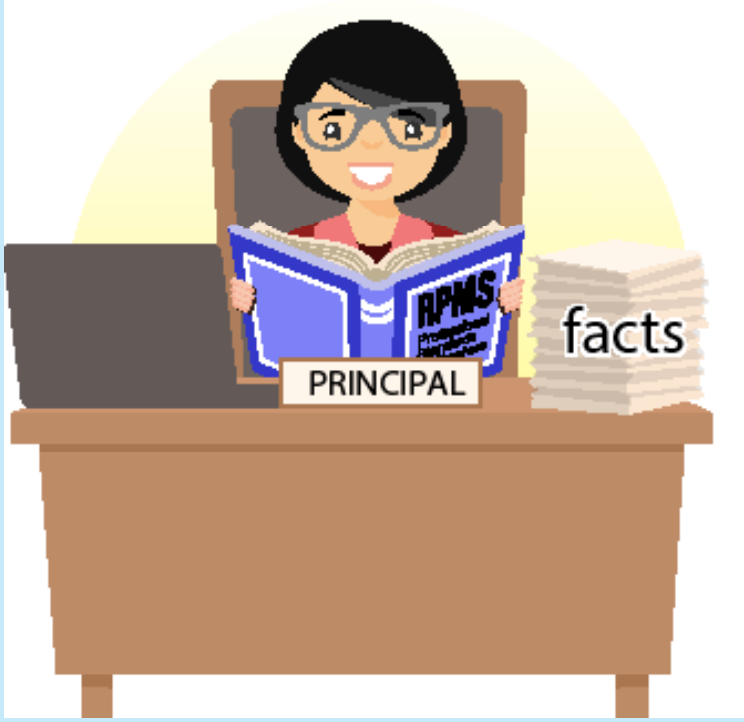


Figure 5.10. Sample of Redirect STAR Feedback of a Principal to a Teacher that demonstrates a non-contributing performance



Tips in providing redirect or developmental feedback

Focus on facts, not the person.

- Choose positively-phrased statements, such as "Forgetting to do that caused a delay," rather than saying "You're completely disorganized."

Share your thoughts on alternative approaches while remembering to seek the other person's ideas.

- "What do you think would be the best approach next time?"
- "If you do that, what results could we expect?"

Provide your employee with the necessary support in terms of time, resources or coaching to act on your feedback.

- "What resources or support would you need to carry this out?"

5.2.4 What is the Feedback Process?

The following are the processes for providing effective feedback:

Step 1: Preparation

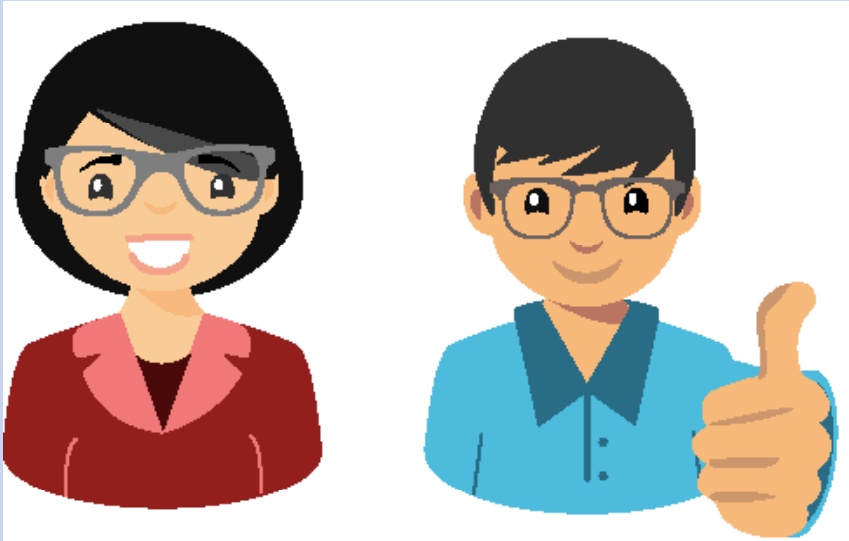
- **Self-Assessment**. The teacher accomplishes a self-assessment form and sends a copy to his or her immediate superior.
- **Agreeing on the Schedule of the Meeting.** The teacher and the immediate superior agree on the meeting schedule.
- **Gathering Data and Preparing Discussion Notes.** The teacher and the immediate superior gather data and note down discussion points for the meeting. The discussion points can be:
    - Performance Objectives
    - Critical Indicents/STARs
    - Progress or Final Results
    - Development Plans

Step 2: Conducting the Meeting

- **Opening the Meeting.** Greet the teacher and make him or her feel comfortable. Thank him or her for his or her time. You may engage in quick, light, small talk.
- **Clarifying the Meeting.** The immediate supervisor should signal start of discussion and state the purpose of the meeting.
- **Discussion.** Go through each of the objectives and discuss with the teacher the extent of accomplishment versus targets. Be prepared to discuss specific examples of behaviors and performance outcomes. Listen actively and openly. Take down notes.
- **Giving Feedback.** Prepare your notes. Be specific and own the feedback. Engage the teacher in the discussion.

Step 3: Closing the Meeting

- **Ask the teacher to share his/her take-aways.**
    - What were my major achievements?
    - What have I done well or am doing well?
    - In what key areas could I have done or should I do better?
    - How is my overall performance?
    - What are my next steps?
- **Affirm your trust in the teacher. Thank him or her for his or her time.**



Key Principles for Interactions

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Ask for help and encourage involvement.
- Share thoughts, feelings, and rationale (to build trust).
- Provide support without removing responsibility (to build ownership).

Tips in Receiving Feedback (for Teachers)

- Welcome constructive feedback (withhold judgment).
- Clarify and seek understanding (i.e. paraphrase, probe).
- Evaluate based on critical incidents, observations.
- Decide what to do with the feedback.

TOOLS WITHIN THE RPMS CYCLE

6

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation
Australian AID
une University of New England
SiMERR
Philippine National RESEARCH CENTER FOR TEACHER QUALITY

The RPMS Cycle

To ensure teacher quality, the Results-based Performance Management System (RPMS) aligns the performance targets and accomplishments with the Philippine Professional Standards for Teachers (PPST). This alignment covers teacher performance for one school year, starting in May (last week or a week after the opening of classes) and ending in April (first week or a week after graduation and/or moving up ceremonies).

The RPMS Manual for Teachers and School Heads provides information and guidance to Teachers and Schools in the use of different tools and forms to assess performance, the different assessment processes and different developmental activities for teachers as they undergo the four-stage performance RPMS cycle, namely, Performance Planning and Commitment **(Phase 1)**; Performance Monitoring and Coaching **(Phase 2)**; Performance Review and Evaluation **(Phase 3)**; and Performance Rewarding and Development Planning **(Phase 4)**.

See Figure 6.2 on page 69 for the graphic representation of the phases of the RPMS Cycle, and the tools and processes within.

6.1 Self-Assessment Tools in the RPMS Cycle

The Self-Assessment Tool is a common tool for assessing teacher performance. It can be used as a starting point for informal purposes of self-reflection to clarify performance expectations and determine which competencies to focus on. It can also be used to monitor the progression or improvement of teacher competencies and validate whether the interventions provided are effective. It can guide discussions about goal-setting and professional development needs.

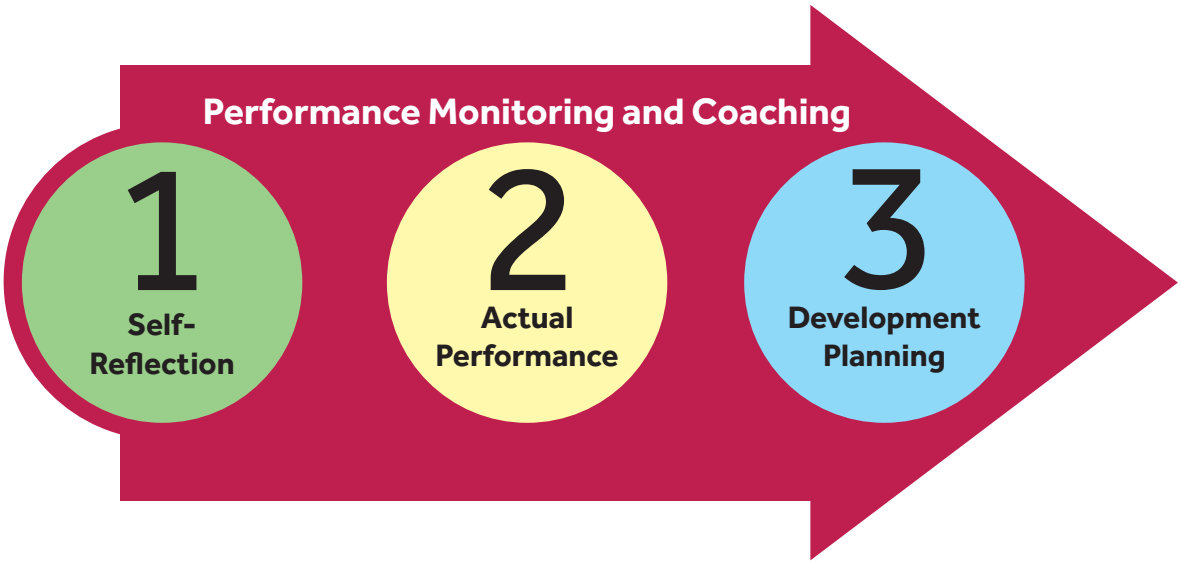
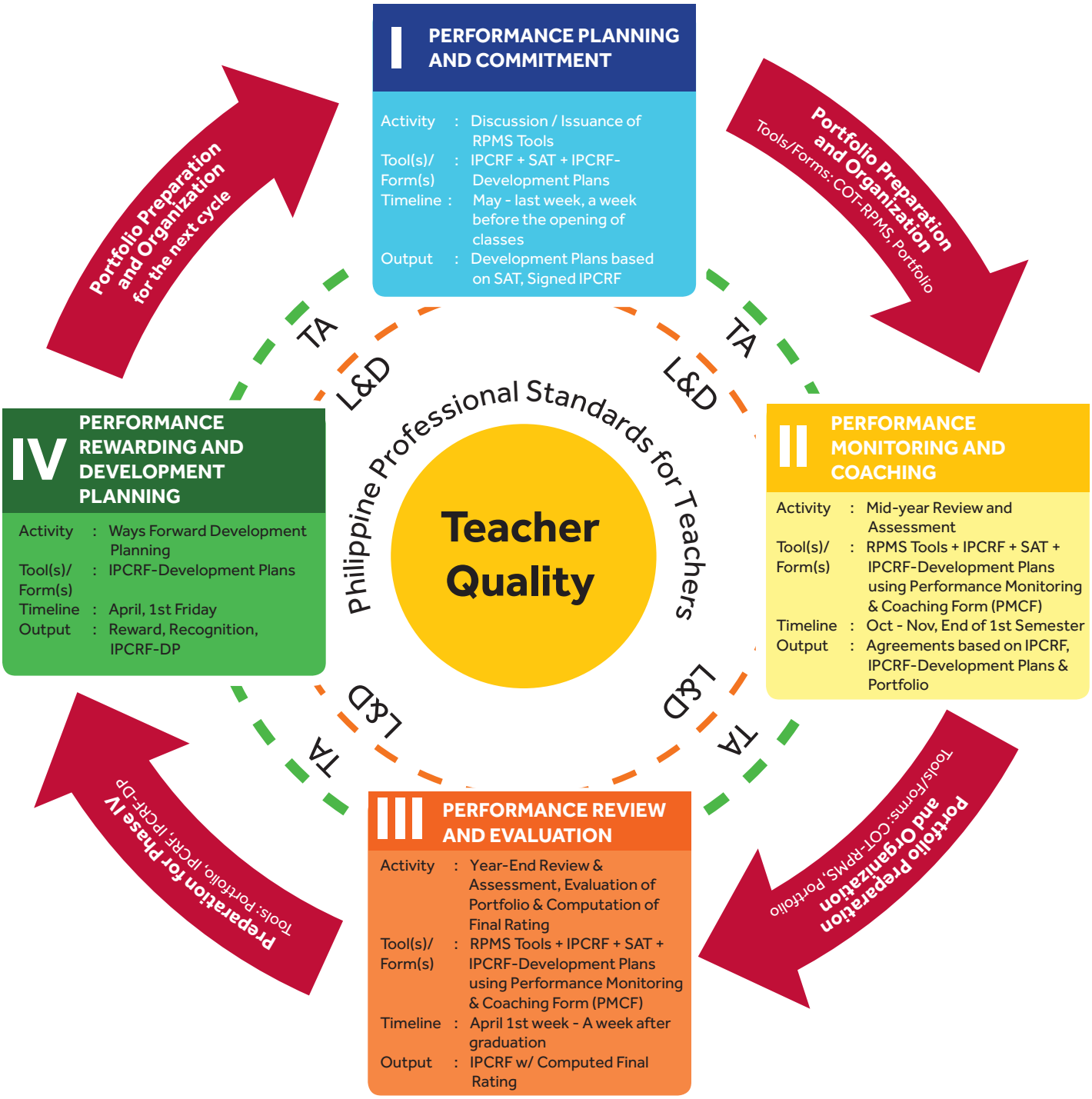


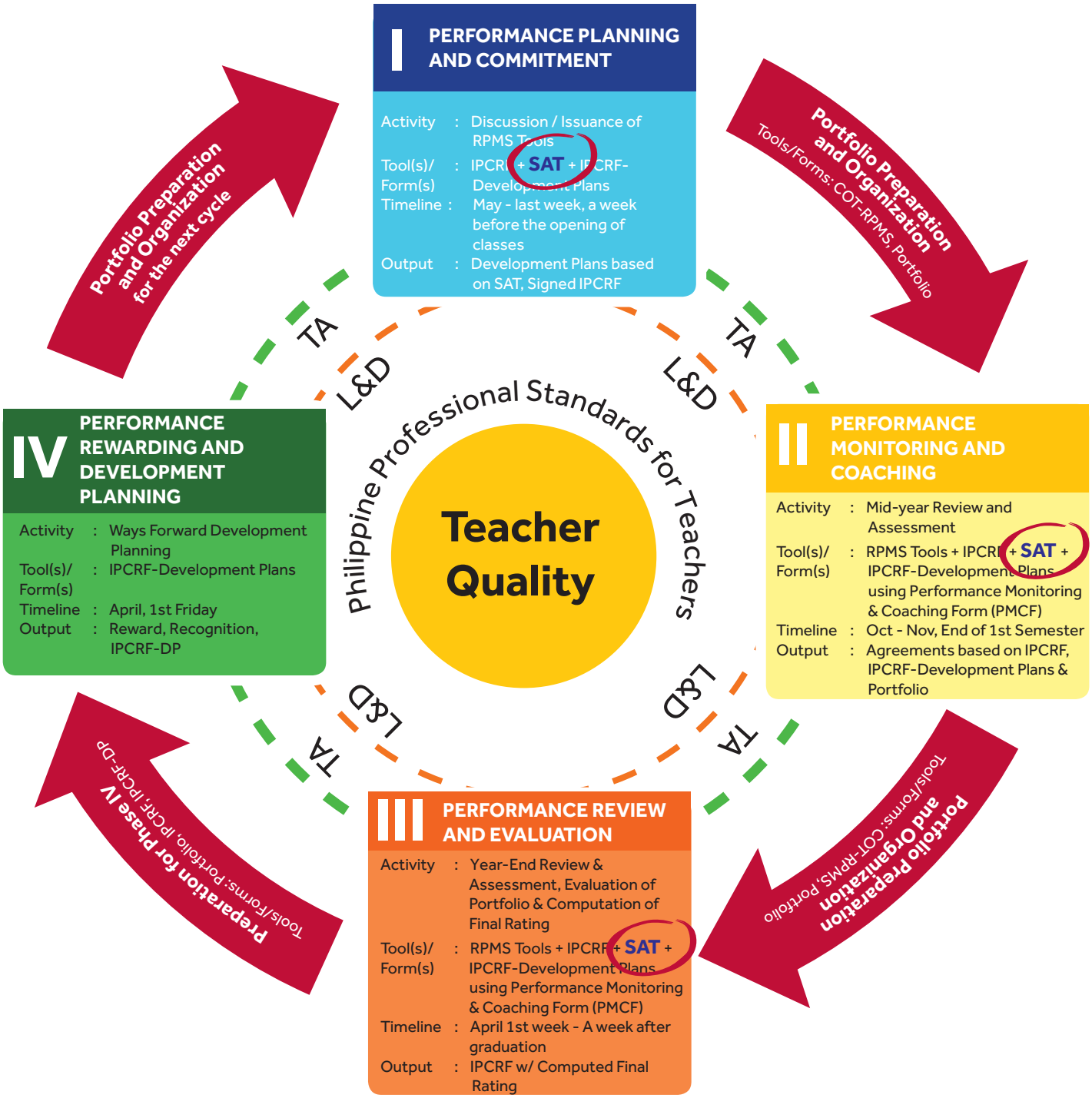
Figure 6.1. Self-assessment as a crucial step towards development planning



Legend:

L&D - Learning and Development
IPCRF - Individual Performance Commitment & Review Form
IPCRF-DP - Part IV: Development Plans of the IPCRF
PMCF - Performance Monitoring and Coaching Form
RPMS - Results-Based Performance Management System
SAT-RPMS - Self Assessment Tools RPMS
TA - Technical Assistance

Figure 6.2. The Tools within the RPMS Cycle



Legend:

L&D - Learning and Development
IPCRF - Individual Performance Commitment & Review Form
IPCRF-DP - Part IV: Development Plans of the IPCRF
PMCF - Performance Monitoring and Coaching Form
RPMS - Results-Based Performance Management System
SAT-RPMS - Self Assessment Tools RPMS
TA - Technical Assistance

Figure 6.3. Self-assessment tools in the RPMS Cycle

The teachers should assess their own performance prior to the beginning of the year (Performance Planning and Commitment) and reflect on their performance throughout the RPMS Cycle. The results of this self-assessment will guide the teachers and the principal on which RPMS indicators the teachers must improve on and the areas where they need coaching and mentoring.

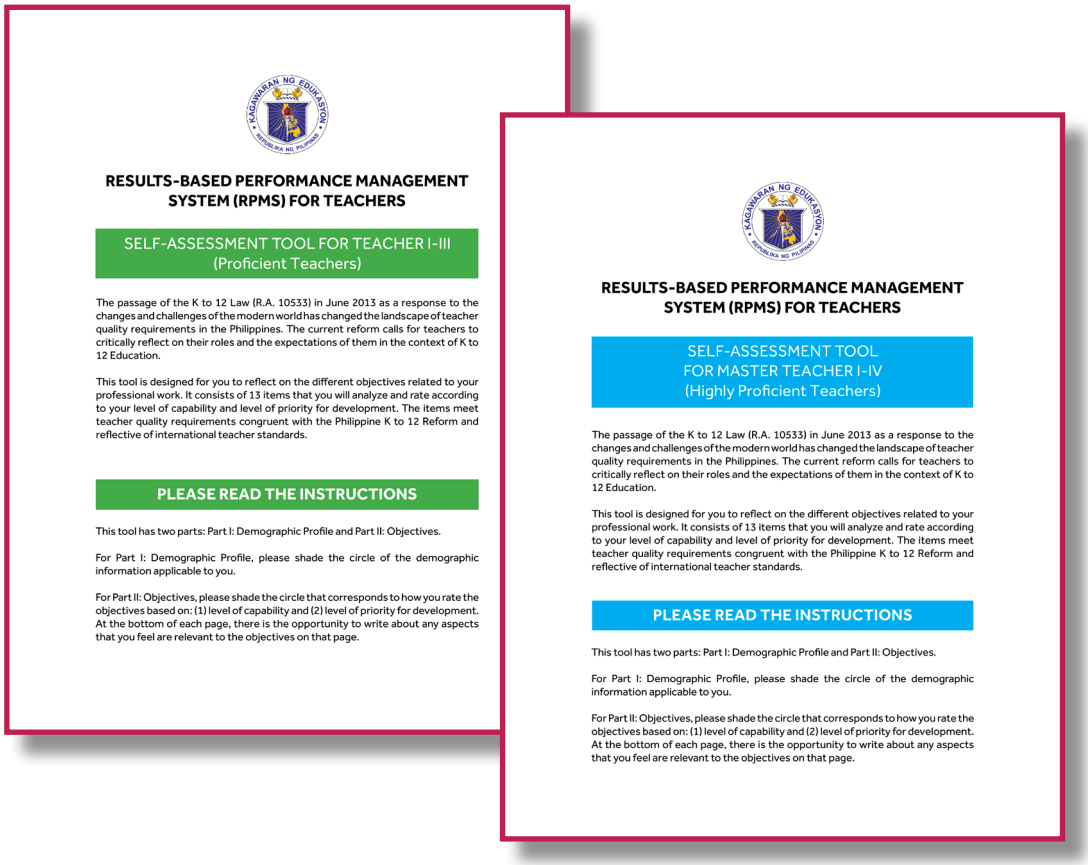
6.1.1 What are the Self-Assessment Tools-RPMS (SAT-RPMS)?

The Self-Assessment Tools-RPMS (SAT-RPMS) comprises two different self-assessment questionnaires within the RPMS designed for Teacher I-III and Master Teacher I-IV to reflect on the different performance indicators that relate to their professional work. It is meant to support teacher performance and professional development.

There are two SAT-RPMS: 1) SAT-RPMS for Teacher I-III; and 2) SAT-RPMS for Master Teacher I-IV.

Teacher I, Teacher II and Teacher III shall use the SAT-RPMS for Teacher I-III while Master Teacher I, Master Teacher II, Master Teacher III and Master Teacher IV shall use the SAT-RPMS for Master I-IV.

There are 13 objectives in the SAT-RPMS, including the Plus Factor. These objectives are aligned with the objectives listed in the RPMS Tools.



RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR TEACHER I-III (Proficient Teachers)

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

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 13 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of international teacher standards.

PLEASE READ THE INSTRUCTIONS

This tool has two parts: Part I: Demographic Profile and Part II: Objectives.

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

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

RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR MASTER TEACHER I-IV (Highly Proficient Teachers)

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

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 13 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of international teacher standards.

PLEASE READ THE INSTRUCTIONS

This tool has two parts: Part I: Demographic Profile and Part II: Objectives.

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

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

Figure 6.4. Self-Assessment Tools-RPMS

6.1.2. What are the parts of the SAT-RPMS?

The SAT-RPMS has the following parts:

1. **Cover Page**. This page introduces the SAT-RPMS, its purposes and parts. It also provides instructions on how to accomplish the SAT-RPMS. See Figure 6.4.

2. **Demographic Profile**. This part collects the teacher's demographic information, such as age, sex, rank or position, highest degree obtained, among others.

PART I: DEMOGRAPHIC PROFILE

Please shade the circle that is applicable to you.

1. Age
- ○ Under 25
- ○ 25-30
- ○ 31-35
- ○ 36-40
- ○ 41-45
- ○ 46-50
- ○ 51-55
- ○ Over 55

2. Sex
- ○ Male
- ○ Female

3. Employment Status
- ○ Regular Permanent
- ○ Provisional
- ○ Substitute
- ○ Contractual

4. Position
- ○ Teacher I
- ○ Teacher II
- ○ Teacher III

5. Total Number of Years in Teaching
- ○ 0-3 years
- ○ 4-10 years
- ○ More than 10 years

6. Highest Degree Obtained
- ○ Bachelor's Degree _____
- ○ Master's Degree _____
- ○ Doctorate Degree _____

7. Area of Specialization
- ○ English
- ○ Filipino
- ○ Mathematics
- ○ General Science
- ○ Biology
- ○ Chemistry
- ○ Physics
- ○ Others (Specify) _____

8. Subject(s) Taught
- ○ English
- ○ Filipino
- ○ Mathematics
- ○ Araling Panlipunan
- ○ MAPEH
- ○ Values Education
- ○ Others (Specify) _____

9. Grade Level Taught
- ○ Kindergarten
- ○ Elementary
- ○ Secondary
- ○ Junior High School
- ○ Senior High School

10. Curricular Classification of the School
- ○ Kindergarten
- ○ Grade 1-6
- ○ Grade 7-10
- ○ Kinder and Grade 1-6
- ○ Kinder and Grade 7-10
- ○ Grade 1-6 and Grade 7-10
- ○ Kinder, Grade 1-6, Grade 7-10
- ○ Kinder, Grade 1-6, Grade 7-10 attached to Tertiary
- ○ Grade 11-12
- ○ Kinder and Grade 11-12
- ○ Grade 1-6 and Grade 11-12
- ○ Grade 7-10 and Grade 11-12
- ○ Grade 1-6, Grade 7-10 and Grade 11-12
- ○ Kinder, Grade 1-6, Grade 7-10 and Grade 11-12
- ○ Kinder, Grade 1-6, Grade 7-10 and Grade 11-12 attached to Tertiary
- ○ Kinder, Grade 7-10 and Grade 11-12
- ○ Kinder, Grade 1-6 and Grade 11-12

11. Region

Luzon
- ○ **National Capital Region**
- ○ **Cordillera Administrative Region**
- ○ **I** - Ilocos
- ○ **II** - Cagayan Valley
- ○ **III** - Central Luzon
- ○ **IV**-CALABARZON
- ○ **IV**-MIMAROPA
- ○ **V** - Bicol

Visayas
- ○ **VI** - Western Visayas
- ○ **VII** - Central Visayas
- ○ **VIII** - Eastern Visayas

Mindanao
- ○ **IX** - Zamboanga Peninsula
- ○ **X** - Northern Mindanao
- ○ **XI** - Davao Region
- ○ **XII** - SOCCSKSARGEN
- ○ **XIII** - Caraga
- ○ **Autonomous Region in Muslim Mindanao**

Figure 6.5. Part I: Demographic Profile of SAT-RPMS for Teacher I-III

3. Objectives. This page contains the 13 objectives of the SAT-RPMS. Using a four-point Likert scale, the teachers will rate themselves in terms of how capable they are in performing each objective and the development priority they give to each objective.

PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate each objective according to the **level of your capability in performing each objective** and the **development priority you give to each objective.**

In the box below, please provide any general comments you may have about the objectives.

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy								
1.1 Applied knowledge of content within and across curriculum teaching areas.	○	○	○	○	○	○	○	○
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	○	○	○	○	○	○	○	○
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	○	○	○	○	○	○	○	○
2. Learning Environment and Diversity of Learners								
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	○	○	○	○	○	○	○	○
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	○	○	○	○	○	○	○	○
2.3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	○	○	○	○	○	○	○	○

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

_____
_____
_____
_____

Figure 6.6. Part II: Performance Indicators of SAT-RPMS for Teacher I-III

6.1.3. How do you take the SAT-RPMS?

Step 1: Determine your corresponding SAT-RPMS.

Identify your SAT-RPMS by considering your current position and general description of your practice based on the Philippine Professional Standards for Teachers.

If you are a Teacher I, Teacher II or Teacher III, use the tool for SAT-RPMS for Teacher I-III. If you are a Master Teacher I, Master Teacher II, Master Teacher III and Master Teacher IV, use the tool for Master Teacher I-IV. Senior High School teachers shall use the SAT-RPMS corresponding to their current rank/position, regardless of the years in service.

Figure 6.7 A graphical representation of a teacher looking at SAT-RPMS

Step 2: Take the SAT-RPMS appropriate to your position.

Accomplish Part I: Demographic Profile by ticking the item that describes you.

In Part II: Objectives, shade the circle that corresponds to the rating you give yourself for each indicator according to the level of your capability and development priority. You may also write your comments about the indicators in the box provided at the end of SAT-RPMS page. See Figure 6.8.

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

_____
_____
_____
_____

Figure 6.8. Screenshot of the box on the bottom of the SAT-RPMS Page

Step 3: Discuss with your Principal the results of your SAT-RPMS.

After taking the SAT-RPMS, discuss with your Principal the Development Plan based the results of your self-assessment.

Figure 6.9
A graphical representation of a teacher (Ratee) and a principal (Rater) discussing the Development Plan based on the teachers' SAT-RPMS results

6.1.4. How do you use the results of SAT-RPMS?

Step 1: The teacher prepares the Development Plan based on the results of SAT-RPMS.

The teacher can reflect in the plan as **development needs** the objectives that rated "Low" in terms of level of capability, or "High" or "Very High" in terms of priority for development.

The objectives rated "High" or "Very High" in terms of level of capability can be reflected as **strengths** in the Development Plan.

See Figure 6.10 for the sample accomplished Part IV: Development Plans (IPCRF-DP) based on the SAT-RPMS results. Follow the steps in Chapter 3, page 41 in preparing for the Part IV: DP.

Step 2: The teacher discusses the Development Plan with the Principal.

Step 3: The teacher and the Principal come to an agreement about the final Development Plan.

The IPCRF-DP shall be updated during Phase 4: Performance Rewarding and Development Planning and shall be informed by the actual ratings of the IPCRF in Phase 3: Performance Review and Evaluation.

The results can inform various development interventions in preparation for the next school year, such as In-Service Training (INSET) Orientation/ Teacher Induction Program (TIP).

Both the teacher and the Principal may also refer to the Development Plans in the monitoring and coaching of the teacher's performance and in providing the necessary interventions

Note: An electronic system will be given as a supplemental material. The system supports schools in analyzing school-wide SAT data of teachers to help plan for teachers' professional development.

PART IV: DEVELOPMENT PLANS OF THE IPCRF (IPCRF-DP)				
Strengths	**Development Needs**	**Action Plan (Recommended Developmental Intervention)**	**Timeline**	**Resources Needed**
A. Teaching Competencies (PPST)				
Objective 3, KRA 1 To apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skill	**Objective 3, KRA 1** To apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	Applying new learning from attending courses/ seminars/workshops/ Learning Action Cells (LAC)/ E-learning Using feedback to try a new approach to an old practice Coaching and mentoring	Year-round	Learning and Development Team Supervisors / School Heads / Master Teachers Local Funds
B. Core Behavioral Competencies (DepEd)				
• Professionalism and Ethics • Teamwork • Service Orientation • Results Focus	Innovation particularly on conceptualizing "Out of the Box" ideas/approach	• Coaching • Incorporate in the next in-service training (INSET) the training on conceptualization of innovative and ingenious methods and solutions	• Regular coaching • In-service training on April and May	HRTD Funds

Figure 6.10. Sample of accomplished Part IV of the IPCRF: Development Plans.

6.2 Classroom Observation Tools in the RPMS Cycle

Classroom observation is a process of providing feedback to a teacher's classroom practice. Feedback given provides quality input for the continuous improvement of teacher practice and provides opportunities to share ideas and expertise, as well as promote mentoring and coaching among colleagues. It also encourages teachers to reflect and develop awareness about their own practice as it provides evidence of actual teacher performance, their strengths and areas for development and the impact of their practice. Finally, classroom observation aims to visualize classroom practices.

To be more effective, classroom observation must be based on a set of standards, which can assess teaching quality across a continuum of development (Darling-Hammond, 2012). The link between what the teachers can do as evidenced by their classroom performance and the standards against which this performance can be rated or evaluated is crucial in classroom observation.

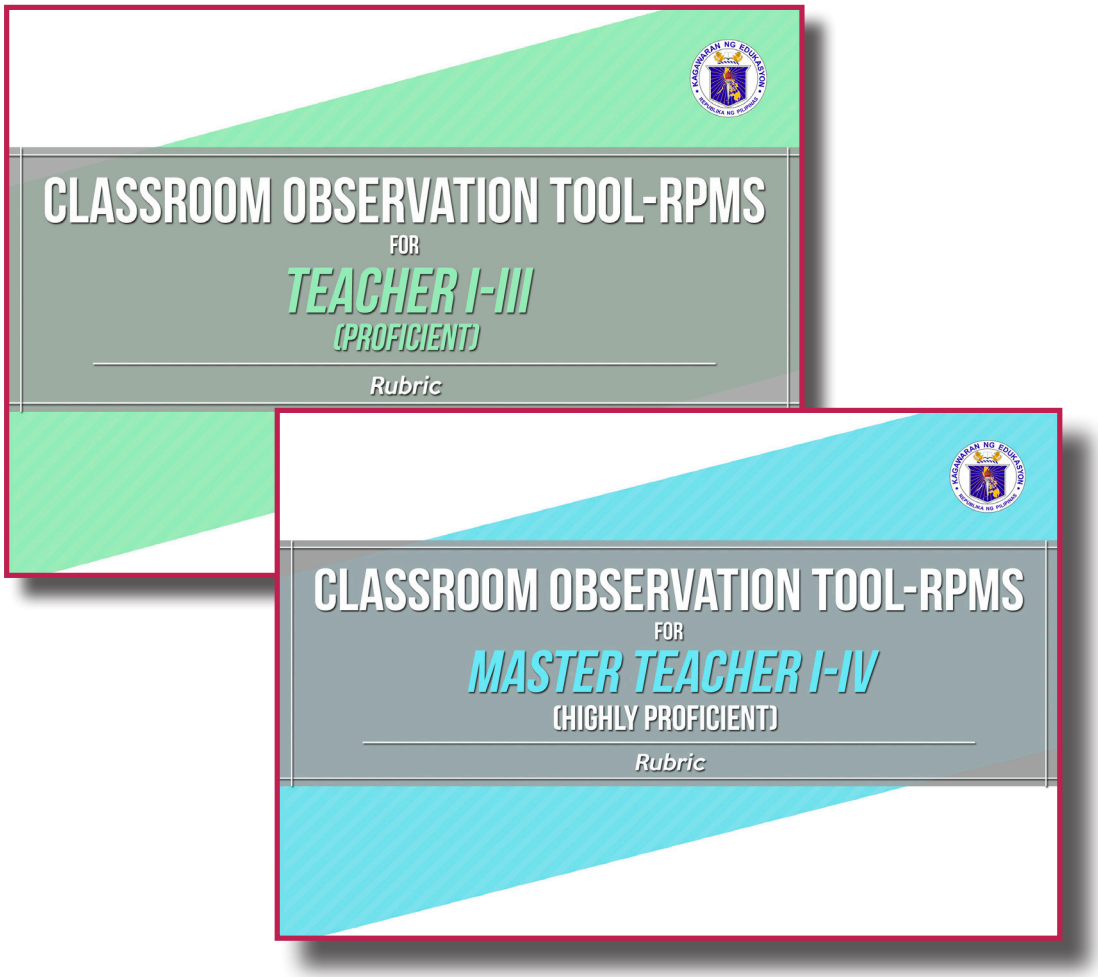
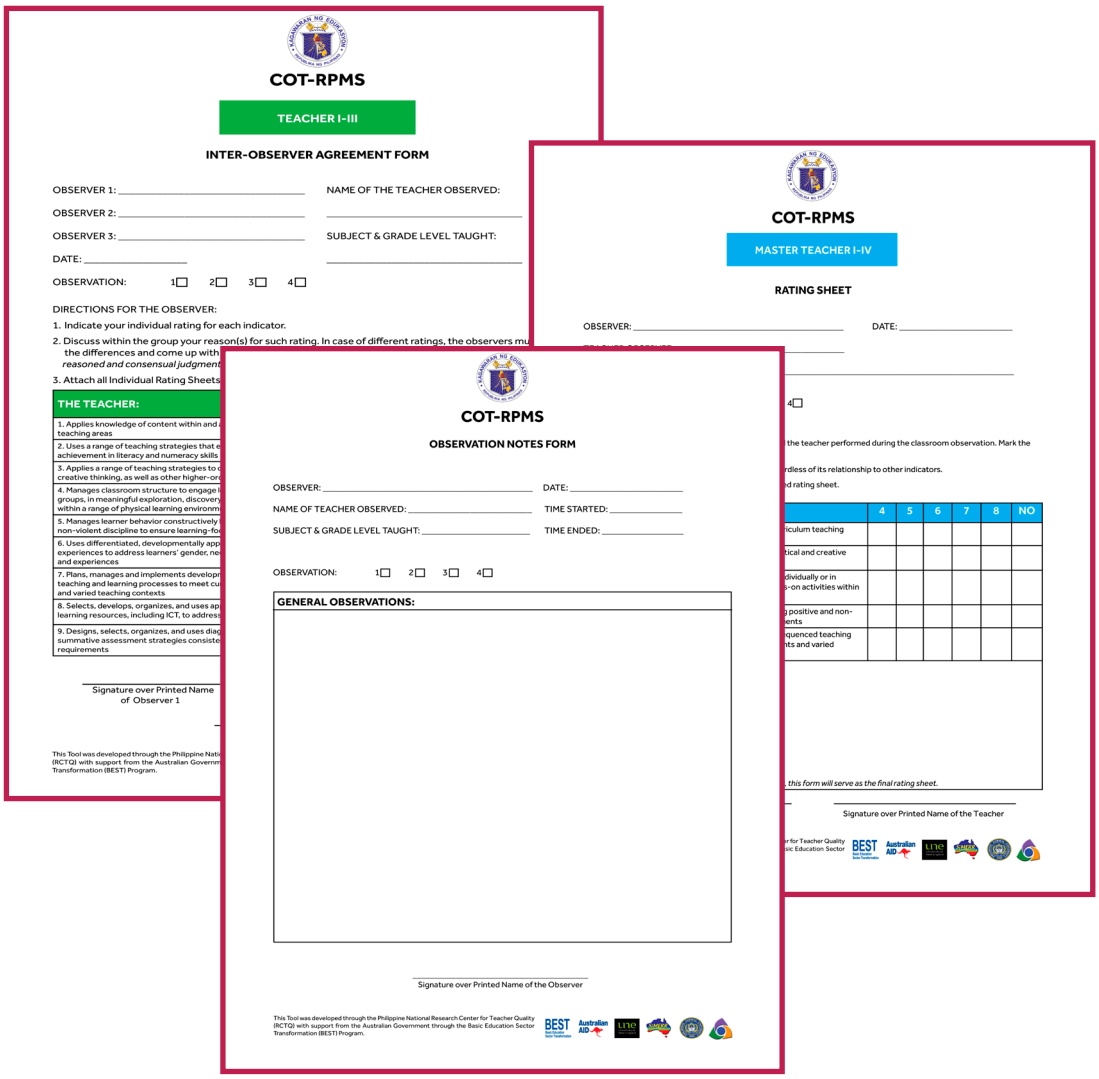


Figure 6.11. Classroom Observation Tools and Forms in the RPMS Cycle

In the RPMS Cycle, teacher's classroom performance is assessed against the indicators of the Philippine Professional Standards for Teachers (PPST). The results of classroom observation are considered non-negotiable means of verification (MOV) of teacher performance that can prove teacher's attainment of classroom observable objectives in the RPMS Tools.


COT-RPMS

TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF THE TEACHER OBSERVED:

OBSERVER 2: _____

OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT:

DATE: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Indicate your individual rating for each indicator.
2. Discuss within the group your reason(s) for such rating. In case of different ratings, the observers mu
the differences and come up with
reasoned and consensual judgment
3. Attach all Individual Rating Sheets.

THE TEACHER:

1. Applies knowledge of content within and
teaching areas
2. Uses a range of teaching strategies that
achievement in literacy and numeracy skills
3. Applies a range of teaching strategies to
creative thinking, as well as other higher-
4. Manages classroom structure to engage
groups, in meaningful exploration, discovery
within a range of physical learning environm
5. Manages learner behavior constructively
non-violent discipline to ensure learning-fo
6. Uses differentiated, developmentally app
experiences to address learners' gender, ne
and experiences
7. Plans, manages and implements develop
teaching and learning processes to meet cu
and varied teaching contexts
8. Selects, develops, organizes, and uses ap
learning resources, including ICT, to address
9. Designs, selects, organizes, and uses diag
summative assessment strategies consiste
requirements

Signature over Printed Name of Observer 1

This Tool was developed through the Philippine Nati
(RCTQ) with support from the Australian Governm
Transformation (BEST) Program.

COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____ DATE: _____

4☐

the teacher performed during the classroom observation. Mark the

rdless of its relationship to other indicators.

d rating sheet.

	4	5	6	7	8	NO
iculum teaching						
tical and creative						
ividually or in s-on activities within						
g positive and non- ents						
quenced teaching nts and varied						

, this form will serve as the final rating sheet.

Signature over Printed Name of the Teacher

r for Teacher Quality
sic Education Sector

COT-RPMS

OBSERVATION NOTES FORM

OBSERVER: _____ DATE: _____

NAME OF TEACHER OBSERVED: _____ TIME STARTED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____ TIME ENDED: _____

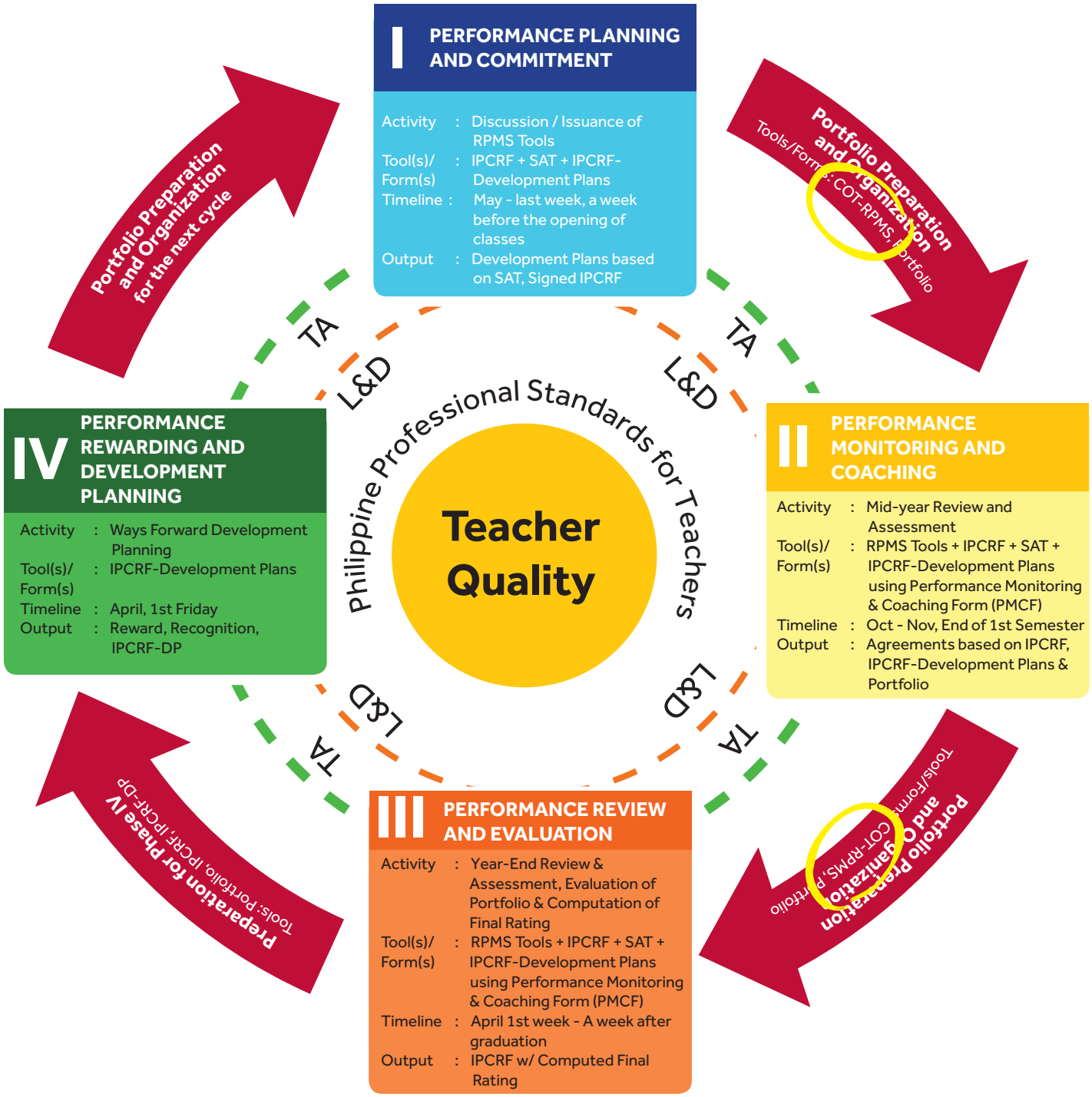
OBSERVATION: 1☐ 2☐ 3☐ 4☐

GENERAL OBSERVATIONS:

Signature over Printed Name of the Observer

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Figure 6.12. Classroom Observation Tools and Forms in the RPMS Cycle



Legend:

L&D - Learning and Development
IPCRF - Individual Performance Commitment & Review Form
IPCRF-DP - Part IV: Development Plans of the IPCRF
PMCF - Performance Monitoring and Coaching Form
RPMS - Results-Based Performance Management System
SAT-RPMS - Self Assessment Tools RPMS
TA - Technical Assistance

Figure 6.13. Classroom Observation Tools in the RPMS Cycle

6.2.1 What are the Classroom Observation Tools-RPMS (COT-RPMS)?

There are two (2) Classroom Observation Tools for RPMS (COT-RPMS), one for Teachers I-III (**Proficient**) and one for Master Teachers I-IV (**Highly Proficient**). The indicators in the tools are the observable classroom objectives listed in the RPMS tools. The language of the indicators is from the Proficient career stage in the Philippine Professional Standards for Teacher (PPST).

COT-RPMS for **Teachers I-III** has nine (9) indicators, while the COT-RPMS for **Master Teacher I-IV** has five (5) indicators.

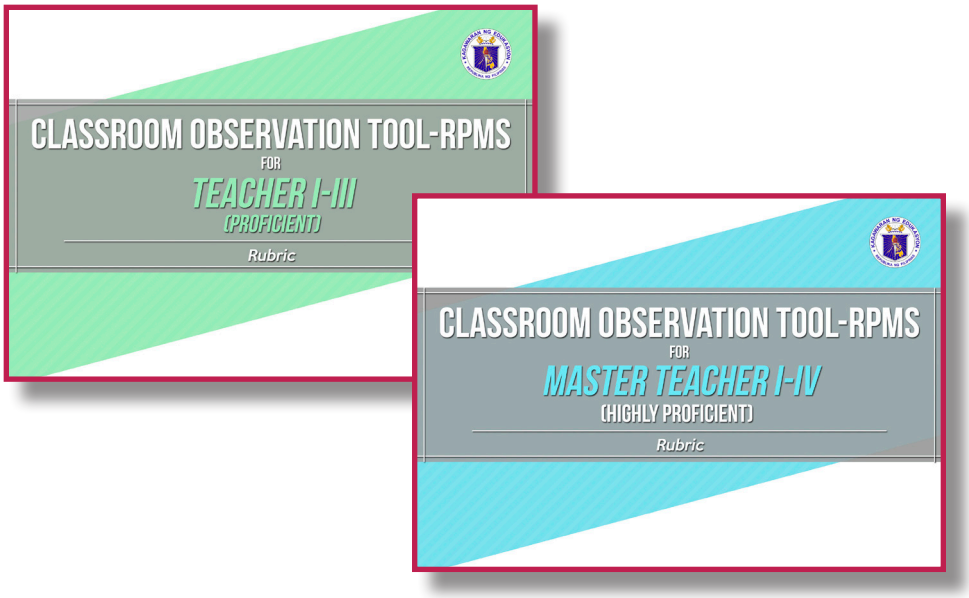


Figure 6.14. COT-RPMS Rubric Front Page

6.2.1.1 Mapped RPMS Objectives and COT Indicators

Not all objectives in the RPMS tools are classroom observable. The tables below show the congruence between the RPMS objectives and COT indicators.

See Figures 6.15 and 6.16 for the mapped RPMS objectives and COT indicators.

RPMS Objective Number	Objectives	COT Indicator Number	Indicators
1	Applied knowledge of content within and across curriculum teaching areas.	1	Applies knowledge of content within and across curriculum teaching areas
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	2	Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
3	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills
4	Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments
5	Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.	5	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments
6	Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	6	Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences
7	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	7	Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts
8	Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	8	Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals
10	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	9	Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements

Figure 6.15. Mapped RPMS Objectives and COT Indicator for Teacher I-III

RPMS Objective Number	Objectives	COT Indicator Number	Indicators
1	Modeled effective applications of content knowledge within and across curriculum teaching areas.	1	Applies knowledge of content within and across curriculum teaching areas
3	Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	2	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills
4	Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	3	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments
5	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	4	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments
7	Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	5	Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

Figure 6.16. Mapped RPMS Objectives and COT Indicator for Master Teacher I-IV

6.2.1.2 Indicator List

Classroom observation in the RPMS cycle is distributed within the academic year. The prescribed indicators per observation period are shown in Figures 6.17 and 6.18.

The check mark signifies in the table below that the indicator has to be shown in the observation period.

COT Indicator No.	THE TEACHER:	Observation Period			
		1	2	3	4
1	Applies knowledge of content within and across curriculum teaching areas	/	/	/	/
2	Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	/	/	/	/
3	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	/	/	/	/
4	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	/	/	/	/
5	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	/	/	/	/
6	Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	/	x	/	x
7	Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	/	/	/	/
8	Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals	x	/	/	/
9	Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements	x	x	x	/

Figure 6.17. Indicator List for Proficient Teachers

For Highly Proficient level, all indicators are expected to be observed per observation period.

COT Indicator No.	THE TEACHER:	Observation Period			
		1	2	3	4
1	Applies knowledge of content within and across curriculum teaching areas	/	/	/	/
2	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	/	/	/	/
3	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	/	/	/	/
4	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	/	/	/	/
5	Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	/	/	/	/

Figure 6.18. Indicator List for Highly Proficient Teachers

6.2.2 What are the COT-RPMS Forms?

The COT-RPMS are composed of five forms:

- Rubric
- Observation Notes Form
- Rating Sheet
- Inter-Observer Agreement Form

Each form is used at a specific stage in the observation process.

6.2.2.1 Rubric

The rubric contains a performance continuum for each career stage. For Teacher I-III (with Levels 3-7), the expected attained level is at least **Level 6, Consolidating**. For Master Teacher I-IV (with Levels 4-8), the expected attained level is at least **Level 7, Integrating**.

The rubric has the following parts:

1. **Rubric Level Summary**. This refers to both the name and description of each level, described according to performance of teachers in the classroom.

RUBRIC LEVEL SUMMARY

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

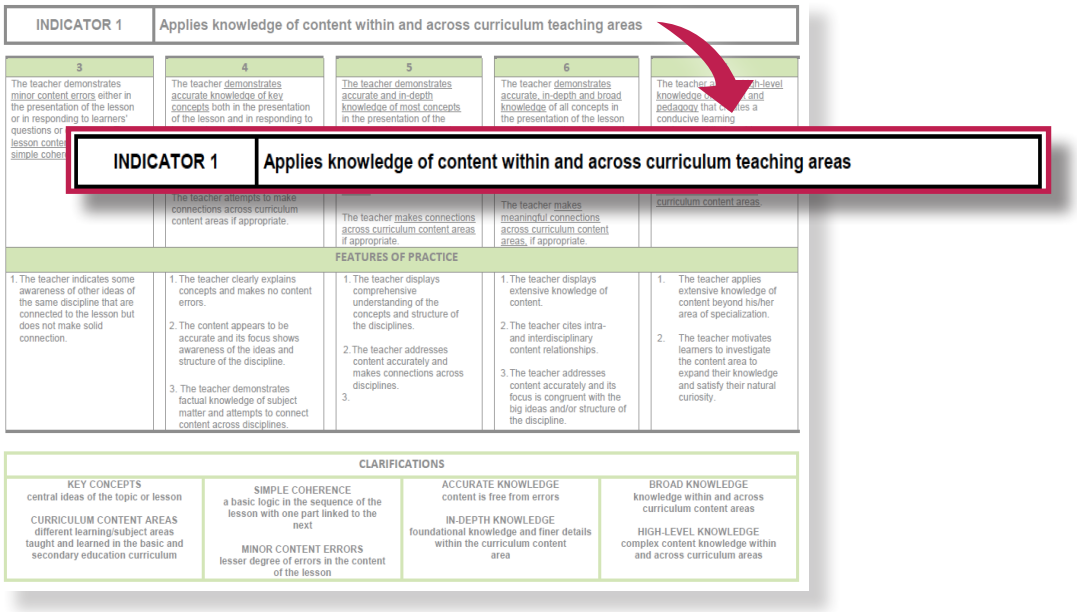
Figure 6.20. Rubric Level Summary for Teacher I-III

RUBRIC LEVEL SUMMARY

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

Figure 6.21. Rubric Level Summary for Master Teacher I-IV

2. Indicators. This refers to the specific classroom observable practice of teachers.



INDICATOR 1	Applies knowledge of content within and across curriculum teaching areas

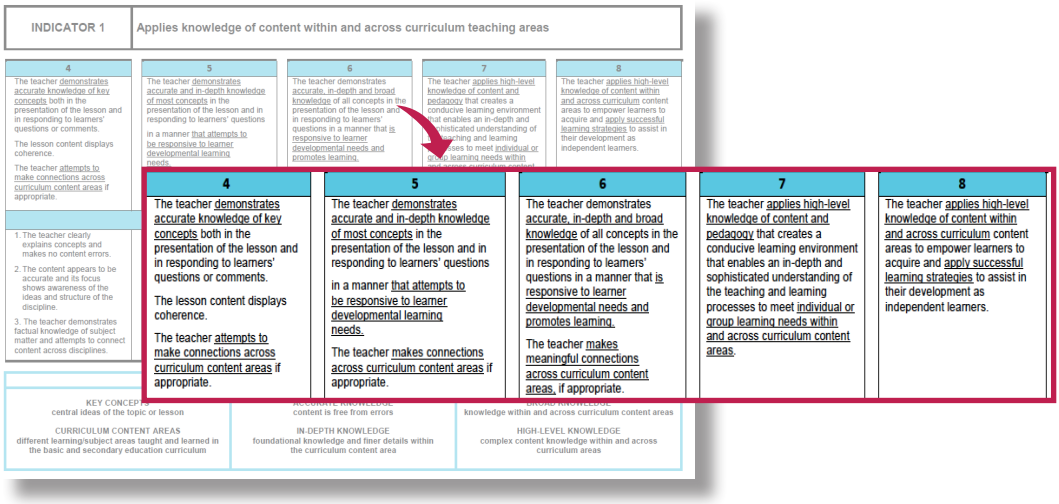
3	4	5	6	7
The teacher demonstrates minor content errors either in the presentation of the lesson or in responding to learners' questions or	The teacher demonstrates accurate knowledge of key concepts both in the presentation of the lesson and in responding to	The teacher demonstrates accurate and in-depth knowledge of most concepts in the presentation of the	The teacher demonstrates accurate, in-depth and broad knowledge of all concepts in the presentation of the lesson	The teacher applies high-level knowledge of content and pedagogy that creates a conducive learning
	The teacher attempts to make connections across curriculum content areas if appropriate.	The teacher makes connections across curriculum content areas if appropriate.	The teacher makes meaningful connections across curriculum content areas, if appropriate.	curriculum content areas
FEATURES OF PRACTICE				
1. The teacher indicates some awareness of other ideas of the same discipline that are connected to the lesson but does not make solid connection.	1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the discipline. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines.	1. The teacher displays comprehensive understanding of the concepts and structure of the disciplines. 2. The teacher addresses content accurately and makes connections across disciplines. 3.	1. The teacher displays extensive knowledge of content. 2. The teacher cites intra- and interdisciplinary content relationships. 3. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline.	1. The teacher applies extensive knowledge of content beyond his/her area of specialization. 2. The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.

CLARIFICATIONS			
KEY CONCEPTS central ideas of the topic or lesson CURRICULUM CONTENT AREAS different learning/subject areas taught and learned in the basic and secondary education curriculum	SIMPLE COHERENCE a basic logic in the sequence of the lesson with one part linked to the next MINOR CONTENT ERRORS lesser degree of errors in the content of the lesson	ACCURATE KNOWLEDGE content is free from errors IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum content area	BROAD KNOWLEDGE knowledge within and across curriculum content areas HIGH-LEVEL KNOWLEDGE complex content knowledge within and across curriculum areas

Figure 6.22. The Indicators of COT-RPMS

3. Level Description. This refers to the description of practice for each level. The description explains the practice expected of teachers in the classroom.

As teachers progress in their careers, different levels of performance are expected of them. The development in levels refers to the expectations of teachers in different career stages**:** Levels 3-7 for **Teacher I-III** while Levels 4-8 for **Master Teacher I-IV.**



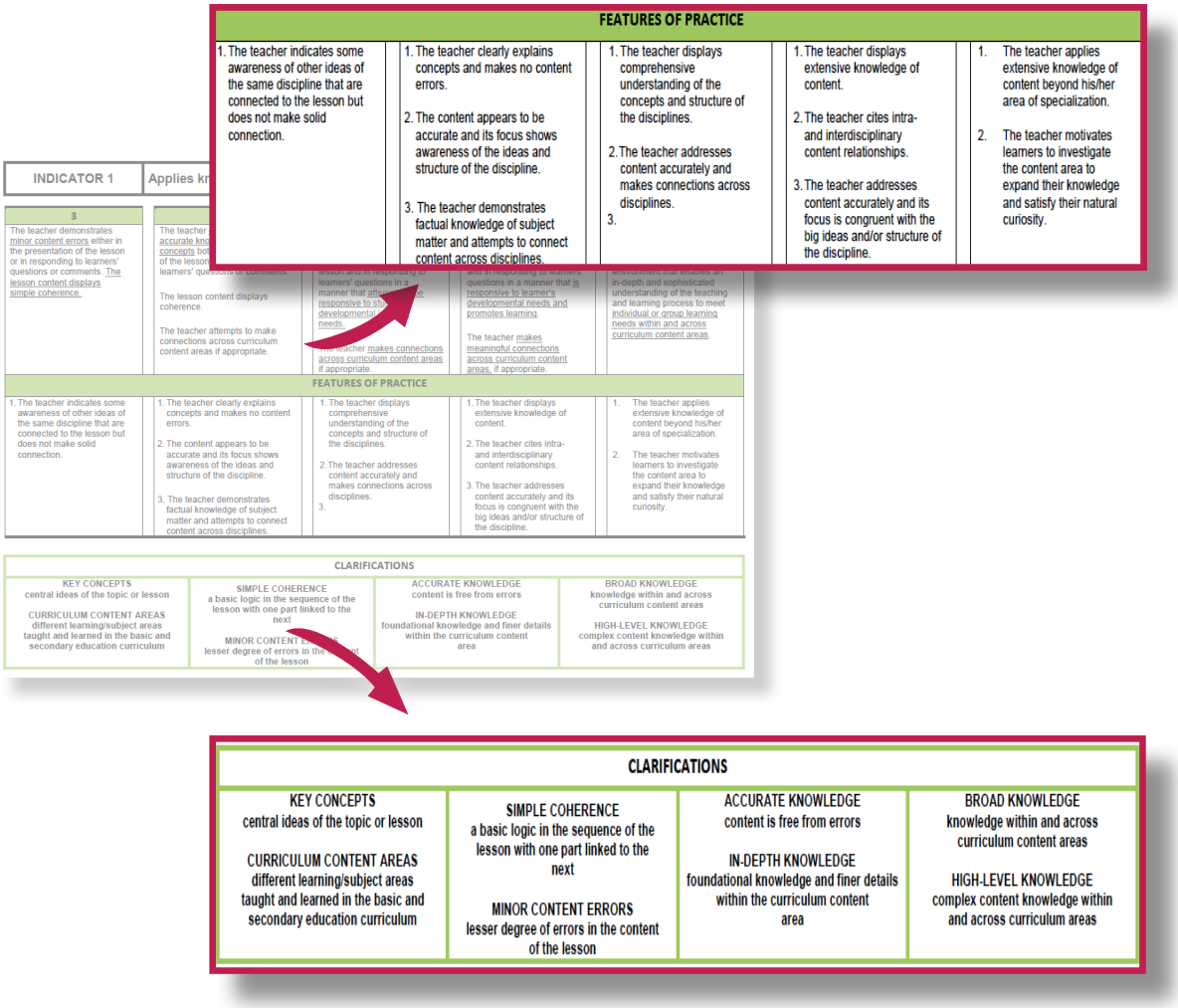
INDICATOR 1	Applies knowledge of content within and across curriculum teaching areas

4	5	6	7	8
The teacher demonstrates accurate knowledge of key concepts both in the presentation of the lesson and in responding to learners' questions or comments. The lesson content displays coherence. The teacher attempts to make connections across curriculum content areas if appropriate.	The teacher demonstrates accurate and in-depth knowledge of most concepts in the presentation of the lesson and in responding to learners' questions in a manner that attempts to be responsive to learner developmental learning needs. The teacher makes connections across curriculum content areas if appropriate.	The teacher demonstrates accurate, in-depth and broad knowledge of all concepts in the presentation of the lesson and in responding to learners' questions in a manner that is responsive to learner developmental needs and promotes learning. The teacher makes meaningful connections across curriculum content areas, if appropriate.	The teacher applies high-level knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning processes to meet individual or group learning needs within and across curriculum content areas.	The teacher applies high-level knowledge of content within and across curriculum content areas to empower learners to acquire and apply successful learning strategies to assist in their development as independent learners.

Figure 6.23. Level Description

4. Clarifications. This refers to definitions or elaborations of some terms included in the level descriptions.

5. Features of Practice. This refers to specific classroom practices, which help describe a particular level.



FEATURES OF PRACTICE				
1. The teacher indicates some awareness of other ideas of the same discipline that are connected to the lesson but does not make solid connection.	1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the discipline. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines.	1. The teacher displays comprehensive understanding of the concepts and structure of the disciplines. 2. The teacher addresses content accurately and makes connections across disciplines. 3.	1. The teacher displays extensive knowledge of content. 2. The teacher cites intra- and interdisciplinary content relationships. 3. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline.	1. The teacher applies extensive knowledge of content beyond his/her area of specialization. 2. The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.

CLARIFICATIONS			
KEY CONCEPTS central ideas of the topic or lesson CURRICULUM CONTENT AREAS different learning/subject areas taught and learned in the basic and secondary education curriculum	SIMPLE COHERENCE a basic logic in the sequence of the lesson with one part linked to the next MINOR CONTENT ERRORS lesser degree of errors in the content of the lesson	ACCURATE KNOWLEDGE content is free from errors IN-DEPTH KNOWLEDGE foundational knowledge and finer details within the curriculum content area	BROAD KNOWLEDGE knowledge within and across curriculum content areas HIGH-LEVEL KNOWLEDGE complex content knowledge within and across curriculum areas

Figure 6.24. Clarifications and Features of Practice

6.2.2.2 Observation Notes Form

The observer(s) use(s) this form to take note of his or her specific observations and comments during the classroom observation. This is the **only** form the observer(s) will bring and complete **during** the observation.

COT-RPMS

OBSERVATION NOTES FORM

OBSERVER: _____ DATE: _____

NAME OF TEACHER OBSERVED: _____ TIME STARTED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____ TIME ENDED: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

GENERAL OBSERVATIONS:

_____
Signature over Printed Name of the Observer

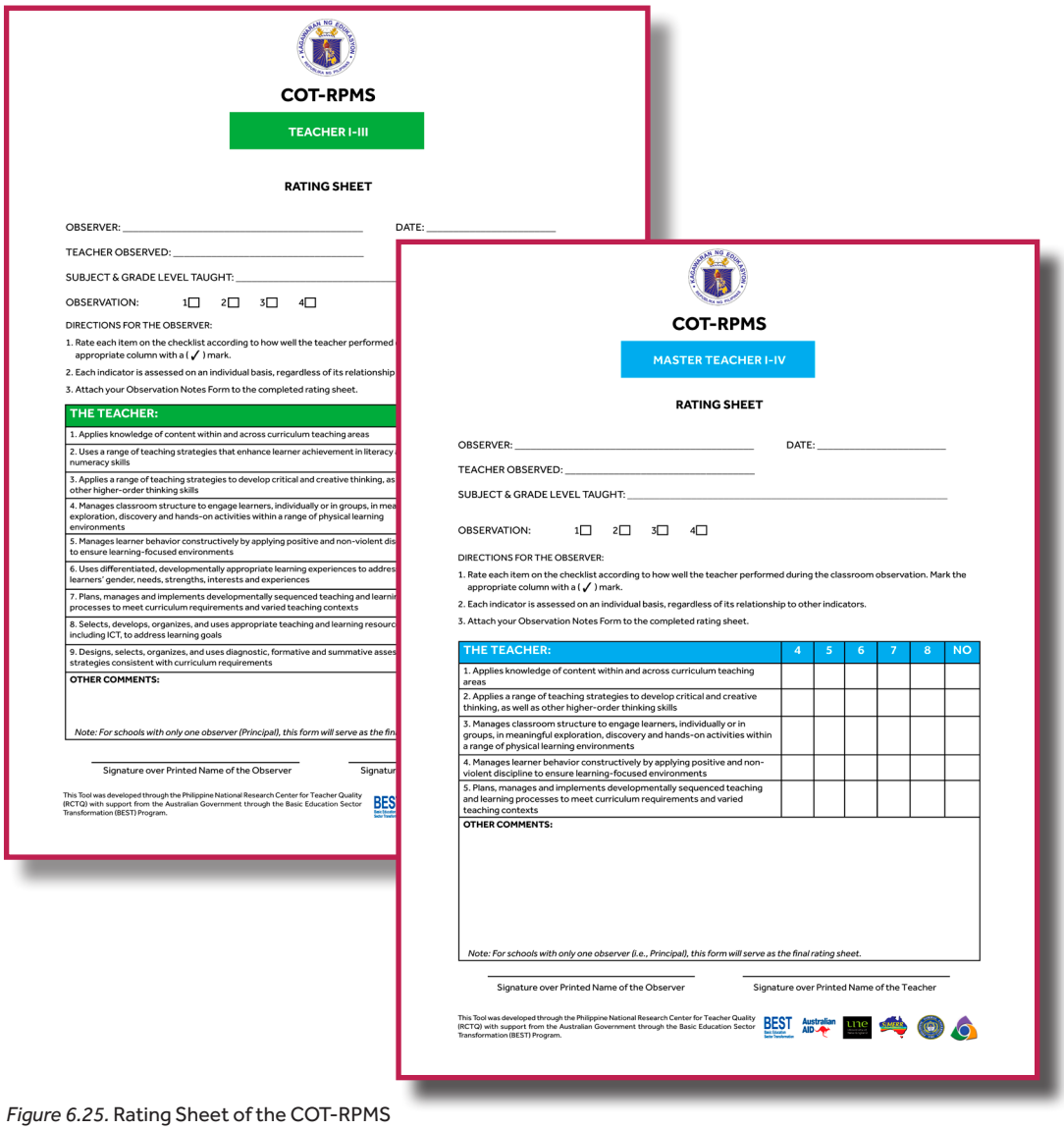
This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Figure 6.19. Observation Notes Form

6.2.2.3 Rating Sheet

This form lists the indicators in the COT-RPMS tool. The observer(s) use(s) this form to indicate the rating/level attained by the observed teacher in each indicator.

This form is completed **after** the observation. Refer to the **Indicator List** to check which indicators are expected to be observed within the observation period.



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed
appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:
1. Applies knowledge of content within and across curriculum teaching areas
2. Uses a range of teaching strategies that enhance learner achievement in literacy numeracy skills
3. Applies a range of teaching strategies to develop critical and creative thinking, as other higher-order thinking skills
4. Manages classroom structure to engage learners, individually or in groups, in mea exploration, discovery and hands-on activities within a range of physical learning environments
5. Manages learner behavior constructively by applying positive and non-violent dis to ensure learning-focused environments
6. Uses differentiated, developmentally appropriate learning experiences to addres learners' gender, needs, strengths, interests and experiences
7. Plans, manages and implements developmentally sequenced teaching and learni processes to meet curriculum requirements and varied teaching contexts
8. Selects, develops, organizes, and uses appropriate teaching and learning resourc including ICT, to address learning goals
9. Designs, selects, organizes, and uses diagnostic, formative and summative asses strategies consistent with curriculum requirements
OTHER COMMENTS:
Note: For schools with only one observer (Principal), this form will serve as the fin

Signature over Printed Name of the Observer

Signatur

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	4	5	6	7	8	NO
1. Applies knowledge of content within and across curriculum teaching areas						
2. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills						
3. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments						
4. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments						
5. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
OTHER COMMENTS:						
Note: For schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.						

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Figure 6.25. Rating Sheet of the COT-RPMS

Note:

- *If possible, a subject expert is expected to rate Indicator 1 (Applies knowledge of content within and across curriculum content areas).*
- *Elementary teachers are "generalists," any observer may rate Indicator 1.*
- ***It is highly recommended that 2-3 observers sit for an observation. However, if challenges like schedules and availabilty of observers hinder a school to follow this recommendation, one (1) observer will be enough.***

6.2.2.4 Inter-Observer Agreement Form

Observer(s) use(s) this form. It serves as the final rating form used during the Inter-Observer Agreement Exercise.

To arrive at an agreed rating, each observer discusses and justifies the rating(s) given to the observed teacher. **The agreed rating is not the average of the ratings given but the rating agreed upon by all the observers.**

In case there is only one observer, i.e. the Principal, his or her rating is the final rating.

COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF THE TEACHER OBSERVED:

OBSERVER 2: _____ _____

OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT:

DATE: _____ _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Indicate your individual rating for each indicator .
2. Discuss within the group your reason(s) for such rating. In case of different ratings, the observers must resolve the differences and come up with an agreed rating. *The final rating is not an average; it is a final rating based on reasoned and consensual judgment.*
3. Attach all Individual Rating Sheets to this Inter-Observer Agreement Form.

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas				
2. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills				
3. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments				
4. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments				
5. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				

Signature over Printed Name of Observer 1 | Signature over Printed Name of Observer 2 | Signature over Printed Name of Observer 3

Signature over Printed Name of the Teacher

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Figure 6.26. Inter-Observer Agreement Form

Note:

- *This form is used when there are 2-3 observers.*
- *The observers meet with the teacher to discuss the results of the observation. This aims to help the teacher improve his or her performance through constructive feedback.*

6.2.3 What are the roles and responsibilities of Teachers and Observers?

6.2.3.1 Teachers are Teacher I-III or Master Teacher I-IV who will be observed

Teachers are expected to:

1. review the Classroom Observation Rubric appropriate to their career stage.
2. understand the observation process.
3. prepare for and participate in each step of the observation process.
4. prepare and provide the lesson plan/modified DLL for the observation

6.2.3.2 Observers are Principals/ School Heads, Department Heads/ Chairpersons and/or Master Teachers

Observers are expected to:

1. review the observation process and ensure that all steps are correctly followed.
2. review and understand the Classroom Observation Rubric and the different forms to be used at different stage in the observation: Observation Notes Form, Rating Sheet, and Inter-Observer Agreement Form (to be used if there are more than one observers).
3. rate the teacher using the Rating Sheet. Identify the teacher's strengths and areas for improvement then make recommendations for improving performance, as guided by the COT-RPMS rubric.
4. ensure that the Classroom Observation Forms (Observation Notes Form, Rating Sheet, and Inter-Observer Agreement Form) contain accurate information about the teacher and the class observed.
5. meet with the teacher after the observation to discuss the results of the observation.

It is highly encouraged that 2-3 observers participate in the observation.However, if challenges like schedules and availability of observers hinder a school to follow this recommendation, one (1) observer will be enough.

6.2.4 What are the processes and protocols in Classroom Observation?

6.2.4.1 Pre-Observation

Observer	Teacher
1. Reviews the COT-RPMS Rubric appropriate to the level of the teacher he or she will observe. • It is highly recommended that 2-3 observers participate in the observation, whenever possible. **However, if challenges like schedules and availabilty of observers hinder a school to follow this recommendation, one (1) observer will be enough.** 2. Refers to the list of indicators expected to be observed in each observation period. *Note:* *If there are multiple observations within a day, it is recommended that an observer undertakes no more than three (3) observations per day.*	1. Reviews the COT-RPMS Rubric appropriate to his or her position. 2. Refers to the Indicator List expected to be observed in each quarter/observation period in order to plan well for the observation. 3. Plans his or her lesson according to the indicators expected for the particular observation period. 4. Provides the observers with the lesson plan/DLP/DLL.

Figure 6.27. Protocols in Pre-observation process.

6.2.4.2 Actual Observation

Observer	Teacher
1. Sits at available chairs. Multiple observers are expected to sit apart. 2. Uses the Observation Notes Form to record comments and observations on the teacher's performance. 3. If there are multiple observers, avoid engaging in any discussion with one another. Showing any feedback on the teacher's performance using facial expression is also discouraged. 4. Observes the entire class period.	1. Delivers the lesson.

Figure 6.28. Processes and protocols in the Actual Observation process

6.3.4.3 Post-Observation

Observer	Teacher
1. Thanks the teacher and leave the room immediately after observation. **2. Individual rating** Rates the teacher using the COT-RPMS Rubric appropriate to the teacher's level. Only those indicators expected to be observed in an observation period as specified in the table of list of indicators, must be given rating. • If there are multiple observers, only the subject specialist is expected to rate Indicator 1. • If there is only one observer, he or she rates Indicator 1. • Elementary teachers are generalists; all observers are expected to rate Indicator 1. **3. Inter-Observer Agreement Exercise** *(in case of multiple observers)* Meets all other observers to discuss the individual ratings given. In case of different ratings, the observers must resolve the differences and assign an agreed rating. The agreed rating is not an average; it is a final rating based on reasoned and consensual judgment. 4. Meets with the teacher to discuss the results of the observation.	

Figure 6.29. Processes and protocols in Post-observation process

	OBSERVERS	TOOL NEEDED	TEACHER
PRE-OBSERVATION	• Review the COT-RPMS Rubric appropriate for the rank of the teacher to be observed. • Refer to the indicator list for the prescribed indicator to be rated	**RUBRIC INDICATOR LIST**	• Review the COT-RPMS Rubric appropriate to his/her rank • Plan the lesson • Refer to the indicator list for the prescribed indicator to plan the lesson
	• Arrive at the designated classroom a few minutes before the observation		
OBSERVATION	• Sit at any available seats in the classroom • Multiple observers are to sit apart • Record all comments on the Observation Notes Form	**OBSERVATION NOTES FORM**	• Delivers the lesson
POST-OBSERVATION	• Rate the teacher	**RATING SHEET**	
	In case of multiple observers: • Discuss the rating with the fellow observers • Decide on the final rating	**INTER-OBSERVER AGREEMENT FORM**	
	Observers and the teacher meet to discuss the results of the observation. The teacher and observer(s) affix their signature on the rating.		

Figure 6.30. Graphical representation of the Classroom Observation Process

> This page is intentionally left blank <

GLOSSARY OF TERMS / ACRONYMS

7

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation
Australian AID
une University of New England
SiMERR
Philippine National RESEARCH CENTER FOR TEACHER QUALITY

Annotations	Self-reflection, explanation, or presentational mark-up attached to/ written on a document, artifact, or Means of Verification (MOV); see reflection notes.
Artifacts	All documents that provide evidence of quality instruction (e.g. lesson plan, daily lesson log, instructional materials, etc.) which may be used as means of verifying attainment of Key Result Areas (KRAs).
Assessment	The process of gathering, documenting and organizing in measurable terms, knowledge, skills, attitudes and values to determine how much they attain the KRAs . Process of determining the relevance, worth or value of documents and evidences.
Assessment Phase	Any of the stages in the portfolio assessment process: pre-assessment phase, assessment phase and post assessment.
Assessment Process	A set of procedures or stages in evaluating a portfolio to determine the merits of its contents.
Authenticate	Raters and Ratee affix their signatures to verify, prove or confirm that a Portfolio document is an original or a genuine copy.
Career Growth	Pertains to the developmental progression as teachers develop, refine their practice, and respond to the complexities of educational reforms Philippine Professional Standards for Teachers.
Career Stages	The different phases in one's teaching career which starts from being a Beginning, to Proficient, to Highly Proficient and to Distinguished teacher.
Checklist	A list of documents, artifacts and evidences that must be included in the portfolio which can help teachers in gathering, selecting and organizing the MOV in their Portfolio.
Clarifications	Definitions or explanations of some terms included in the level descriptions.
Classroom Context	The setting or environment where the teaching-learning process takes place. It also points to the all the factors which may affect the teaching-learning process in the classroom.
Classroom Observation Tool – Results-based Performance Management System (COT-RPMS)	A subset of the full Classroom Observation Tool used for RPMS for Teachers.
Content Knowledge	Competencies that teachers are expected to master for them to teach efficiently and effectively.
Competencies	Knowledge, skills and values that individuals demonstrate in achieving one's results. Competencies shall uphold the DepEd's core values. They represent the way individuals define and live the values. (DepEd Order No. 2, s. 2015, p. 6) .
Demonstration Teaching	Showcasing the Master Teachers' teaching-learning practice either in their own classrooms which may be attended by their colleagues or in a formal demonstration festival in school, district or division.

Features of practice	Specific classroom practices, which may characterize a particular level.
Inter-Observer Agreement Exercise	A discussion among observers to arrive at an agreed rating. This occurs during the post-observation process and involves the use of the Inter-Observer Agreement Form.
Learning Context	The teaching/learning situation, environment and all the factors in which learners learn from instruction.
Level Description	Description of practice for each level. The description explains the features of practice expected of teachers in the classroom.
Mid-year Review	The Portfolio assessment process usually conducted in November or December to identify the areas that a teacher needs to improve in preparation for the Year-end Assessment.
Objectives	The specific tasks that an office and/or individual employee needs to do to achieve the major final outputs under the key result areas. (DepEd Order No. 2, s. 2015, p. 2). They also refer to a specific result that a teacher aims to achieve within a time frame and with available resources.
Outcomes	The results achieved and/or the products developed as a result of the instructional process. In the RPMS, outcomes refer to the results of the Teacher performance of their duties and responsibilities.
Observation	A classroom observation; usually 50-60 minutes.
Observation Notes	A form used by the observer(s) during the observation.
Observers	School Heads, Department Heads/Chairpersons, Master Teacher/s who conduct the classroom observation for RPMS. This is provided in DO 2,s 2015.
Performance	The action or process of carrying out or accomplishing tasks, duties and responsibilities.
Performance Data	The rating that a teacher garnered from the portfolio assessment.
Performance Indicators	An exact quantification of objectives, which shall serve as an assessment tool that gauges whether a performance is positive or negative (DepEd Order No. 2, s. 2015).
Portfolio Assessment Process	A process of gauging teacher performance based on verifiable evidence organized in a portfolio. It follows three phases: pre-assessment, assessment and post-assessment.
Philippine Professional Standards for Teachers	A set of professional standards for teachers that operationalizes teacher quality aspects of the K to 12 reform and elaborates teacher lifelong learning. It contains 37 performance indicators per career stage. It provides an acceptable common language for professional discussions among teachers and other concerned stakeholders.
Portfolio Organization	It is a systematic arrangement and presentation of documents done to facilitate the rater's assessment process.
Post-Assessment Phase	Portfolio assessment conducted at the end of the school year.
Post-Observation	The concluding phase of the observation process during which observers assign individual ratings, undertake the inter-observer agreement exercise and make recommendations to improve a teacher's performance.

Pre-Observation	The preliminary phase of the observation process in which teachers and observers prepare for the observation.
Pre-Observation Checklist	A form provided to the teacher prior to the observation (maybe a day or minutes before observation). The teacher indicates by checking the indicators he/she planned to be observed.
Professional Development	The continuous process of acquiring new knowledge and skills that relate to teacher's personal development, profession, job responsibilities, or work environment.
Ratee	The individual teacher who is rated. They are the teachers from all career stages, Beginning Teachers (Teacher I with 0-3 years in service), Proficient Teachers (Teacher I-III with more than 3 years in service) and Master Teachers who submit their portfolios as evidence of their teaching performance (DepEd Order No. 2, s. 2015, p. 2).
Rater	May be the principal, head teacher, master teacher or colleague who evaluates the documents presented by the teacher.
Reflection Notes	The insights or realizations that teachers write as a result of careful introspection on events, discussions, decisions and/or actions they make. Reflections notes may be attached to an MOV, written as marginal notes or appended in the form of journal entries.
Reflective Thinking	Critical self-reflection on one's own teaching-learning process. It helps develop higher-order thinking skills. For teachers, reflective thinking aids them in improving their teaching practice because it allows them to note classroom experiences, critically evaluate them, relate new knowledge and insights to prior understandings and apply their insights to improve their teaching practice.
Results-based Performance Management System (RPMS)	DepEd-contextualized SPMS. It is an organization-wide process of ensuring that employees focus work efforts towards achieving Dep-Ed vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs (DepEd Order No. 2, s. 2015, p. 3).
RPMS Tools	Assessment instrument used to ensure quality teacher performance at different career stages.
Teacher Portfolio	Purposeful compilation of documents that display teacher's achievements, classroom performance, teaching practices, students evaluation, actions that are used as evidences for mid-year and year-end assessment.
Teaching Practice	A teacher's manner or habit on the delivery of instruction. This includes everything that a teacher does to achieve learning. It reflects the teachers' knowledge, skills, values and attitudes as they perform their duties and responsibilities in teaching.

ACRONYMS

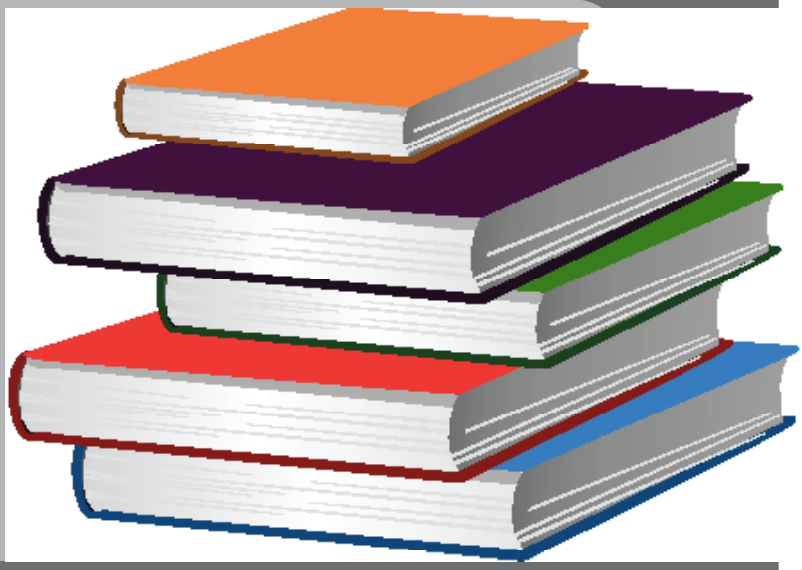
COT	Classroom Observation Tools
DLL	Daily Lesson Log
IM	Instructional Materials
IPCRF	Individual Performance Commitment and Review Form
IPPD	Individual Plan for Professional Development
KRA	Key Result Areas
L&D	Learning and Development
MOV	Means of Verification
MRF	Mid-year Review Form
PMCF	Performance Monitoring and Coaching Form
PPST	Philippine Professional Standards for Teachers
RPMS	Results-based Performance Management System
SAT-RPMS	Self-Assessment Tools-RPMS
TA	Technical Assistance

> This page is intentionally left blank <

Results-Based Performance Management System

Manual for Teachers and School Heads

APPENDICES



8

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

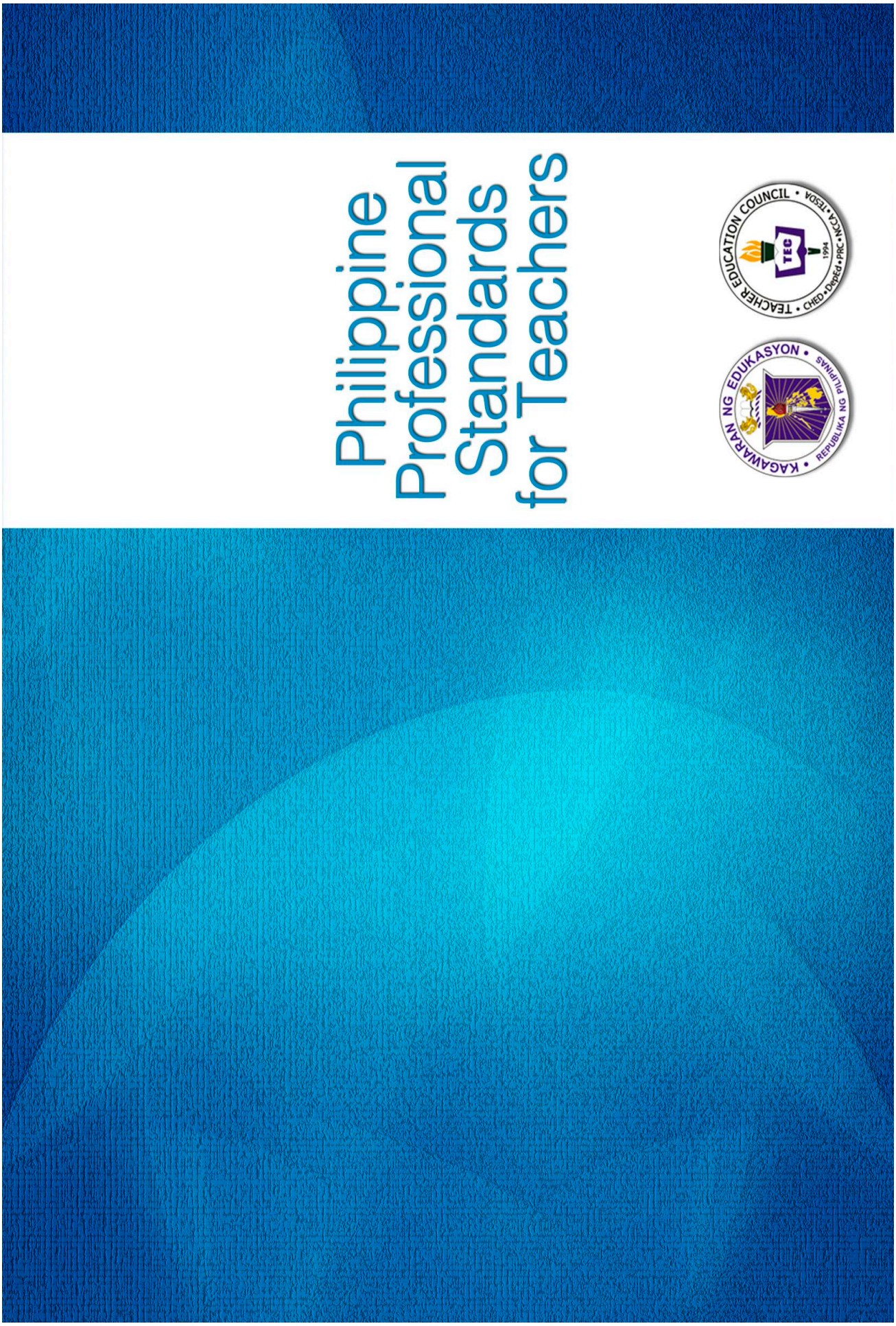
BEST Basic Education Sector Transformation

Australian AID

une University of New England

SiMERR

Philippine National RESEARCH CENTER FOR TEACHER QUALITY


Philippine
Professional
Standards
for Teachers
TEACHER EDUCATION COUNCIL
TEC
1994
CHED • DepEd • PRC • NCCA • TESDA
KAGAWARAN NG EDUKASYON
REPUBLIKA NG PILIPINAS

CONTENTS

Table of Contents	i
Introduction	ii
Role of teachers	ii
Professional standards for teachers	ii
Teacher quality in the Philippines	iii
Career Stages	vi
Philippine Professional Standards for Teachers	1
Glossary of Terms	16
References	19
Acknowledgements	20

The *Philippine Professional Standards for* Teachers (2017) was developed through the Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

© 2017. Department of Education - Teacher Education Council.

INTRODUCTION

Role of teachers

Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013).

Evidences show unequivocally that good teachers are vital to raising student achievement, i.e., quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building.

The changes brought about by various national and global frameworks, such as the K to 12 Reform and the ASEAN integration, globalization, and the changing character of the 21st century learners, necessitate the improvement and adaptability of education, and a call for rethinking of the current teacher standards.

Professional standards for teachers

The Philippine Government has consistently pursued teacher quality reforms through a number of initiatives. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of programs, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP).

The K to 12 Reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teacher.

The *Philippine Professional Standards for Teachers*, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined Domains, Strands, and Indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The *Philippine Professional Standards for Teachers*, therefore, becomes a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

Teacher quality in the Philippines

The *Philippine Professional Standards for Teachers* defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations.

The following describes the breadth of 7 Domains that are required by teachers to be effective in the 21st century in the Philippines. Quality teachers in the Philippines:

- recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes.
- provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behavior in physical and virtual spaces. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.
- establish learning environments that are responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

- interact with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learner participation, understanding and achievement.
- apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.
- establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. They understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.
- value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching, such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning.

The 7 Domains collectively comprise 37 strands that refer to more specific dimensions of teacher practices.

Domain 1, Content Knowledge and Pedagogy, is composed of seven strands:

1. Content knowledge and its application within and across curriculum areas
2. Research-based knowledge and principles of teaching and learning
3. Positive use of ICT
4. Strategies for promoting literacy and numeracy
5. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
6. Mother Tongue, Filipino and English in teaching and learning
7. Classroom communication strategies

Domain 2, Learning Environment, consists of six strands:

1. Learner safety and security

2. Fair learning environment
3. Management of classroom structure and activities
4. Support for learner participation
5. Promotion of purposive learning
6. Management of learner behavior

Domain 3, Diversity of Learners, consists of five strands:
1. Learners' gender, needs, strengths, interests and experiences
2. Learners' linguistic, cultural, socio-economic and religious backgrounds
3. Learners with disabilities, giftedness and talents
4. Learners in difficult circumstances
5. Learners from indigenous groups

Domain 4, Curriculum and Planning, includes five strands:
1. Planning and management of teaching and learning processes
2. Learning outcomes aligned with learning competencies
3. Relevance and responsiveness of learning programs
4. Professional collaboration to enrich teaching practice
5. Teaching and learning resources including ICT

Domain 5, Assessment and Reporting, is composed of five strands:
1. Design, selection, organization and utilization of assessment strategies
2. Monitoring and evaluation of learner progress and achievement
3. Feedback to improve learning
4. Communication of learner needs, progress and achievement to key stakeholders
5. Use of assessment data to enhance teaching and learning practices and programs

Domain 6, Community Linkages and Professional Engagement, consists of four strands:
1. Establishment of learning environments that are responsive to community contexts

2. Engagement of parents and the wider school community in the educative process
3. Professional ethics
4. School policies and procedures

Domain 7, Personal Growth and Professional Development, contains five strands:
1. Philosophy of teaching
2. Dignity of teaching as a profession
3. Professional links with colleagues
4. Professional reflection and learning to improve practice
5. Professional development goals

Career stages

Teacher professional development takes place in a continuum from beginning to exemplary practice. Anchored on the principle of lifelong learning, the *Philippine Professional Standards for Teachers* recognizes the significance of a standards framework that articulates developmental progression as teachers develop, refine their practice and respond to the complexities of educational reforms.

The following statements, which define the work of teachers at different career stages, make explicit the elements of high-quality teaching for the 21st century. They comprise descriptors that have been informed by teachers' understandings of what is required at each of the four Career Stages. The descriptors represent a continuum of development within the profession by providing a basis for attracting, preparing, developing and supporting teachers.

Career Stage 1 or Beginning Teachers have gained the qualifications recognized for entry into the teaching profession. They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process. They manage learning programs and have strategies that promote learning based on the learning needs of their students. They seek advice from experienced colleagues to consolidate their teaching practice.

Career Stage 2 or Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process. They provide focused teaching programs that meet curriculum and assessment requirements. They display skills in planning, implementing, and managing learning

programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.

Career Stage 3 or Highly Proficient Teachers consistently display a high level of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process. They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience. Career Stage 3 Teachers work collaboratively with colleagues and provide them support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.

Career Stage 4 or Distinguished Teachers embody the highest standard for teaching grounded in global best practices. They exhibit exceptional capacity to improve their own teaching practice and that of others. They are recognized as leaders in education, contributors to the profession, and initiators of collaborations and partnerships. They create lifelong impact in the lives of colleagues, students and others. They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence. They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

CAREER STAGES			
Career Stage 1 **Beginning Teachers** Beginning Teachers have gained the qualifications recognized for entry into the teaching profession. They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process. They manage learning programs and have strategies that promote learning based on the learning needs of their students. They seek advice from experienced colleagues to consolidate their teaching practice.	**Career Stage 2** **Proficient Teachers** Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process. They provide focused teaching programs that meet curriculum and assessment requirements. They display skills in planning, implementing and managing learning programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.	**Career Stage 3** **Highly Proficient Teachers** Highly Proficient Teachers consistently display a high level of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process. They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience. They provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the learning and practice potential of their colleagues. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.	**Career Stage 4** **Distinguished Teachers** Distinguished Teachers embody the highest standard for teaching grounded in global best practices. They exhibit exceptional capacity to improve their own teaching practice and that of others. They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships. They create lifelong impact in the lives of colleagues, students and others. They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence. They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.

DOMAINS/ STRANDS/ INDICATORS FOR DIFFERENT CAREER STAGES

Domain 1. Content Knowledge and Pedagogy
Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

Strands	**Beginning Teachers**	**Proficient Teachers**	**Highly Proficient Teachers**	**Distinguished Teachers**
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	1.1.2 Apply knowledge of content within and across curriculum teaching areas.	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.	1.1.4 Model exemplary practice to improve applications of content knowledge within and across curriculum teaching areas.
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1.2.4 Lead colleagues in the advancement of the art and science of teaching, based on their comprehensive knowledge of research and pedagogy.
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

Strand 1.4 Strategies for promoting literacy and numeracy	1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1.4.3 Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.	1.4.4 Model a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy.
Strand 1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	1.5.3 Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	1.5.4 Lead colleagues in reviewing, modifying and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills.
Strand 1.6 Mother Tongue, Filipino and English in teaching and learning	1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	1.6.2 Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	1.6.3 Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture.	1.6.4 Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate learners' language, cognitive and academic development and to foster pride of their language, heritage and culture.
Strand 1.7 Classroom communication strategies	1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.	1.7.2 Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	1.7.3 Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	1.7.4 Exhibit exemplary practice in the use of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement in different learning contexts.

Domain 2. Learning Environment
Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. This Domain centers on creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in physical and virtual spaces. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 2.1 Learner safety and security	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	2.1.2 Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	2.1.3 Exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	2.1.4 Apply comprehensive knowledge of, and act as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners.
Strand 2.2 Fair learning environment	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	2.2.2 Maintain learning environments that promote fairness, respect and care to encourage learning.	2.2.3 Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	2.2.4 Advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect and care to encourage learning.
Strand 2.3 Management of classroom structure and activities	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.	2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	2.3.3 Work with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	2.3.4 Model exemplary practices in the management of classroom structure and activities, and lead colleagues at the whole-school level to review and evaluate their practices.

Strand 2.4 Support for learner participation	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	2.4.2 Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	2.4.3 Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	2.4.4 Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.
Strand 2.5 Promotion of purposive learning	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	2.5.2 Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	2.5.3 Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.	2.5.4 Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality outcomes by assuming responsibility for their own learning.
Strand 2.6 Management of learner behavior	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	2.6.3 Exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	2.6.4 Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments.

Domain 3. Diversity of Learners
Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 3.1 Learners' gender, needs, strengths, interests and experiences	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	3.1.3 Work with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	3.1.4 Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences.
Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds	3.2.1 Implement teaching strategies that are responsive to learners' linguistic, cultural, socio-economic and religious backgrounds.	3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.	3.2.3 Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.	3.2.4 Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic and religious backgrounds to promote learner success.
Strand 3.3 Learners with disabilities, giftedness and talents	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.	3.3.2 Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.3.3 Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.3.4 Lead colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.

Strand 3.4 Learners in difficult circumstances	3.4.1 Demonstrate understanding of 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.	3.4.2 Plan and deliver 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.	3.4.3 Evaluate 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.	3.4.4 Model a range of high level skills 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.
Strand 3.5 Learners from indigenous groups	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.	3.5.2 Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.5.3 Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.	3.5.4 Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.

Domain 4. Curriculum and Planning Domain 4 addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding and achievement.				
Strands	**Beginning Teachers**	**Proficient Teachers**	**Highly Proficient Teachers**	**Distinguished Teachers**
Strand 4.1 Planning and management of teaching and learning processes	4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.1.3 Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.1.4 Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes.
Strand 4.2 Learning outcomes aligned with learning competencies	4.2.1 Identify learning outcomes that are aligned with learning competencies.	4.2.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.2.3 Model 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.	4.2.4 Exhibit high-level skills and lead in setting achievable and challenging learning outcomes that are aligned with learning competencies towards the cultivation of a culture of excellence for all.

Strand 4.3 Relevance and responsiveness of learning programs	4.3.1 Demonstrate knowledge of the implementation of relevant and responsive learning programs.	4.3.2 Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	4.3.3 Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels.	4.3.4 Provide advice on the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels.
Strand 4.4 Professional collaboration to enrich teaching practice	4.4.1 Seek advice concerning strategies that can enrich teaching practice.	4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.4.3 Review with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice.	4.4.4 Lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice.
Strand 4.5 Teaching and learning resources including ICT	4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	4.5.3 Advise and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	4.5.4 Model exemplary skills and lead colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.

Domain 5. Assessment and Reporting Domain 5 relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This Domain concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.				
Strands	**Beginning Teachers**	**Proficient Teachers**	**Highly Proficient Teachers**	**Distinguished Teachers**
Strand 5.1 Design, selection, organization and utilization of assessment strategies	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	5.1.3 Work collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	5.1.4 Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.
Strand 5.2 Monitoring and evaluation of learner progress and achievement	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.	5.2.3 Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.	5.2.4 Provide advice on and mentor colleagues in the effective analysis and use of learner attainment data.

Strand 5.3 Feedback to improve learning	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance.	5.3.3 Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	5.3.4 Exhibit exemplary skills and lead initiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning achievement.
Strand 5.4 Communication of learner needs, progress and achievement to key stakeholders	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	5.4.3 Apply skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	5.4.4 Share with colleagues a wide range of strategies that ensure effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.
Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs.	5.5.3 Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.	5.5.4 Lead colleagues to explore, design and implement effective practices and programs using information derived from assessment data.

Domain 6. Community Linkages and Professional Engagement
Domain 6 affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 6.1 Establishment of learning environments that are responsive to community contexts	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	6.1.2 Maintain learning environments that are responsive to community contexts.	6.1.3 Reflect on and evaluate learning environments that are responsive to community contexts.	6.1.4 Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts.
Strand 6.2 Engagement of parents and the wider school community in the educative process	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	6.2.3 Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.	6.2.4 Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.
Strand 6.3 Professional ethics	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the *Code of Ethics for Professional Teachers*.	6.3.2 Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the *Code of Ethics for Professional Teachers*.	6.3.3 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations applicable to the teaching profession, and the responsibilities specified in the *Code of Ethics for Professional Teachers*.	6.3.4 Lead colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the *Code of Ethics for Professional Teachers*.

Strand 6.4 School policies and procedures	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	6.4.3 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.	6.4.4 Evaluate existing school policies and procedures to make them more responsive to the needs of the learners, parents and other stakeholders.

Domain 7. Personal Growth and Professional Development Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers assuming responsibility for personal growth and professional development for lifelong learning.				
Strands	**Beginning Teachers**	**Proficient Teachers**	**Highly Proficient Teachers**	**Distinguished Teachers**
Strand 7.1 Philosophy of teaching	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.	7.1.2 Apply a personal philosophy of teaching that is learner-centered.	7.1.3 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.	7.1.4 Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.
Strand 7.2 Dignity of teaching as a profession	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	7.2.2 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	7.2.3 Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.	7.2.4 Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school.
Strand 7.3 Professional links with colleagues	7.3.1 Seek opportunities to establish professional links with colleagues.	7.3.2 Participate in professional networks to share knowledge and to enhance practice.	7.3.3 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.	7.3.4 Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.
Strand 7.4 Professional reflection and learning to improve practice	7.4.1 Demonstrate an understanding of how professional reflection and	7.4.2 Develop a personal professional improvement plan based on reflection of one's	7.4.3 Initiate professional reflections and promote learning opportunities with colleagues to improve practice.	7.4.4. Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly

	learning can be used to improve practice.	practice and ongoing professional learning.		defined targets for professional development.
Strand 7.5 Professional development goals	7.5.1 Demonstrate motivation to realize professional development goals based on the *Philippine Professional Standards for Teachers.*	7.5.2 Set professional development goals based on the *Philippine Professional Standards for Teachers*.	7.5.3 Reflect on the *Philippine Professional Standards for Teachers* to plan personal professional development goals and assist colleagues in planning and achieving their own goals.	7.5.4 Lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the *Philippine Professional Standards for Teachers.*

GLOSSARY OF TERMS

Assessment Data	Learner data obtained from diagnostic, formative and/or summative assessment practices
Classroom Structure	The physical set-up of the learning environment, which generally includes the arrangement of chairs, tables, and other equipment in the classroom designed to maximize learning
Content Knowledge	Competencies that teachers are expected to master for them to teach efficiently and effectively
Culturally-appropriate teaching strategies	Teaching strategies that respect cultural differences between and among students and teachers
Curriculum Areas	Different learning/subject areas taught and learned in the basic education curriculum
Creative thinking skills	Thinking skills that involve exploring ideas, generating possibilities and looking for many right answers rather than just one.
Critical thinking skills	High-level thinking skills such as analysis, evaluation, interpretion, or synthesis of information and application of creative thought to form an argument, solve a problem, or reach a conclusion.
Developmentally Appropriate Learning Experiences	Teaching and learning activities and tasks suited to the needs, abilities, skills, and developmental levels of learners
Diagnostic assessment	Assessment that gauges what the learner knows prior to instruction. It can also identify the nature of difficulties and misconceptions that the learner might have, which, if undiagnosed, might affect their learning of newer concepts. Based on DepEd Order No. 8, s. 2015, there are only two types of classroom assessment, namely, formative and summative. Formative assessment already covers diagnostic assessment.
Differentiated Teaching	Teaching-learning processes involving a wide variety of texts, tasks, processes and products suited to the various learning needs of diverse students
Domain	Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers
Formative assessment	Assesment used to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment helps teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. (Please also refer to DepED Order No. 8, s. 2015, p. 2 on its 3-paragraph definition.)
Higher Order Thinking Skills	Complex thinking processes which include analysis, evaluation, synthesis, reflection and creativity.

Indicators	Concrete, observable and measurable teacher behaviors/practices covered in every strand in the *Philippine Professional Standards for Teachers*
Indigenous groups	Peoples who have, under claims of ownership since time immemorial, occupied, possessed and utilized ancestral territories, shared common bonds of language, customs, traditions, and other unique cultural traits (RA 8371: IPRA)
Learner Attainment Data	Evidence of learning, progress or achievement in learner performance reflected in various assessment results, portfolios, class records and report cards
Learner interests	Student's personal preferences, likes or dislikes, which must be considered in the teaching-learning process.
Learner needs	Observable gaps between a learner's present knowledge or competence and the curriculum standards identified as necessary for the grade level.
Learner strengths	Pre-existing knowledge or competence that helps a learner meet required standards.
Learning experiences	Any interaction, course, program, or other involvements in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications).
Learning Focused	Instructional and assessment strategies that target meaningful learning
Learning goals	Long-term objectives that articulate the specific knowledge, skills, attitudes and values stated as curriculum competencies that learners must develop as a result of the teaching-learning process
Learning Outcomes	Products and performance targets through which learners demonstrate the knowledge, skills and attitudes they have learned
Learning Programs	Organized and sequenced set of strategies, activities and tasks that effect learning
Learning/Teaching Contexts	Teaching/learning situations and all the circumstances in which learners learn from instruction
Local curriculum	Educational curriculum content that is informed by and responsive to the "cultural and socioeconomic realities" (UNESCO, 2012; 31) of local populations
Mother tongue	The native language or the first language the learner learns as a child
National curriculum	Subjects or topics taught in schools as prescribed by the Department of Education

Non-verbal communication	Communication that does not involve the use of words, e.g., facial expressions, gestures, and tone of voice
Non-violent discipline	Discipline that avoids the use of punishment such as spanking, verbal abuse and humiliation (see Positive discipline)
Numeracy and literacy skills	Reading, writing, and mathematical skills needed to cope in everyday life
Philosophy of teaching	A teacher's views, understandings and conceptualization of teaching and learning
Physical space/physical learning environment	Any area conducive to learning which usually includes a safe classroom with appropriate devices for teaching and learning
Positive discipline	Non-violent, respectful and diplomatic means of disciplining a learner or managing learner behavior through dialogue and counseling instead of punishment (see Non-violent discipline)
Positive use of ICT	Responsible, ethical or appropriate use of ICT to achieve and reinforce learning
Professional collaboration	Teachers working together with colleagues and other stakeholders to enrich the teaching-learning practice
Professional learning	Learning that develops professional knowledge and/or practice.
Professional network	A connected community of educators. The community may exist online e.g. LinkedIn.
Professional reflection	Thoughtful consideration in action (while teaching) and on action (after teaching)
Philippine Professional Standards for Teachers	Public document that defines teacher quality in the Philippines through well-defined Domains, Strands, and Indicators that provide measures of professional learning, competent practice, and effective engagement
Purposive learning	Knowledge and skills acquisition designed with a clear purpose, goal or objective in mind
Research-based knowledge	Information, knowledge or data acquired through systematic investigation and logical study
School/learning/community context	See *learning context*
Strand	Specific dimensions of teacher practice under every domain in the *Philippine Professional Standards for Teachers*
Summative assessment	Assessment of student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, quarter, semester, program, or school year. (See DepEd Order No. 8, s. 2015, pp. 2-3 for additional description of summative assessment.)

Teaching and learning resources	Teaching aids and other materials that teachers use to enhance teaching and learning, and to assist learners to meet the expectations for learning as defined by the curriculum.
Verbal communication strategies	Oral or spoken means of transmitting information and meaning
Virtual space	An online environment in which people can interact
Wider school community	Internal and external stakeholders, including teachers, school administrators, parents, guardians, community members, local business leaders, local authorities and elected officials, among others.

REFERENCES

Commission on Higher Education. (2007). Addendum to CMO 30, Series of 2004 Entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum." CHED Memorandum No. 52, s. 2007.

Department of Education. (2015). *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*. Department Order No. 8, s. 2015

Department of Education. (2009). *National Adoption and Implementation of NCBTS-TSNA and IPPD for Teachers, and Integration of its System Operations in the Overall Program for Continuing Teacher Capacity Building*. Department Order No. 32, s. 2009.

Department of Education. (2013). *Our Department of Education Vision, Mission and Core Values (DepEd VMV).* Department Order No. 36, s. 2013.

Republic of the Philippines. Congress. Senate. (2013). *RA 10533. An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes.* Philippines.

Republic of the Philippines. Congress. Senate. (1997). *RA 8371. An Act to Recognize, Protect and Promote the Rights of Indigenous Cultural Communities/Indigenous Peoples, Creating a National Commission on Indigenous Peoples, Establishing Implementing Mechanisms, Appropriating Funds Therefor, and for Other Purposes.* Philippines.

ACKNOWLEDGEMENTS

THE PROJECT TEAM

Research Center for Teacher Quality (RCTQ)

Gina O. Gonong, Ph.D.
Director and Project Leader

Jennie V. Jocson, Ph.D.
Senior Program Manager

Marilyn U. Balagtas, Ph.D.
Former Director

Teresita T. Rungduin, Ph.D.
Senior Program Manager

SiMERR National Research Centre

John Pegg, Ph.D.
Director

Joy Hardy, Ph.D.
Deputy Director

Ken Vine, Ph.D.
Principal Research Adviser

Greg McPhan, Ph.D.
Principal Research Manager

TECHNICAL WORKING GROUP

Allen U. Bautista, Ed.D.
Jennifer E. Lopez
Leana D. S. Patungan
Chinita A. Tolentino

RESEARCH OFFICERS

Victoria J. Delos Santos
Donna Marie B. De Mesa
Maria Arsenia C. Gomez
Ma. Concepcion B. Montenegro
Favian L. Noche
Marla C. Papango
Michael Wilson I. Rosero
Malvin R. Tabajen

SUPPORT STAFF

Michael Jove B. Ablaza
Roaima Lynn B. Antonio
Richard Jay J. Arias
Ranie B. Catimbang
Zhanina U. Custodio
Ezra B. de Jesus
Jonathan B. Erfe
Beverly E. Estocapio
Shiela Marie V. Gimeno
Dr. Rachelle B. Lintao
Cheryl C. Lualhati
Ian Kenneth D. Magabilin
Rossanna A. Mendiogarin
Ryan Anthony A. Olalia
Ma. Luz V. Rantael
Jessa P. Reynoso
Jerreld M. Romulo

REFERENCE PANEL

Ms. Hazel D. Aniceto (Chair)
Portfolio Manager, Australian Embassy

Amelia A. Biglete, Ph.D.
Director IV, Office for Program and Standards Development Commission on Higher Education

Purita B. Bilbao, Ed.D.
Chairperson, CHED Technical Panel for Teacher Education

Azucena P. Esleta
(represented by Ms. Ma. Paz Felyn Cruz-Tayag)
Director IV, Civil Service Commission Human Resource Policies and Standards Office

Fe A. Hidalgo, Ph.D.
President, Foundation for Upgrading the Standard of Education

Atty. Teresita R. Manzala
(represented by Dr. Paraluman R. Giron)
Chairperson, Professional Regulation Commission

***Abelardo B. Medes**
Chief Education Program Specialist, Education Assessment Division, Department of Education

***Clodualdo V. Paiton**
Technical Specialist, Bureau of Curriculum Development, Department of Education

***Fernando M. Pantino**
Senior Education Program Specialist, Bureau of Secondary Education, Department of Education

Maria Lourdes D. Pantoja
Director IV, Bureau of Human Resource and Organization Development

Yolanda B. Quijano, Ph.D.
Former Undersecretary, Department of Education

Chito B. Salazar, Ph.D.
President, Philippine Business for Education

Ethel Agnes P. Valenzuela, Ed.D.
Deputy Director for Programme and Development, SEAMEO Secretariat

**Representing the Directors of DepED Bureaus*

Special thanks to:

AUSTRALIAN EMBASSY – Manila

Robyn Biti, Minister Counselor, Australian Agency for International Development

Felicity Lee, First Secretary (Development)

Quintin G. Atienza II
Romelia I. Neri

BASIC EDUCATION SECTOR TRANSFORMATION PROGRAM (BEST)

Dr. Greg-Ryan Gadsden, Team Leader

Dr. Peter Grimes, Senior Specialist for Teacher Development

Krupskaya M. Añonuevo
Dr. Nemah N. Hermosa
Soledad T. Lecaroz
Dr. Twila G. Punsalan

COMMISSION ON HIGHER EDUCATION (CHED)

Dr. Minella C. Alarcon
Commissioner

Dr. Maria Cynthia Rose B. Bautista, Commissioner

PHILIPPINE NORMAL UNIVERSITY

Dr. Ester B. Ogena, President

Dr. Wilma S. Reyes, Vice President for Research, Planning and Quality Assurance

Marivilla Lydia B. Aggarao
Emilio F. Aguinaldo
Gerry C. Areta
Gregorio B. Borines
Josephine M. Calamlam
Erwin R. Callo
Vic Marie I. Camacho
Shirley N. Cerbo
Maribel C. Gerundio
Glinore S. Morales
Mary Leigh Ann C. Perez
Maria Ruth M. Regalado
Dr. Rita B. Ruscoe
Joemar D. Sajona
Myla Zenaida C. Torio
Marilou M. Ubiña
Lordinio A. Vergara

UNIVERSITY OF NEW ENGLAND - AUSTRALIA
Dr. Rebecca Spence

DEPARTMENT OF EDUCATION (DepEd)

TEACHER EDUCATION COUNCIL (TEC)

Leonor M. Briones
Secretary, Department of Education
Ex-officio Chair, TEC

Runvi V. Manguerra, Ph.D.
Executive Director II

Jayson A. Peñafiel
Education Program Supervisor

DEPARTMENT OF EDUCATION – CENTRAL OFFICE

Br. Armin A. Luistro, FSC,
Former Secretary

Atty. Nepomuceno A. Malaluan,
Assistant Secretary and Chief of Staff

Jesus Lorenzo R. Mateo,
Undersecretary for Planning and Field Operations

Dr. Dina Joana S. Ocampo,
Former Undersecretary for Curriculum and Instruction

Rizalino D. Rivera, Former Undersecretary for Regional Operations

John Arnold S. Siena, Director IV, National Educators Academy of the Philippines

DEPARTMENT OF EDUCATION-ARMM

Atty. Jamar M. Kulayan, Former Regional Secretary

DEPARTMENT OF EDUCATION - REGIONAL OFFICES
Regional Directors/Assistant Regional Directors

Luz S. Almeda, Ph.D.
Ramon Fiel G. Abcede
Arturo B. Bayocot, Ph.D.
Isabelita M. Borres, Ph.D.
Estela L. Cariño, Ed.D.
Atty. Shirley O. Chatto
Rebecca V. Delapuz, Ph.D.
Lorna D. Dino, Ph.D.
Ellen B. Donato, Ed.D.
May B. Eclar, Ph.D.
Atty. Alberto T. Escobarte
Allan G. Farnazo, Ph.D.
Malcolm S. Garma, CESO V
Juliet A. Jeruta, Ph.D.
Gemma M. Ledesma, CESO V
Ponciano A. Menguito. Ed.D.
Rizalino Jose T. Rosales
Gilbert T. Sadsad, Ph.D.
Diosdado M. San Antonio, Ph.D.
Ruby Alma C. Torio, Ed.D.
Beatriz G. Torno, Ph.D.
Teresita M. Velasco, Ph.D.
Luisa B. Yu, Ph.D.

SENIOR OFFICIALS

Dr. Flordeliza A. Alquiza, EPS, Officer-in-Charge, Quality Assurance Division, NCR (retired)

Dr. Bernadette J. Atienza, EPS, Region III Quality Assurance Division

Dr. Erlinda A. Atienza, Chief Education Program Supervisor, Region XIII Human Resource Development Division

Ariel M. Azuelo, Administrative Officer V, Region IV-CALABARZON Public Affairs Unit

Dr. Leonardo C. Canlas, Chief Education Program Supervisor, Region III Policy, Planning and Research Division

Angelina B. Castillo, EPS, Region IV-CALABARZON

Dr. Jerome A. Chavez, EPS, Region IV-CALABARZON

Regan B. Dagadas, EPS II, Region XII

Dr. Hja Jaliha Diwallay, Region IX

Bervy C. Domingo, EPS, Region II Quality Assurance Division

Dr. Emiliano B. Elnar, Jr., Chief Education Program Supervisor, Region VII Curriculum and Learning Management Division

Dr. Cynthia D. Jacob, Chief, Region V Human Resource Development Division

Sammy C. Legaspi, Information Technology Officer I, Region I

Dr. Leoncio P. Lumaban, Chief Education Supervisor, Region II Quality Assurance Division

Gertrudes L. Malabanan, EPS, Region IV-CALABARZON

Dr. Joy C. Mangubat, EPS, Region X

Lorna F. Mapinogos, Chief Education Program Supervisor, Region XI Human Resource Development Division

Dr. Luz E. Osmeña, Chief, Region IV-CALABARZON Human Resource Development Division

Jose Sario E. Poblete, EPS, Region II Learning Resource Management and Development Section

Macrino A. Raymundo, EPS, Region II

Dr. Judith V. Romaguera, Chief Education Program Supervisor, Region IX Human Resource Development Division

Laurente A. Samala, EPS, Region IV-MIMAROPA Quality Assurance Division

Jerry B. Sario, Officer-in-Charge, Region II Human Resource Development Division

Dr. Susan D. Severino, EPS, Region VI Human Resource Development Division

All teachers, principals/school heads, supervisors, superintendents, pre-service teachers, and educators who took part in the development work

DEPARTMENT OF EDUCATION
DepEd Complex
Meralco Ave., Pasig City

TEACHER EDUCATION COUNCIL
Rooms 228-229 Mabini Bldg.,
DepEd Complex, Meralco Ave., Pasig City
(T) 638-61-70
(F) 638-61-72

Appendix B

RPMS Tool for Teacher I-III
(Proficient Teachers)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I - III	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to	Principal/School Heads	**Page/s**	
Position Supervised			

JOB SUMMARY	
QUALIFICATION STANDARDS	
A. CSC Prescribed Qualifications	
Education	Bachelor of Elementary/Secondary/Early Childhood Education or Bachelor's degree plus 18 units in Education
Experience	None required
Eligibility	RA 1080
Trainings	None required
B. Preferred Qualifications	
Education	BSE/BSEEd/College Graduate with Education units (18-21), at least 18 MA units
Experience	
Eligibility	PBET/LET 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

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching

			5. Results of assessment used in teaching 6. Others (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.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills 2. Lesson plans/modified DLLs used in teaching highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 3. Instructional materials highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 4. Performance tasks/test material(s) used in demonstration teaching 5. Results of assessment used in teaching 6. Others (Please specify and provide annotations)
	Learning Environment and Diversity of Learners	4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about managing classroom structure that engages learners in various activities 2. Lesson plans/modified DLLs highlighting various classroom management strategies that engage learners in activities/tasks in different physical learning environments 3. Others (Please specify and provide annotations)

		5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teacher management of learner behavior using the following strategies: 1. Providing motivation 2. Praising the learners/Giving positive feedback 3. Setting house rules/guidelines 4. Ensuring learners' active participation 5. Allowing learners to express their ideas/opinions 6. Giving equal opportunities to learners 7. Encouraging learners to ask questions 8. Others (Please specify and provide annotations)
		6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using differentiated, developmentally appropriate learning experiences 2. Lesson plans/modified DLLs developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences 3. Instructional materials developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences 4. Others (Please specify and provide annotations)

	Curriculum and Planning	7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using developmentally sequenced teaching and learning process 2. Lesson plans/modified DLLs highlighting developmentally sequenced instruction that meet curriculum goals and varied teaching contexts 3. Instructional materials used to implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts 4. Others (Please specify and provide annotations)
		8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	1. Personal notes of teachers on LACs/FGDs/meetings with proof of attendance 2. Minutes of LAC/FGD sessions on use of teacher and learner feedback to enrich teaching practice with proof of attendance 3. Others (Please specify and provide annotations)
		9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using appropriate teaching and learning resources, including ICT Examples: • Activity sheets/task sheets/work sheets • PowerPoint presentations • Video clips • Module

			• SIMs-Strategic Intervention Materials • Others 2. Lesson plans/modified DLLs with appropriate instructional materials appended 3. Others (Please specify and provide annotations)
	Assessment and Reporting	10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using diagnostic, formative and summative assessment strategies 2. Prepared lesson plans/modified DLLs highlighting appropriate use of formative assessment strategies 3. Developed diagnostic tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets 4. Developed summative tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets 5. Developed performance tasks: (a) with rubrics reviewed by superior; (b) with sample accomplished rubrics 5. Others (Please specify and provide annotations)

		11. Monitored and evaluated learner progress and achievement using learner attainment data.	1. Compilation of a learner's written work with summary of results and with signature of parents 2. Formative/summative assessment tools with TOS and frequency of errors with identified least mastered skills 3. Class records/grading sheets 4. Lesson plans/modified DLLs showing index of mastery 5. Others (Please specify and provide annotations)
		12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	1. At least 3 samples of corrected test papers of the same 3 learners in the same learning area with parents' or guardians' signature and date of receipt 2. Minutes of PTA meetings or Parent-Teacher conferences in all quarters with proof of parent's/guardian's attendance 3. Report cards with parent's or guardian's signature in all quarters supported by minutes of meeting 4. Communication with parents/guardians using various modalities 5. Anecdotal record showing entries per quarter 6. Other documents showing learner needs, progress and achievement submitted to other stakeholders

	Plus Factor	13. Performed various related works/activities that contribute to the teaching-learning process.	1. Certificate of Recognition or Participation 2. Certificate of Training 3. Certificate of Speakership 4. Committee involvement 5. Advisorship of Co-curricular activities 6. Book or Journal Authorship/Co-authorship/Contributorship 7. Coordinatorship/Chairpersonship 8. Coaching and mentoring learners in competitions 9. Mentoring pre-service/in-service teachers 10. Others (Please specify and provide annotations)

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas 2. Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas 3. Instructional materials highlighting mastery of content and its integration in other subject areas 4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)	Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching 5. Results of assessment used in teaching 6. Others (Please specify and provide annotations)	Quality	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 7	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 6	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 5	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 3 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 2 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 1 learner-centered lesson as evidently shown in any of the given MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills 2. Lesson plans/modified DLLs used in teaching highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 3. Instructional materials highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 4. Performance tasks/test material(s) used in demonstration teaching 5. Results of assessment used in teaching 6. Others (Please specify and provide annotations)	Quality	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 7	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 6	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 5	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted 1 lesson as evidenced by any 1 of the given MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environm ents.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about managing classroom structure that engages learners in various activities 2. Lesson plans/modified DLLs highlighting various classroom management strategies that engage learners in activities/tasks in different physical learning environments 3. Others (Please specify and provide annotations)	Quality	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 7	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 6	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 5	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 3 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 2 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 1 lesson supported by any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teacher management of learner behavior using the following strategies: 1. Providing motivation 2. Praising the learners/Giving positive feedback 3. Setting house rules/guidelines 4. Ensuring learners' active participation 5. Allowing learners to express their ideas/opinions 6. Giving equal opportunities to learners 7. Encouraging learners to ask questions 8. Others (Please specify and provide annotations)	Quality	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 7	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 6	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 5	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 of the given strategies as observed in at least 4 lessons	Submitted at least 4 of the given strategies as observed in 3 lessons	Submitted at least 4 of the given strategies as observed in 2 lessons	Submitted any 1 of the given strategies as observed in only 1 lesson	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using differentiated, developmentally appropriate learning experiences 2. Lesson plans/modified DLLs developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences 3. Instructional materials developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences 4. Others (Please specify and provide annotations)	Quality	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 7	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 6	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 5	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 4	No acceptable evidence shown
		Efficiency	Submitted at least 4 differentiated teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted 3 differentiated teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted 2 differentiated teaching strategies in 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted any 1 differentiated teaching strategy in only 1 lesson as evidently shown in any 1 of the acceptable MOV	No acceptable evidence shown No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using developmentally sequenced teaching and learning process 2. Lesson plans/modified DLLs highlighting developmentally sequenced instruction that meet curriculum goals and varied teaching contexts 3. Instructional materials used to implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts. 4. Others (Please specify and provide annotations)	Quality	Planned and implemented developmental-ly sequenced teaching and learning process as shown in MOV 1 with a rating of 7	Planned and implemented developmental-ly sequenced teaching and learning process as shown in MOV 1 with a rating of 6	Planned and implemented developmental-ly sequenced teaching and learning process as shown in MOV 1 with a rating of 5	Planned and implemented developmentall y sequenced teaching and learning process as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 developmental-ly sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Submitted 3 developmental-ly sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Submitted 2 developmental-ly sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Submitted 1 developmental-ly sequenced teaching and learning process as evidently shown in any 1 of the given MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	1. Personal notes of teachers on LACs/FGDs/meetings with proof of attendance 2. Minutes of LAC/FGD sessions on use of teacher and learner feedback to enrich teaching practice with proof of attendance 3. Others (Please specify and provide annotations)	Quality	Consistently participated in LACs/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Frequently participated in LACs/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Occasionally participated in LACs/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Rarely participated in LAC/FGD/ meeting to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Participated in at least 4 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 3 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 2 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 1 LAC/FGD/ meeting as evidently shown in any 1 of the given MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using appropriate teaching and learning resources, including ICT Examples: • Activity sheets/task sheets/work sheets • PowerPoint presentations • Video clips • Module • SIMs-Strategic Intervention Materials • Others 2. Lesson plans/modified DLLs with appropriate instructional materials appended 3. Others (Please specify and provide annotations)	Quality	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 7	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 6	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 5	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 3 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 2 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted any teaching and learning resource, including ICT, as evidently shown in any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using diagnostic, formative and summative assessment strategies 2. Prepared lesson plans/modified DLLs highlighting appropriate use of formative assessment strategies 3. Developed diagnostic tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets 4. Developed summative tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets 5. Developed performance tasks: (a) with rubrics reviewed by superior; (b) with sample accomplished rubrics 6. Others (Please specify and provide annotations)	Quality	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 7	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 6	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 5	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 3 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 2 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Monitored and evaluated learner progress and achievement using learner attainment data.	1. Compilation of a learner's written work with summary of results and with signature of parents 2. Formative/summative assessment tools with TOS and frequency of errors with identified least mastered skills 3. Class records/grading sheets 4. Lesson plans/modified DLLs showing index of mastery 5. Others (Please specify and provide annotations)	Quality	Consistently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Frequently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Occasionally monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Rarely monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted a combination of at least 4 of the acceptable MOV	Submitted a combination of 3 of the acceptable MOV	Submitted a combination of 2 of the acceptable MOV	Submitted 1 acceptable MOV	No acceptable evidence was shown
		Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	1. At least 3 samples of corrected test papers of the same 3 learners in the same learning area with parents' or guardians' signature and date of receipt 2. Minutes of PTA meetings or Parent-Teacher conferences in all quarters with proof of parents'/guardians' attendance 3. Report cards with parent's or guardian's signature in all quarters supported by minutes of meeting 4. Communication with parents/ guardians using various modalities 5. Anecdotal record showing entries per quarter 6. Other documents showing learners' needs, progress and achievement submitted to other stakeholders	Quality	Consistently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Frequently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Occasionally showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Rarely showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted a combination of at least 4 of the acceptable MOV	Submitted a combination of 3 of the acceptable MOV	Submitted a combination of 2 of the acceptable MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown
		Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Performed various related works/activities that contribute to the teaching-learning process.	1. Certificate of Recognition or Participation 2. Certificate of Training 3. Certificate of Speakership 4. Committee involvement 5. Advisorship of Co-curricular activities 6. Book or Journal Authorship/Co-authorship/Contributorship 7. Coordinatorship/Chairpersons hip 8. Coaching and mentoring learners in competitions 9. Mentoring pre-service/in-service teachers 10. Others (Please specify and provide annotations)	Quality	Consistently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Frequently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Occasionally performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Rarely performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted at least 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
		Timeliness					

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix C

RPMS Tool for Master Teacher I-IV
(Highly Proficient Teachers)

Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Master Teacher I-IV	**Salary Grade**	
Parenthetical Title			
Office Unit		**Effectivity Date**	
Reports to		**Page/s**	
Position Supervised			

JOB SUMMARY	
QUALIFICATION STANDARDS	
A. CSC Prescribed Qualifications	
Education	Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 units in Education and 18 units for a Master's degree in Education or its equivalent (MT-I), Bachelor of Elementary/Secondary Education or Bachelor's degree plus 18 professional units in Education and 24 units for a Master's degree in Education or its equivalent (MT-II)
Experience	
Eligibility	RA 1080
Trainings	
B. Preferred Qualifications	
Education	Master's Degree Graduate
Experience	3 years in service as Teacher III
Eligibility	Licensure Examination for Teachers
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

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective applications of content knowledge within and across curriculum teaching areas 2. Lesson plans/modified DLLs used in demonstration teaching highlighting integration of content knowledge within and across subject areas 3. Instructional materials developed highlighting effective application of content knowledge within and across subject areas 4. Performance tasks/test material(s) used in demonstration teaching highlighting integration of content knowledge within and across subject areas 5. Results of assessment used in demonstration teaching highlighting mastery of lessons learned 6. Others (Please specify and provide annotations)
		2. Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1. Copy of the research proposal focused on enriching knowledge of content and pedagogy 2. Proof of participation and/or contribution to a collaborative research (e.g. e-mail, actual output submitted, terms of reference, etc.) 3. Certified completed collaborative research focused on enriching knowledge of content and pedagogy

			4. Proof of dissemination of research findings with colleagues 5. Proof of utilization of research findings 6. Others (Please specify and provide annotations)
		3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using effective teaching strategies to promote critical and creative teaching, as well as other higher-order thinking skills 2. Lesson plans/modified DLLs used in demonstration teaching highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 3. Instructional materials highlighting different teaching strategies that develop critical and creative thinking, and/or other HOTS 4. Performance tasks/test material(s) used in demonstration teaching 5. Results of assessment used in the demonstration teaching 6. Others (Please specify and provide annotations)
	Learning Environment and Diversity of Learners	4. Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about sharing effective techniques in the management of classroom structure 2. Lesson plans/modified DLLs used in demonstration teaching highlighting effective classroom management strategies that engage

		within a range of physical learning environments.	learners in activities/tasks in different physical learning environments 3. Minutes of LAC highlighting the sharing on effective classroom management techniques 4. Instructional materials used in demonstration teaching 5. Others (Please specify and provide annotations)
		5. Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective teacher management of learner behavior using the following strategies: 1. Providing motivation 2. Praising the learners/Giving positive feedback 3. Setting house rules/guidelines 4. Ensuring learners' active participation 5. Allowing learners to express their ideas/opinions 6. Giving equal opportunities to learners 7. Encouraging learners to ask questions 8. Others (Please specify and provide annotations)
		6. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	1. Minutes of LAC session/s, highlighting one's sharing of strategies on differentiated and developmentally appropriate opportunities to address learners' differences 2. Lesson plans/modified DLLs highlighting strategies on differentiated and developmentally-appropriate opportunities to address learners' differences

			3. Corresponding instructional materials showing differentiated and developmentally-appropriate opportunities to address learners' differences 4. Others (e.g. testimonial, write-up from colleagues of the lessons/insights gained from the Master Teacher's sharing)
	Curriculum and Planning	7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using effective strategies in implementing developmentally sequenced teaching and learning process 2. Results of learners' assessment during the actual teaching 3. Lesson plans/modified DLLs used in demonstration teaching highlighting developmentally sequenced teaching-learning process 4. Instructional materials showing effective strategies in developmentally sequenced teaching and learning process 5. Performance tasks/test material(s) used in demonstration teaching 6. Others (Please specify and provide annotations)
		8. Reviewed with colleagues, teacher and learner feedback to plan, facilitate and enrich teaching practice.	1. Implemented LAC/FGD Plan 2. Minutes of LAC/FGD sessions on use of teacher and learner feedback to enrich teaching practice with proof of attendance 3. Others (Please specify and provide annotations)

		9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	1. Teaching and learning resources developed by colleagues and critiqued on their alignment to learning goals 2. Lesson plans by colleagues critiqued in terms of the alignment of the teaching and learning resources to the indicated learning goals and appropriateness to the target learners 3. Others (Please specify and provide annotations)
	Assessment and Reporting	10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	1. Any proof of collaborative review if the test is designed based on its purpose (e.g. diagnostic, formative and summative) 2. Any proof of collaborative review of the alignment of the test with the curriculum 2.1.formative test attached to a lesson plan 2.2.summative assessment with TOS 2.3.diagnostic test with its TOS 3. Others (Please specify and provide annotations)
		11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.	1. Collaborative interpretation of the index of mastery obtained from 1 class 2. Collaborative interpretation of item analysis of quarterly examinations 3. Collaborative interpretation of results of performance assessment 4. Others (Please specify and provide annotations)

		12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	1. Sample agreement for learners at risk signed by parents and corresponding evidence of improvement 2. Record of dialogue and/or parent-teacher conferences and corresponding evidence of improvement 3. Anecdotal record communicated to and signed by the learners and/or parents with corresponding evidence of improvement 4. Sample of learners' test results signed by parents and corresponding evidence of improvement 5. Sample of accomplished rubrics given for performance task and corresponding evidence of improvement 6. Attendance sheet/minutes of parent-teacher conference 7. Signed report cards of students at risk with corresponding evidence of improvement 8. Correspondence notebook/letters/proof of communication using other modalities (e.g. e-mail, SMS, etc.) and corresponding evidence of improvement 9. Learners' performance record 10. Others (Please specify and provide annotations)
	Plus Factor	13. Performed various related works/activities that contribute to the teaching-learning process.	1. Served as reliever of classes in the absence of teachers 2. Served as OIC in the absence of the principal

			3. Represented the principal in meetings and conferences 4. Observed classes of Teachers I-III 5. Assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers 6. Certificate of Recognition or Participation 7. Certificate of Training 8. Certificate of Speakership 9. Committee involvement 10. Advisorship of Co-curricular activities 11. Book or Journal Authorship/Co-authorship/Contributorship 12. Coordinatorship/Chairpersonship 13. Coaching and mentoring learners in competitions 14. Mentoring pre-service/in-service teachers 15. Others (Please specify and provide annotations)

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective applications of content knowledge within and across curriculum teaching areas 2. Lesson plans/modified DLLs used in demonstration teaching highlighting integration of content knowledge within and across subject areas 3. Instructional materials developed highlighting effective application of content knowledge within and across subject areas 4. Performance tasks/test material(s) used in demonstration teaching highlighting integration of content knowledge within and across subject areas 5. Results of assessment used in demonstration teaching highlighting mastery of lessons learned 6. Others (Please specify and provide annotations)	Quality	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 8	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 7	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 6	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 5	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other MOV given	Submitted 3 lessons as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 2 lessons as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 1 lesson as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1. Copy of the research proposal focused on enriching knowledge of content and pedagogy 2. Proof of participation and/or contribution to a collaborative research (e.g. e-mail, actual output submitted, terms of reference, etc.) 3. Certified completed collaborative research focused on enriching knowledge of content and pedagogy 4. Proof of dissemination of research findings with colleagues 5. Proof of utilization of research findings 6. Others (Please specify and provide annotations)	Quality	Conducted, completed and disseminated action research with colleagues	Conducted and completed action research with colleagues	Conducted action research with colleagues	Proposed action research with colleagues	No acceptable evidence was shown
		Efficiency	Submitted at least 4 of the given MOV	Submitted any 3 of the acceptable MOV	Submitted any 2 MOV	Submitted any 1 MOV	No acceptable evidence was shown
		Timeliness	Presented the research report within the rating period	Completed the research report within the rating period	Conducted the research report within the rating period	Proposed the research report within the rating period	No acceptable evidence was shown

Objectives	Means of Verification (MOV)	Performance Indicators					
		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.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using effective teaching strategies to promote critical and creative teaching, as well as other higher-order thinking skills 2. Lesson plans/modified DLLs used in demonstration teaching highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 3. Instructional materials highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS 4. Performance tasks/test material(s) used in demonstration teaching 5. Results of assessment used in the demonstration teaching 6. Others (Please specify and provide annotations)	Quality	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 8	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 7	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 6	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 5	No acceptable evidence was shown
		Efficiency	Submitted 4 or more lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 3 lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 2 lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 1 lesson as evidently shown in MOV 1 and supported by any of the other MOV given	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about sharing effective techniques in the management of classroom structure 2. Lesson plans/modified DLLs used in demonstration teaching highlighting effective classroom management strategies that engage learners in activities/tasks in different physical learning environments 3. Minutes of LAC highlighting the sharing on effective classroom management techniques 4. Instructional materials used in demonstration teaching 5. Others (Please specify and provide annotations)	Quality	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 8	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 7	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 6	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 5	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 3 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 2 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about effective teacher management of learner behavior using the following strategies: 1. Providing motivation 2. Praising the learners/Giving positive feedback 3. Setting house rules/guidelines 4. Ensuring learners' active participation 5. Allowing learners to express their ideas/opinions 6. Giving equal opportunities to learners 7. Encouraging learners to ask questions 8. Others (Please specify and provide annotations)	Quality	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 8	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 7	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 6	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 5	No acceptable evidence shown
		Efficiency	Applied at least 7 of the given strategies as observed in at least 4 lessons	Applied at least 7 of the given strategies as observed in 3 lessons	Applied at least 7 of the given strategies as observed in 2 lessons	Applied any of the given strategies as observed in only 1 lesson	No acceptable evidence shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	1. Minutes of LAC session/s, highlighting one's sharing of strategies on differentiated and developmentally-appropriate opportunities to address learners' differences 2. Lesson plans/modified DLLs highlighting strategies on differentiated and developmentally-appropriate opportunities to address learners' differences 3. Corresponding instructional materials showing differentiated and developmentally appropriate opportunities to address learners' differences 4. Others (e.g. testimonial, write-up from colleagues of the lessons/insights gained from the Master Teacher's sharing)	Quality	Worked with colleagues at least in the district/cluster level to share lesson	Worked with colleagues in the school level to share lesson	Worked with colleagues in the department or grade level to share lesson	Worked with colleagues but no evidence of sharing with others	No acceptable evidence shown
		Efficiency	Submitted at least 1 lesson as evidently shown in MOV 1 and supported by any acceptable MOV	Submitted at least 1 lesson as evidently shown in MOV 1 and supported by any acceptable MOV	Submitted at least 1 lesson as evidently shown in MOV 1 and supported by any acceptable MOV	Submitted at least 1 lesson, as evidenced by either MOV 2 or 3 but no evidence of sharing with others	No acceptable evidence shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using effective strategies in implementing developmentally sequenced teaching and learning process 2. Results of learners' assessment during the actual teaching 3. Lesson plans/modified DLLs used in demonstration teaching highlighting developmentally sequenced teaching-learning process 4. Instructional materials showing effective strategies in developmentally sequenced teaching and learning process 5. Performance tasks/test material(s) used in demonstration teaching 6. Others (Please specify and provide annotations)	Quality	Developed and applied effective strategies showing developmentally- sequenced teaching and learning process as shown in MOV 1 with a rating of 8	Developed and applied effective strategies showing developmentally- sequenced teaching and learning process as shown in MOV 1 with a rating of 7	Developed and applied effective strategies showing developmentally- sequenced teaching and learning process as shown in MOV 1 with a rating of 6	Developed and applied effective strategies showing developmentally- sequenced teaching and learning process as shown in MOV 1 with a rating of 5	No acceptable evidence was shown
		Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and 2 and supported by any 1 of the other acceptable MOV	Submitted 2-3 lessons as evidenced by MOV 1 and 2 and supported by any 1 of the other acceptable MOV	Submitted 1 lesson as evidenced by shown in MOV 1 and/or 2 and supported by any 1 of the other acceptable MOV	Submitted 1 lesson as evidenced by any 1 of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Reviewed with colleagues, teacher and learner feedback to plan, facilitate and enrich teaching practice.	1. Implemented LAC/FGD Plan 2. Minutes of LAC/FGD sessions on use of teacher and learner feedback to enrich teaching practice with proof of attendance 3. Others (Please specify and provide annotations)	Quality	Consistently led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Frequently led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Occasionally led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Rarely led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted 4 collaborative reviews of teacher and learner feedback as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 3 collaborative reviews of teacher and learner feedback as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 2 collaborative reviews of teacher and learner feedback as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 1 collaborative review of teacher and learner feedback as evidently shown in any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	1. Teaching and learning resources developed by colleagues and critiqued on their alignment to learning goals 2. Lesson plans by colleagues critiqued in terms of the alignment of the teaching and learning resources to the indicated learning goals and appropriateness to the target learners 3. Others (Please specify and provide annotations)	Quality	Consistently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Frequently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Occasionally advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Rarely advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted at least 4 teaching and learning resources as evidenced by at least 1 of the acceptable MOV	Submitted 3 teaching and learning resources as evidenced by at least 1 of the acceptable MOV	Submitted 2 teaching and learning resources as evidenced by at least 1 of the acceptable MOV	Submitted 1 teaching and learning resource as evidenced by any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	1. Any proof of collaborative review if the test is designed based on its purpose (e.g. diagnostic, formative and summative) 2. Any proof of collaborative review of the alignment of the test with the curriculum 2.1. formative test attached to a lesson plan 2.2. summative assessment with TOS 2.3. diagnostic test with its TOS 3. Others (Please specify and provide annotations)	Quality	Consistently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Frequently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Occasionally reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Rarely reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted at least 4 assessment tools as evidently shown in any of the acceptable MOV	Submitted 3 assessment tools as evidently shown in any of the acceptable MOV	Submitted 2 assessment tools as evidently shown in any of the acceptable MOV	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.	1. Collaborative interpretation of the index of mastery obtained from 1 class 2. Collaborative interpretation of item analysis of quarterly examinations 3. Collaborative interpretation of results of performance assessment 4. Others (Please specify and provide annotations)	Quality	Consistently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Frequently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Occasionally collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Rarely collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted at least 2 different types of MOV	Submitted at least 3 of the same kind of MOV	Submitted at least 2 of the same kind of MOV	Submitted any 1 of the MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	1. Sample agreement for learners at risk signed by parents and corresponding evidence of improvement 2. Record of dialogue and/or parent-teacher conferences and corresponding evidence of improvement 3. Anecdotal record communicated to and signed by the learners and/or parents with corresponding evidence of improvement 4. Sample of learners' test results signed by parents and corresponding evidence of improvement 5. Sample of accomplished rubrics given for performance task and corresponding evidence of improvement 6. Attendance sheet/minutes of parent-teacher conference 7. Signed report cards of students at risk with corresponding evidence of improvement	Quality	Consistently applied skills in the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	Frequently applied skills in the effective communicatio n of learner needs and progress to parents/ guardians as shown in the MOV submitted	Occasionally applied skills in the effective communicatio n of learner needs and progress to parents/ guardians as shown in the MOV submitted	Rarely applied skills in the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	No acceptable evidence was shown

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
	8. Correspondence notebook/letters/proof of communication using other modalities (e.g. e-mail, SMS, etc.) and corresponding evidence of improvement 9. Learners' performance record Others (Please specify and provide annotations)	Efficiency	Submitted at least 3 of the acceptable MOV	Submitted any 3 MOV	Submitted any 2 MOV	Submitted any 1 MOV	No acceptable evidence was shown
		Timeliness					

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Performed various related works/activities that contribute to the teaching-learning process.	1. Served as reliever of classes in the absence of teachers 2. Served as OIC in the absence of the principal 3. Represented the principal in meetings and conferences 4. Observed classes of Teachers I-III 5. Assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers 6. Certificate of Recognition or Participation 7. Certificate of Training 8. Certificate of Speakership 9. Committee involvement	Quality	Consistently performed special tasks and/or assignments as shown in the MOV submitted	Frequently performed special tasks and/or assignments as shown in the MOV submitted	Occasionally performed special tasks and/or assignments as shown in the MOV submitted	Rarely performed special tasks and/or assignments as shown in the MOV submitted	No acceptable evidence was shown

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
	10. Advisorship of Co-curricular activities 11. Book or Journal Authorship/Co-authorship/Contributorship 12. Coordinatorship/chairmanship 13. Coaching and mentoring learners in competitions 14. Mentoring pre-service/in-service teachers 15. Others (Please specify and provide annotations)	Efficiency	Submitted at least 4 different kinds of acceptable MOV	Submitted only 3 different kinds of acceptable MOV	Submitted only 2 different kinds of acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix D.1

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Teacher I-III

Name of Employee: **Position:** **Bureau/Center/Service/Division:** **Rating Period:**	**Name of Rater:** **Position:** **Date of Review:**
TO BE FILLED OUT DURING PLANNING	**TO BE FILLED OUT DURING EVALUATION**

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
Basic Education Services	**1. Content Knowledge and Pedagogy**	1. Applied knowledge of content within and across curriculum teaching areas.			Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons using MOV 1 and supported by any 1 of the other given MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.			Quality	Facilitated using different teaching strategies that promote reading, writing and/or	Facilitated using different teaching strategies that promote reading, writing and/or	Facilitated using different teaching strategies that promote reading, writing and/or	Facilitated using different teaching strategies that promote reading, writing and/or	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
						numeracy skills as shown in MOV 1 with a rating of 7	numeracy skills as shown in MOV 1 with a rating of 6	numeracy skills as shown in MOV 1 with a rating of 5	numeracy skills as shown in MOV 1 with a rating of 4							
					Efficiency	Submitted at least 4 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 3 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 2 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 1 learner-centered lesson as evidently shown in any of the given MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.			Quality	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 7	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 6	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 5	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV 1 with a rating of 4	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted 3 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted 2 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted 1 lesson as evidenced by any 1 of the given MOV	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
					Timeliness											
Basic Education Services	**2. Learning Environment and Diversity of Learners**	4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.			Quality	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 7	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 6	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 5	Used classroom management strategies that engage learners in activities/tasks as shown in MOV 1 with a rating of 4	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 3 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 2 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 1 lesson supported by any of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.			Quality	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 7	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 6	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 5	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 4	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 of the given strategies as observed in	Submitted at least 4 of the given strategies	Submitted at least 4 of the given strategies	Submitted any 1 of the given strategies as	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
						at least 4 lessons	as observed in 3 lessons	as observed in 2 lessons	observed in only 1 lesson							
					Timeliness											
Basic Education Services		6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.			Quality	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 7	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 6	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 5	Applied differentiated teaching strategies to address learner diversity as shown in MOV 1 with a rating of 4	No acceptable evidence shown						
					Efficiency	Submitted at least 4 differentiated teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted 3 differentiated teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted 2 differentiated teaching strategies in 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted any 1 differentiated teaching strategy in only 1 lesson as evidently shown in any 1 of the acceptable MOV	No acceptable evidence shown No acceptable evidence was shown						
					Timeliness											
Basic Education Services	**3. Curriculum and Planning**	7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum			Quality	Planned and implemented developmental-ly sequenced teaching and learning process as	Planned and implemented developmental-ly sequenced teaching and learning process as	Planned and implemented developmental-ly sequenced teaching and learning process as	Planned and implemented developmentally sequenced teaching and learning process as	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
		requirements and varied teaching contexts.				shown in MOV 1 with a rating of 7	shown in MOV 1 with a rating of 6	shown in MOV 1 with a rating of 5	shown in MOV 1 with a rating of 4							
					Efficiency	Submitted at least 4 developmental-ly sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Submitted 3 developmental-ly sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Submitted 2 developmental-ly sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Submitted 1 developmental-ly sequenced teaching and learning process as evidently shown in any 1 of the given MOV	No acceptable evidence was shown						
					Timeliness											
		8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.			Quality	Consistently participated in LACs/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Frequently participated in LACs/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Occasionally participated in LACs/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Rarely participated in LAC/FGD/ meeting to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Participated in at least 4 LACs/FGDs/	Participated in 3 LACs/FGDs/ meetings as evidently shown	Participated in 2 LACs/FGDs/ meetings as evidently shown	Participated in 1 LAC/FGD/ meeting as evidently shown	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
						meetings as evidently shown in any 1 of the given MOV	in any 1 of the given MOV	in any 1 of the given MOV	in any 1 of the given MOV							
					Timeliness											
Basic Education Services		9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.			Quality	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 7	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 6	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 5	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 4	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 3 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 2 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted any teaching and learning resource, including ICT, as evidently shown in any of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services	**4. Assessment and Reporting**	10. Designed, selected, organized and used diagnostic, formative and			Quality	Designed, selected, organized and used diagnostic,	Designed, selected, organized and used diagnostic,	Designed, selected, organized and used diagnostic,	Designed, selected, organized and used diagnostic,	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
		summative assessment strategies consistent with curriculum requirements.				formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 7	formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 6	formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 5	formative and summative assessment strategies consistent with curriculum requirements as shown in MOV 1 with a rating of 4							
					Efficiency	Submitted at least 4 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 3 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 2 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		11. Monitored and evaluated learner progress and achievement using learner attainment data.			Quality	Consistently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Frequently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Occasionally monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Rarely monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted a combination of at least 4 of the acceptable MOV	Submitted a combination of 3 of the acceptable MOV	Submitted a combination of 2 of the acceptable MOV	Submitted 1 acceptable MOV	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
					Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown						
Basic Education Services		12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.			Quality	Consistently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Frequently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Occasionally showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Rarely showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted a combination of at least 4 of the acceptable MOV	Submitted a combination of 3 of the acceptable MOV	Submitted a combination of 2 of the acceptable MOV	Submitted any 1 of the given MOV	No acceptable evidence was shown						
					Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown						
Basic Education Services	**5. Plus Factor**	13. Performed various related works/activities that contribute to the			Quality	Consistently performed various related work/activities that contribute to the teaching	Frequently performed various related work/activities that contribute to the teaching	Occasionally performed various related work/activities that contribute to the teaching	Rarely performed various related work/activities that contribute to the teaching	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
		teaching-learning process.				learning process as shown in the MOV submitted	learning process as shown in the MOV submitted	learning process as shown in the MOV submitted	learning process as shown in the MOV submitted							
					Efficiency	Submitted at least 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						
					Timeliness											
											RATING FOR OVERALL ACCOMPLISH-MENTS					

Rater **Ratee** **Approving Authority**

Appendix D.2

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Master Teacher I-IV

Name of Employee: **Position:** **Bureau/Center/Service/Division:** **Rating Period:**	**Name of Rater:** **Position:** **Date of Review:**
TO BE FILLED OUT DURING PLANNING	**TO BE FILLED OUT DURING EVALUATION**

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
Basic Education Services	**1. Content Knowledge and Pedagogy**	1. Modeled effective applications of content knowledge within and across curriculum teaching areas.			Quality	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 8	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 7	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 6	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 5	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other MOV given	Submitted 3 lessons as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 2 lessons as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 1 lesson as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		2. Collaborated with colleagues in the conduct and			Quality	Conducted, completed and disseminated	Conducted and completed action research with colleagues	Conducted action research with colleagues	Proposed-action research with colleagues	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
		application of research to enrich knowledge of content and pedagogy.				action research with colleagues										
					Efficiency	Submitted at least 4 of the given MOV	Submitted any 3 of the acceptable MOV	Submitted any 2 MOV	Submitted any 1 MOV	No acceptable evidence was shown						
					Timeliness	Presented the research report within the rating period	Completed the research report within the rating period	Conducted the research report within the rating period	Proposed the research report within the rating period	No acceptable evidence was shown						
Basic Education Services		3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.			Quality	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 8	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 7	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 6	Demonstrated effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills as shown in MOV 1 with a rating of 5	No acceptable evidence was shown							
					Efficiency	Submitted 4 or more lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 3 lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 2 lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 1 lesson as evidently shown in MOV 1 and supported by any of the other MOV given	No acceptable evidence was shown						
					Timeliness											
Basic Education Services	**2. Learning Environment and Diversity of Learners**	4. Worked with colleagues to model and share effective techniques in the management of classroom structure to			Quality	Used classroom management strategies that engage learners in activities/tasks as shown in	Used classroom management strategies that engage learners in activities/tasks as shown in	Used classroom management strategies that engage learners in activities/tasks as shown in	Used classroom management strategies that engage learners in activities/tasks as shown in	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
		engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.				MOV 1 with a rating of 7	MOV 1 with a rating of 6	MOV 1 with a rating of 5	MOV 1 with a rating of 4							
					Efficiency	Submitted at least 4 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 3 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 2 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 1 lesson supported by any of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		5. Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.			Quality	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 8	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 7	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 6	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in MOV 1 with a rating of 5	No acceptable evidence shown						
					Efficiency	Applied at least 7 of the given strategies as observed in at least 4 lessons	Applied at least 7 of the given strategies as observed in 3 lessons	Applied at least 7 of the given strategies as observed in 2 lessons	Applied any of the given strategies as observed in only 1 lesson	No acceptable evidence shown						
					Timeliness											

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
Basic Education Services		6. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.			Quality	Worked with colleagues at least in the district/cluster level to share lesson	Worked with colleagues in the school level to share lesson	Worked with colleagues in the department or grade level to share lesson	Worked with colleagues but no evidence of sharing with others	No acceptable evidence shown						
					Efficiency	Submitted at least 1 lesson as evidently shown in MOV 1 and supported by any acceptable MOV	Submitted at least 1 lesson as evidently shown in MOV 1 and supported by any acceptable MOV	Submitted at least 1 lesson as evidently shown in MOV 1 and supported by any acceptable MOV	Submitted at least 1 lesson, as evidenced by either MOV 2 or 3 but no evidence of sharing with others	No acceptable evidence shown						
					Timeliness											
Basic Education Services	**3. Curriculum and Planning**	7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.			Quality	Developed and applied effective strategies showing developmentally - sequenced teaching and learning process as shown in MOV 1 with a rating of 8	Developed and applied effective strategies showing developmentally - sequenced teaching and learning process as shown in MOV 1 with a rating of 7	Developed and applied effective strategies showing developmentally - sequenced teaching and learning process as shown in MOV 1 with a rating of 6	Developed and applied effective strategies showing developmentally - sequenced teaching and learning process as shown in MOV 1 with a rating of 5	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and 2 and supported by any 1 of the other acceptable MOV	Submitted 2-3 lessons as evidenced by MOV 1 and 2 and supported by any 1 of the other acceptable MOV	Submitted 1 lesson as evidenced by shown in MOV 1 and/or 2 and supported by any 1 of the other acceptable MOV	Submitted 1 lesson as evidenced by any 1 of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
		8. Reviewed with colleagues, teacher and learner feedback to plan, facilitate and enrich teaching practice.			Quality	Consistently led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Frequently led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Occasionally led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Rarely led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted 4 collaborative reviews of teacher and learner feedback as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 3 collaborative reviews of teacher and learner feedback as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 2 collaborative reviews of teacher and learner feedback as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 1 collaborative review of teacher and learner feedback as evidently shown in any of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.			Quality	Consistently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Frequently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Occasionally advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Rarely advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 teaching and learning resources as	Submitted 3 teaching and learning resources as	Submitted 2 teaching and learning resources as	Submitted 1 teaching and learning resource as	No acceptable evidence was shown						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
						evidenced by at least 1 of the acceptable MOV	evidenced by at least 1 of the acceptable MOV	evidenced by at least 1 of the acceptable MOV	evidenced by any of the acceptable MOV							
					Timeliness											
Basic Education Services	**4. Assessment and Reporting**	10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.			Quality	Consistently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Frequently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Occasionally reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Rarely reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 assessment tools as evidently shown in any of the acceptable MOV	Submitted 3 assessment tools as evidently shown in any of the acceptable MOV	Submitted 2 assessment tools as evidently shown in any of the acceptable MOV	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services		11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.			Quality	Consistently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Frequently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Occasionally collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Rarely collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted at least 2 different types of MOV	Submitted at least 3 of the same kind of MOV	Submitted at least 2 of the same kind of MOV	Submitted any 1 of the MOV	No acceptable evidence was shown						
					Timeliness											
					Quality	Consistently applied skills in	Frequently applied skills in	Occasionally applied skills in	Rarely applied skills in the	No acceptable						

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
Basic Education Services		12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.				the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	evidence was shown						
					Efficiency	Submitted at least 3 of the acceptable MOV	Submitted any 3 MOV	Submitted any 2 MOV	Submitted any 1 MOV	No acceptable evidence was shown						
					Timeliness											
Basic Education Services	**5. Plus Factor**	13. Performed various related works/activities that contribute to the teaching-learning process.			Quality	Consistently performed special tasks and/or assignments as shown in the MOV submitted	Frequently performed special tasks and/or assignments as shown in the MOV submitted	Occasionally performed special tasks and/or assignments as shown in the MOV submitted	Rarely performed special tasks and/or assignments as shown in the MOV submitted	No acceptable evidence was shown						
					Efficiency	Submitted at least 4 different kinds of acceptable MOV	Submitted only 3 different kinds of acceptable MOV	Submitted only 2 different kinds of acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown						
					Timeliness											
											RATING FOR OVERALL ACCOMPLISH-MENTS					

Rater **Ratee** **Approving Authority**

Appendix D.3

COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Management
1. Sets personal goals and directions, needs and development.
2. Understands personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.
4. Prioritize work tasks and schedules (through Gantt chants, checklists, etc.) to achieve goals.
5. Sets high quality, challenging, realistic goals for self and others.

Professionalism and Ethics
1. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).
2. Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
4. Makes personal sacrifices to meet the organization's needs.
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.

Results Focus
1. Achieves results with optimal use of time and resources most of the time.
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.

Teamwork
1. Willingly does his/her share of responsibility.
2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.
3. Applies negotiation principles in arriving at win-win agreements.
4. Drives consensus and team ownership of decisions.
5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.

Service Orientation
1. Can explain and articulate organizational directions, issues and problems.
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
3. Initiates activities that promote advocacy for men and women empowerment.
4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.
5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.

Innovation
1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency).
2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

5 – Role model; 4 – Consistently demonstrates; 3 – Most of the time demonstrates; 2 – Sometimes demonstrate; 1 – Rarely demonstrate

OVERALL COMPETENCY RATINGS

Appendix D.4

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
A. Functional Competencies				
B. Core Behavioral Competencies				

Feedback:

RATEE	RATER	APPROVING AUTHORITY

Appendix E

SUGGESTED MID-YEAR REVIEW FORM (MRF)

Name of Employee: Position: Bureau/Center/Service/Division: Rating Period:											Name of Rater: Position: Date of Review:
MFOs	KRAs	Objectives	Timeline	Weight per KRA	MOV	Performance Target	Mid-year Review/Rating				Mid-Year Review Results
							Ratee (Teacher)		Rater (Principal)		
							Rating	Remarks	Rating	Remarks	
						Quality					
						Efficiency					
						Timeliness					

**Please see attached list of MOV*

Rater

Ratee

Approving Authority

Appendix F

PERFORMANCE MONITORING AND COACHING FORM

DATE	CRITICAL INCIDENCE DESCRIPTION	OUTPUT	IMPACT ON JOB/ACTION PLAN	SIGNATURE (RATER/RATEE)

RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR TEACHER I-III (Proficient Teachers)

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

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 13 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of international teacher standards.

PLEASE READ THE INSTRUCTIONS

This tool has two parts: Part I: Demographic Profile and Part II: Objectives.

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

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

PART I: DEMOGRAPHIC PROFILE

Please shade the circle that is applicable to you.

1. Age

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

2. Sex

- ◯ Male
- ◯ Female

3. Employment Status

- ◯ Regular Permanent
- ◯ Provisional
- ◯ Substitute
- ◯ Contractual

4. Position

- ◯ Teacher I
- ◯ Teacher II
- ◯ Teacher III

5. Total Number of Years in Teaching

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

6. Highest Degree Obtained

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

7. Area of Specialization

- ◯ English
- ◯ Filipino
- ◯ Mathematics
- ◯ General Science
- ◯ Biology
- ◯ Chemistry
- ◯ Physics
- ◯ Others (Specify) _____

8. Subject(s) Taught

- ◯ English
- ◯ Filipino
- ◯ Mathematics
- ◯ Araling Panlipunan
- ◯ MAPEH
- ◯ Values Education
- ◯ Others (Specify) _____

9. Grade Level Taught

- ◯ Kindergarten
- ◯ Elementary
- ◯ Secondary
- ◯ Junior High School
- ◯ Senior High School

10. Curricular Classification of the School

- ◯ Kindergarten
- ◯ Grade 1-6
- ◯ Grade 7-10
- ◯ Kinder and Grade 1-6
- ◯ Kinder and Grade 7-10
- ◯ Grade 1-6 and Grade 7-10
- ◯ Kinder, Grade 1-6, Grade 7-10
- ◯ Kinder, Grade 1-6, Grade 7-10 attached to Tertiary
- ◯ Grade 11-12
- ◯ Kinder and Grade 11-12
- ◯ Grade 1-6 and Grade 11-12
- ◯ Grade 7-10 and Grade 11-12
- ◯ Grade 1-6, Grade 7-10 and Grade 11-12
- ◯ Kinder, Grade 1-6, Grade 7-10 and Grade 11-12
- ◯ Kinder, Grade 1-6, Grade 7-10 and Grade 11-12 attached to Tertiary
- ◯ Kinder, Grade 7-10 and Grade 11-12
- ◯ Kinder, Grade 1-6 and Grade 11-12

11. Region

Luzon

- ◯ **National Capital Region**
- ◯ **Cordillera Administrative Region**
- ◯ **I** - Ilocos
- ◯ **II** - Cagayan Valley
- ◯ **III** - Central Luzon
- ◯ **IV**-CALABARZON
- ◯ **IV**-MIMAROPA
- ◯ **V** - Bicol

Visayas

- ◯ **VI** - Western Visayas
- ◯ **VII** - Central Visayas
- ◯ **VIII** - Eastern Visayas

Mindanao

- ◯ **IX** - Zamboanga Peninsula
- ◯ **X** - Northern Mindanao
- ◯ **XI** - Davao Region
- ◯ **XII** - SOCCSKSARGEN
- ◯ **XIII** - Caraga
- ◯ **Autonomous Region in Muslim Mindanao**

PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate each objective according to the **level of your capability in performing each objective** and the **development priority you give to each objective.**

In the box below, please provide any general comments you may have about the objectives.

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy								
1.1 Applied knowledge of content within and across curriculum teaching areas.	○	○	○	○	○	○	○	○
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	○	○	○	○	○	○	○	○
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	○	○	○	○	○	○	○	○
2. Learning Environment and Diversity of Learners								
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	○	○	○	○	○	○	○	○
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	○	○	○	○	○	○	○	○
2.3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	○	○	○	○	○	○	○	○

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

_____

_____

_____

_____

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
3. Curriculum and Planning								
3.1 Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	○	○	○	○	○	○	○	○
3.2 Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	○	○	○	○	○	○	○	○
3.3 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	○	○	○	○	○	○	○	○
4. Assessment and Reporting								
4.1 Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	○	○	○	○	○	○	○	○
4.2 Monitored and evaluated learner progress and achievement using learner attainment data.	○	○	○	○	○	○	○	○
4.3 Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	○	○	○	○	○	○	○	○
5. Plus Factor								
Performed various related works/activities that contribute to the teaching-learning process.	○	○	○	○	○	○	○	○

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

_____

_____

_____

_____

_____

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR MASTER TEACHER I-IV (Highly Proficient Teachers)

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

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 13 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of international teacher standards.

PLEASE READ THE INSTRUCTIONS

This tool has two parts: Part I: Demographic Profile and Part II: Objectives.

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

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

PART I: DEMOGRAPHIC PROFILE

Please shade the circle that is applicable to you.

1. Age

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

2. Sex

- ◯ Male
- ◯ Female

3. Employment Status

- ◯ Regular Permanent
- ◯ Provisional
- ◯ Substitute
- ◯ Contractual

4. Position

- ◯ Teacher I
- ◯ Teacher II
- ◯ Teacher III

5. Total Number of Years in Teaching

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

6. Highest Degree Obtained

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

7. Area of Specialization

- ◯ English
- ◯ Filipino
- ◯ Mathematics
- ◯ General Science
- ◯ Biology
- ◯ Chemistry
- ◯ Physics
- ◯ Others (Specify) _____

8. Subject(s) Taught

- ◯ English
- ◯ Filipino
- ◯ Mathematics
- ◯ Araling Panlipunan
- ◯ MAPEH
- ◯ Values Education
- ◯ Others (Specify) _____

9. Grade Level Taught

- ◯ Kindergarten
- ◯ Elementary
- ◯ Secondary
- ◯ Junior High School
- ◯ Senior High School

10. Curricular Classification of the School

- ◯ Kindergarten
- ◯ Grade 1-6
- ◯ Grade 7-10
- ◯ Kinder and Grade 1-6
- ◯ Kinder and Grade 7-10
- ◯ Grade 1-6 and Grade 7-10
- ◯ Kinder, Grade 1-6, Grade 7-10
- ◯ Kinder, Grade 1-6, Grade 7-10 attached to Tertiary
- ◯ Grade 11-12
- ◯ Kinder and Grade 11-12
- ◯ Grade 1-6 and Grade 11-12
- ◯ Grade 7-10 and Grade 11-12
- ◯ Grade 1-6, Grade 7-10 and Grade 11-12
- ◯ Kinder, Grade 1-6, Grade 7-10 and Grade 11-12
- ◯ Kinder, Grade 1-6, Grade 7-10 and Grade 11-12 attached to Tertiary
- ◯ Kinder, Grade 7-10 and Grade 11-12
- ◯ Kinder, Grade 1-6 and Grade 11-12

11. Region

Luzon

- ◯ **National Capital Region**
- ◯ **Cordillera Administrative Region**
- ◯ **I** - Ilocos
- ◯ **II** - Cagayan Valley
- ◯ **III** - Central Luzon
- ◯ **IV**-CALABARZON
- ◯ **IV**-MIMAROPA
- ◯ **V** - Bicol

Visayas

- ◯ **VI** - Western Visayas
- ◯ **VII** - Central Visayas
- ◯ **VIII** - Eastern Visayas

Mindanao

- ◯ **IX** - Zamboanga Peninsula
- ◯ **X** - Northern Mindanao
- ◯ **XI** - Davao Region
- ◯ **XII** - SOCCSKSARGEN
- ◯ **XIII** - Caraga
- ◯ **Autonomous Region in Muslim Mindanao**

PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate each objective according to the **level of your capability in performing each objective** and the **development priority you give to each objective.**

In the box below, please provide any general comments you may have about the objectives.

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy								
1.1 Modeled effective applications of content knowledge within and across curriculum teaching areas.	○	○	○	○	○	○	○	○
1.2 Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	○	○	○	○	○	○	○	○
1.3 Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	○	○	○	○	○	○	○	○
2. Learning Environment and Diversity of Learners								
2.1 Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	○	○	○	○	○	○	○	○
2.2 Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments.	○	○	○	○	○	○	○	○
2.3 Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences.	○	○	○	○	○	○	○	○

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

_____

_____

_____

OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
3. Curriculum and Planning								
3.1 Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	○	○	○	○	○	○	○	○
3.2 Reviewed with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice.	○	○	○	○	○	○	○	○
3.3 Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	○	○	○	○	○	○	○	○
4. Assessment and Reporting								
4.1 Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	○	○	○	○	○	○	○	○
4.2 Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.	○	○	○	○	○	○	○	○
4.3 Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	○	○	○	○	○	○	○	○
5. Plus Factor								
Performed various related works/activities that contribute to the teaching-learning process.	○	○	○	○	○	○	○	○

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

_____

_____

_____

_____

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix I.1

CLASSROOM OBSERVATION TOOL-RPMS

FOR

TEACHER I-III

(PROFICIENT)

Rubric

RUBRIC LEVEL SUMMARY

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

INDICATOR 1	Applies knowledge of content within and across curriculum teaching areas

3	4	5	6	7
The teacher demonstrates minor content errors either in the presentation of the lesson or in responding to learners' questions or comments. The lesson content displays simple coherence.	The teacher demonstrates accurate knowledge of key concepts both in the presentation of the lesson and in responding to learners' questions or comments. The lesson content displays coherence. The teacher attempts to make connections across curriculum content areas if appropriate.	The teacher demonstrates accurate and in-depth knowledge of most concepts in the presentation of the lesson and in responding to learners' questions in a manner that attempts to be responsive to student developmental learning needs. The teacher makes connections across curriculum content areas if appropriate.	The teacher demonstrates accurate, in-depth and broad knowledge of all concepts in the presentation of the lesson and in responding to learners' questions in a manner that is responsive to learner's developmental needs and promotes learning. The teacher makes meaningful connections across curriculum content areas, if appropriate.	The teacher applies high-level knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning process to meet individual or group learning needs within and across curriculum content areas.
FEATURES OF PRACTICE				
1. The teacher indicates some awareness of other ideas of the same discipline that are connected to the lesson but does not make solid connection.	1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the discipline. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines.	1. The teacher displays comprehensive understanding of the concepts and structure of the disciplines. 2. The teacher addresses content accurately and makes connections across disciplines. 3.	1. The teacher displays extensive knowledge of content. 2. The teacher cites intra- and interdisciplinary content relationships. 3. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline.	1. The teacher applies extensive knowledge of content beyond his/her area of specialization. 2. The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.

CLARIFICATIONS			
KEY CONCEPTS **central ideas of the topic or lesson** **CURRICULUM CONTENT AREAS** **different learning/subject areas taught and learned in the basic and secondary education curriculum**	**SIMPLE COHERENCE** **a basic logic in the sequence of the lesson with one part linked to the next** **MINOR CONTENT ERRORS** **lesser degree of errors in the content of the lesson**	**ACCURATE KNOWLEDGE** **content is free from errors** **IN-DEPTH KNOWLEDGE** **foundational knowledge and finer details within the curriculum content area**	**BROAD KNOWLEDGE** **knowledge within and across curriculum content areas** **HIGH-LEVEL KNOWLEDGE** **complex content knowledge within and across curriculum areas**

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

3	4	5	6	7
The teacher uses loosely-connected teaching strategies to address learners' literacy and/or numeracy needs.	The teacher occasionally applies teaching strategies that address learners' literacy and/or numeracy needs.	The teacher frequently applies relevant strategies that enhance learners' literacy and/or numeracy skills.	The teacher consistently applies relevant strategies that enhance learners' literacy and/or numeracy skills.	The teacher integrates well-connected teaching strategies that promote individual and group learners' critical literacy and/or critical numeracy skills.
FEATURES OF PRACTICE				
1. The teacher defines general terms in the lesson but fails to define specific terms needed to develop learners' full understanding of literacy and/or numeracy concepts. Example: The teacher defines fraction but fails to define/explain numerator and denominator.	1. In some parts of the lesson, the teacher provides activities which address learners' literacy and/or numeracy needs but fails to do so in some critical parts of the lesson where either or both skills are necessary.	1. The teacher uses activities that enhance literacy and/or numeracy in almost all aspects of the lesson.	1. The teacher routinely provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.	1. The teacher employs structured activities that enhance and support learners' higher level of literacy and/or numeracy skills as a significant part of his/her instruction.

CLARIFICATIONS

LOOSELY-CONNECTED TEACHING STRATEGIES
teaching approaches which are mismatched in addressing literacy and/or numeracy needs

CRITICAL LITERACY
critically analyzing and evaluating the meaning of text as it relates to global issues to inform a critical stance, response and/or action

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

OCCASIONALLY
occurs irregularly in the duration of the lesson

FREQUENTLY
occurs often times in the duration of the lesson

CONSISTENTLY
occurs constantly in the duration of the lesson

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

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

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

INDICATOR 3	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

3	4	5	6	7
The teacher provided straightforward questions and activities which lead learners through a single path of inquiry.	The teacher uses questions and activities that mostly require the learners to interpret, explain, or describe ideas learned.	The teacher employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas learned.	The teacher challenges learners to justify their thinking and successfully engages most learners in the discussion using well-directed questions and activities.	The teacher provides a broad range of questions and activities, including those of higher-order that challenge learners to analyze their thinking to promote deeper understanding.
FEATURES OF PRACTICE				
1. The teacher asks, "Who has an idea about this?" The usual same learners offer comments. 2. Many questions require rote-type responses.	1. The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion. The teacher asks, "Can you please explain this idea?"	1. The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions to the lesson and to react to the opinions of others. 2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond; as well as to step aside when doing so is appropriate.	1. The teacher challenges learners cognitively to advance high-level thinking and discourse. 2. Learners extend the discussion by inviting comments from their classmates during the discussion and challenge one another's thinking. 3. Learners, themselves, ensure that all voices are heard in the discussion.	1. Learners compare and contrast ideas. 2. Learners synthesize or summarize information within or across disciplines.

CLARIFICATIONS

HIGHER-ORDER QUESTION
require answers that go beyond simple information. They are more abstract and require advanced cognitive processes, e.g. giving and justifying opinions.

STRAIGHTFORWARD QUESTIONS
are predictable, not challenging and require answers based on obvious facts

INDICATOR 4	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical and learning environments

3	4	5	6	7
The teacher manages classroom structure and engages only some learners in discovery or hands-on learning activities within a range of physical learning environments.	The teacher manages classroom structure and engages the majority of the learners in discovery and hands-on learning activities within a range of physical learning environments.	The teacher manages classroom structure and engages most learners in meaningful exploration, discovery and hands-on learning activities within a range of physical learning environments.	The teacher manages classroom structure and engages all learners in meaningful exploration, discovery and hands-on learning activities within a range of physical learning environments.	The teacher organizes and maintains classroom structure and engages learners, individually or in groups, in meaningful exploration, discovery and hands-on learning activities within a range of physical learning environments.
FEATURES OF PRACTICE				
1. Only some learners work productively within the allotted time, physical space and resources.	1. The classroom layout is simple and somewhat suitable for different learning activities. 2. Majority of the learners work productively within the allotted time and physical space, using the available resources.	1. The classroom layout and available resources are generally suitable for different learning activities. 2. Most learners work productively within the allotted time, physical space and resources.	1. The teacher keeps the learning environment free from congestion and facilitates activities appropriate within the physical learning environment. 2. All learners work productively within the allotted time, physical space and resources.	1. The teacher utilizes proactive classroom structure management practices to support flexible movement of the learners in all learning activities. 2. Learners are fully engaged in all activities by utilizing optimal space and time, appropriate to their needs.

CLARIFICATIONS

PHYSICAL LEARNING ENVIRONMENT
any area where learning takes place

CLASSROOM STRUCTURE
includes the arrangement of chairs, tables, and other equipment

SOME
less than half of the learners

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

DISCOVERY LEARNING ACTIVITIES
activities that require learners to draw on their past experiences and existing knowledge to discover facts, relationships, and new knowledge to be learned

HANDS-ON LEARNING ACTIVITIES
activities that require physical participation of learners to construct, consolidate or explain concepts

MEANINGFUL EXPLORATION
activities that lead to learners' full understanding of concepts and how they relate to other concepts

INDICATOR 5	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

3	4	5	6	7
The teacher rarely manages misbehavior against established rules of conduct.	The teacher occasionally manages misbehavior against established rules of conduct and the majority of the learners follow such rules.	The teacher frequently manages misbehavior against established rules of conduct and most learners follow such rules.	The teacher consistently manages misbehavior against established rules of conduct and all learners follow such rules.	The teacher constructively manages learner behavior by applying positive and non-violent discipline to ensure learning-focused environment.
FEATURES OF PRACTICE				
1. Standards of conduct appear to have been established, but learners violate the rules. 2. A prescribed process to address learner misconduct is communicated, but is not clear and requires repeated prompting, which delays or disrupts the quality of learning. 3. The teacher's responses to learners' behavior are inconsistent: sometimes harsh, sometimes lenient.	1. The teacher's standards of conduct are inconsistently enforced resulting in some interference in learning and some loss of instructional time. 2. Standards of conduct are clear to some learners and may require repeated prompting. 3. Appropriate expectations for behavior are established, but some of these are unclear, or do not address the needs of most learners.	1. The classroom management system has been implemented appropriately which is responsive to classroom and individual needs of learners. 2. The teacher's standards of behavior are consistently reinforced resulting in little or no interference with learning. They are clear to most learners and require little prompting.	1. The teacher responds appropriately to misbehavior of learners at all times without any loss of instructional time. 2. Clear expectations for learner behavior are evident. Standards of conduct are clear to all learners and with modest impact on learning.	1. Learners are actively encouraged to take responsibility for their behavior. 2. Well-established procedures for learners to self-monitor their own classroom behavior are evident.

CLARIFICATIONS		
ESTABLISHED RULES **an existing set rules of conduct imposed in the learning environment** **CONSTRUCTIVE** **positive and helpful responses on learners' behavior** **MAJORITY** **more than half of the learners**	**MOST** **almost all, approaching 100% of the learners** **OCCASIONALLY** **occurs irregularly in the duration of the lesson** **FREQUENTLY** **occurs often times in the duration of the lesson**	**RARELY** **seldom occurs in the duration of the lesson** **CONSISTENTLY** **occurs constantly in the duration of the lesson** **BEHAVIOR** **manner in which learners act; either positive or negative**

INDICATOR 6	Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

3	4	5	6	7
The teacher provides a limited range of differentiated learning experiences to address the learning needs of some learners.	The teacher provides differentiated or developmentally appropriate learning experiences to address the learning needs of most learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the needs of most learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the learning needs of different groups of learners.	The teacher provides differentiated and developmentally appropriate learning experiences to address the diverse learning needs.
FEATURES OF PRACTICE				
1. The teacher relies on a single strategy or some strategies allowing some learners to achieve the instructional outcomes. 2. The teacher provides activities for all learners but does not enable most of them to meet the intended outcomes.	1. The teacher makes use of the learners' developmental levels or ways of learning to address their learning needs.	1. The teacher makes use of developmental levels of learners in the classroom and the different ways they learn by providing differentiated learning experiences that enable most learners to progress toward meeting intended outcomes.	1. The teacher supports the learners' needs through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for different groups of learners. 2. The teacher uses differentiated strategies that motivate and engage groups of learners at their cognitive levels, allowing them to achieve the learning outcomes.	1. The teacher provides thoughtful and appropriate instructional adaptation for individual learner needs. The adaptation of instruction is realistic and effective. Diverse learners have opportunities to actively engage in various learning activities.

CLARIFICATIONS

LEARNING NEEDS

learners' different backgrounds: gender, needs, strengths, interests and experiences

DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES

teaching and learning activities and tasks suited to the needs abilities, skills, and developmental level of learners

DIFFERENTIATED LEARNING EXPERIENCES

teaching and learning activities that are suited to the various learning needs of diverse learners

INDICATOR 7	Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

3	4	5	6	7
The teacher implements the lessons but only with some elements of developmentally sequenced teaching and learning processes.	The teacher implements the lessons but with inappropriate elements of developmentally sequenced teaching and learning processes.	The teacher implements the lessons with appropriate elements of developmentally sequenced teaching and learning processes.	The teacher manages well-structured lessons with developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher manages well-structured lessons with emphasis on explicit connections between previous learning and new concepts and skills.
FEATURES OF PRACTICE				
1. The teacher does not demonstrate understanding of the pre-requisite relationships when planning and transitions between activities are too abrupt. 2. The sequence of the lesson demonstrated some structure but there were some problems with the organization that negatively impacted learning.	1. The teacher's demonstration of knowledge of pre-requisite relationships are inaccurate or incomplete and transitions between activities are present but may catch learners off guard or disrupt the flow of the sequence. 2. There may have been a minor missed opportunity or minor organizational issue present during the lesson that affected learning time.	1. The teacher connects outcomes to previous and future learning. Transitions between activities are smooth. 2. The lesson sequence generally kept learners engaged and moving from one portion to the next in a reasonable manner. They seemed to understand the purpose of the lesson and what they were to do to accomplish the purpose.	1. The sequence of activities purposefully scaffolds learners toward achieving the lesson's objectives. 2. The sequence of learning activities keeps learners engaged in the content and had a clear sense of purpose throughout the vast majority of the class time.	1. The progression from the warm up into the main activity was thoughtfully planned to review same basic concepts, followed by the activities that would take the application of this knowledge to the next level of exploration.

CLARIFICATIONS

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESS INCLUDES:

• Lesson objectives	**expectations for learners at the end of the lesson**
• Learner engagement strategies	**strategies that include activities for individual learners and/or groups**
• Pacing	**teacher's appropriate speed or rate in presenting the lesson**
• Sequence	**order of presenting the lesson and classroom activities**
MULTIPLE PATHWAYS FOR LEARNING	**different ways of presenting the lesson and activities suited to various learner needs**

INDICATOR 8	Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals

3	4	5	6	7
The teacher utilizes learning resources, including ICT, which are loosely-aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are occasionally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are generally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are consistently aligned with the learning goals.	The teacher integrates extensive and multidisciplinary learning resources, including ICT, which are appropriate and aligned with the learning goals.
FEATURES OF PRACTICE				
1. Instructional materials and resources are minimally aligned with the learning goals.	1. Instructional materials and resources are incompletely aligned with the instructional purposes.	1. Instructional materials and resources are fairly aligned with the instructional purposes.	1. All instructional materials and resources are aligned with the instructional purposes.	1. Instructional materials are diverse and are consistently aligned with the instructional purposes.

CLARIFICATIONS

TEACHING AND LEARNING RESOURCES MAY INCLUDE:

- **Chalkboard**
- **Manila paper or Cartolina**
- **Printed materials like worksheets, flashcards, activity sheets, etc.**
- **ICT Resources: slides presentation, audio visual, social media, and other web-based applications**
- **Manipulatives, models, and other tools**
- **...and others**

LOOSELY-ALIGNED
substantially mismatched with the learning goals

OCCASIONALLY ALIGNED
sometimes matched with the learning goals

GENERALLY ALIGNED
usually matched with the learning goals

CONSISTENTLY ALIGNED
substantially mismatched with the learning goals

EXTENSIVE LEARNING RESOURCES
wide range of learning resources

MULTIDISCIPLINARY LEARNING RESOURCES
learning resources which can be used in various subject areas

INDICATOR 9	Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements

3	4	5	6	7
The teacher provides a limited range of assessment strategies but fails to address the learning goals.	The teacher provides a range of assessment strategies but only some are aligned with the learning goals.	The teacher provides a range of assessment strategies that address most of the learning goals.	The teacher provides assessment strategies consistent with the curriculum requirements.	The teacher integrates assessment strategies engages learners in self- and peer-assessment.
FEATURES OF PRACTICE				
1. The assessment procedures focus on task completion and/or compliance rather than learner achievement of lesson purpose/ objective.	1. The teacher uses a variety of assessment strategies which are partially congruent to the intended learning outcomes. 2. The teacher uses procedures that yield only some evidence of learning.	1. The teacher uses a repertoire of assessment strategies which are aligned with the intended learning goals. 2. The teacher uses assessment procedures that draw out evidence of whether learners have learned most of the intended learning outcomes.	1. The teacher predominantly uses assessment strategies which are embedded as an integral part of the lesson and are aligned with the intended instructional or consistent with the content standards. 2. Learners are encouraged to assess and monitor the quality of their own work against the assessment criteria and performance standards that make active use of that information in their learning.	1. The teacher uses assessment strategies which engage learners in assessment criteria to self-monitor and reflect on their own progress. 2. Learners frequently assess their own work and the work of their peers using assessment criteria embedded in the teacher-learners-generated rubrics, peer reviews, and/or reflection logs.

CLARIFICATIONS

ASSESSMENT STRATEGIES:

DIAGNOSTIC
assessment used to identify each learner's strengths, weaknesses, knowledge and skills prior to instruction

FORMATIVE
assessment used to identify the parts of the lesson where learners need improvement, e.g. recitation, activities and seatworks

SUMMATIVE
assessment used to identify learner achievement, e.g. quizzes and tests

© Department of Education - Bureau of Human Resources and Organizational Development

The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ)
with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program

Appendix I.2

COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas						
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills						
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills						
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments						
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments						
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences						
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals						
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements						
OTHER COMMENTS: *Note: For schools with only one observer (Principal), this form will serve as the final rating sheet.*						

_____ Signature over Printed Name of the Observer

_____ Signature over Printed Name of the Teacher

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix I.3

COT-RPMS

TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

NAME OF THE TEACHER OBSERVED:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

DIRECTIONS FOR THE OBSERVER:

1. Indicate your individual rating for each indicator.
2. Discuss within the group your reason(s) for such rating. In case of different ratings, the observers must resolve the differences and come up with an agreed rating. *The final rating is not an average; it is a final rating based on reasoned and consensual judgment.*
3. Attach all Individual Rating Sheets to this Inter-Observer Agreement Form.

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas				
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills				
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments				
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments				
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences				
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals				
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements				

_____
Signature over Printed Name of Observer 1

_____
Signature over Printed Name of Observer 2

_____
Signature over Printed Name of Observer 3

_____
Signature over Printed Name of the Teacher

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix J.1

CLASSROOM OBSERVATION TOOL-RPMS

FOR

MASTER TEACHER I-IV

(HIGHLY PROFICIENT)

Rubric

RUBRIC LEVEL SUMMARY

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

INDICATOR 1	Applies knowledge of content within and across curriculum teaching areas

4	5	6	7	8
The teacher demonstrates accurate knowledge of key concepts both in the presentation of the lesson and in responding to learners' questions or comments. The lesson content displays coherence. The teacher attempts to make connections across curriculum content areas if appropriate.	The teacher demonstrates accurate and in-depth knowledge of most concepts in the presentation of the lesson and in responding to learners' questions in a manner that attempts to be responsive to learner developmental learning needs. The teacher makes connections across curriculum content areas if appropriate.	The teacher demonstrates accurate, in-depth and broad knowledge of all concepts in the presentation of the lesson and in responding to learners' questions in a manner that is responsive to learner developmental needs and promotes learning. The teacher makes meaningful connections across curriculum content areas, if appropriate.	The teacher applies high-level knowledge of content and pedagogy that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning processes to meet individual or group learning needs within and across curriculum content areas.	The teacher applies high-level knowledge of content within and across curriculum content areas to empower learners to acquire and apply successful learning strategies to assist in their development as independent learners.
FEATURES OF PRACTICE				
1. The teacher clearly explains concepts and makes no content errors. 2. The content appears to be accurate and its focus shows awareness of the ideas and structure of the discipline. 3. The teacher demonstrates factual knowledge of subject matter and attempts to connect content across disciplines.	1. The teacher displays comprehensive understanding of the concepts and structure of the disciplines. 2. The teacher addresses content accurately and makes connections across disciplines.	1. The teacher displays extensive knowledge of content. 2. The teacher cites intra- and interdisciplinary content relationships. 3. The teacher addresses content accurately and its focus is congruent with the big ideas and/or structure of the discipline.	1. The teacher applies extensive knowledge of content beyond his/her area of specialization. 2. The teacher motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.	1. The teacher applies extensive and complex content knowledge to support learners in acquiring successful learning strategies in other areas of the learning. 2. The teacher extends knowledge of subject beyond content in his/her teaching specialty and stimulates learners' curiosity beyond the required course work.

CLARIFICATIONS

KEY CONCEPTS **central ideas of the topic or lesson** **CURRICULUM CONTENT AREAS** **different learning/subject areas taught and learned in the basic and secondary education curriculum**	**ACCURATE KNOWLEDGE** **content is free from errors** **IN-DEPTH KNOWLEDGE** **foundational knowledge and finer details within the curriculum content area**	**BROAD KNOWLEDGE** **knowledge within and across curriculum content areas** **HIGH-LEVEL KNOWLEDGE** **complex content knowledge within and across curriculum areas**

INDICATOR 2	Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

4	5	6	7	8
The teacher uses questions and activities that mostly require the learners to interpret, explain, or describe ideas learned.	The teacher employs a range of targeted follow-up questions and activities that encourage learners to explain, demonstrate, and use ideas learned.	The teacher challenges learners to justify their thinking and successfully engages most of them in the discussion using well-directed questions and activities.	The teacher provides a broad range of questions and activities, including those of higher-order that challenge learners to analyze their thinking to promote deeper understanding.	The teacher provides, at the appropriate times, a learning environment for higher-order thinking skills that enables learners to evaluate their thinking and to seek constructive feedback from peers and the teacher.
FEATURES OF PRACTICE				
1. The teacher makes some attempt to engage learners in genuine discussion rather than simple, factual, or rote-type discussion. 2. The teacher asks, "Can you please explain this idea?"	1. The teacher employs a range of strategies to ensure that most learners are given opportunities to give opinions to the lesson and to react to the opinions of others. 2. The teacher creates a genuine discussion among learners, providing adequate time for them to respond; as well as to step aside when doing so is appropriate.	1. The teacher challenges learners cognitively to advance high-level thinking and discourse. 2. Learners extend the discussion by inviting comments from their classmates during the discussion and challenge one another's thinking. 3. Learners, themselves, ensure that all voices are heard in the discussion.	1. Learners compare and contrast ideas. 2. Learners synthesize or summarize information within or across disciplines.	1. Learners judge or evaluate situations, problems, or issues. 2. Learners invite comments from their classmates during discussion and challenge one another's thinking.

CLARIFICATIONS

HIGHER-ORDER QUESTIONS
require answers that go beyond simple information. They are more abstract and require advanced cognitive processes, e.g. giving and justifying opinions.

STRAIGHTFORWARD QUESTIONS
are predictable, not challenging and require answers based on obvious facts

INDICATOR 3	Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical and learning environments

4	5	6	7	8
The teacher manages classroom structure and <u>engages the majority of the learners in discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher manages classroom structure and <u>engages most learners in meaningful exploration, discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher manages classroom structure and <u>engages all learners in meaningful exploration, discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher <u>organizes and maintains</u> classroom structure and <u>engages learners, individually or in groups, in meaningful exploration, discovery and hands-on learning activities</u> within a range of physical learning environments.	The teacher <u>adapts and adjusts</u> classroom structure <u>according to learners' needs and encourages learners to explore other learning activities that support the achievement of learning</u> goals.
FEATURES OF PRACTICE				
1. The classroom layout and available resources are simple and somewhat suitable for different learning activities. 2. Majority of the learners work productively within the allotted time and physical space, using the available resources.	1. The classroom layout and available resources are generally suitable for different learning activities. 2. Most learners work productively within the allotted time, physical space and resources.	1. The teacher keeps the learning environment free from congestion and facilitates activities appropriate within the physical learning environment. 2. All learners work productively within the allotted time, physical space and resources.	1. The teacher utilizes proactive classroom management practices to support flexible movement of the learners in all learning activities. 2. Learners are fully engaged in all activities by utilizing optimal space and time, appropriate to their needs.	1. The teacher modifies classroom structure and resources effectively in a manner that acknowledges the needs of learners. 2. The teacher facilitates well-planned learning activities appropriate to individual and group needs within the available physical space and resources.

CLARIFICATIONS

PHYSICAL LEARNING ENVIRONMENT
any area where learning takes place

CLASSROOM STRUCTURE
the physical set-up of the learning environment which generally includes the arrangement of chairs, tables, and other equipment

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

DISCOVERY LEARNING ACTIVITIES
activities that learners draw on their past experiences and existing knowledge to discover facts, relationships, and new knowledge to be learned

HANDS-ON LEARNING ACTIVITIES
activities that require physical participation of learners to construct, consolidate or explain concepts

MEANINGFUL EXPLORATION
activities that lead to learners' full understanding of concepts and how they relate to other concepts

INDICATOR 4	Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

4	5	6	7	8
The teacher occasionally manages misbehavior against established rules of conduct and the majority of the learners follow such rules.	The teacher frequently manages misbehavior against established rules of conduct and most learners follow such rules.	The teacher consistently manages misbehavior against established rules of conduct and all learners follow such rules.	The teacher constructively manages learner behavior by applying positive and non-violent discipline to ensure learning-focused environment.	The teacher enables learners to take control of their own behavior against rules of conduct in which learners are aware of the impact of their behavior.
FEATURES OF PRACTICE				
1. The teacher's standards of conduct are inconsistently enforced resulting in some interference in learning and some loss of instructional time. 2. Standards of conduct are clear to some learners and may require repeated prompting. 3. Appropriate expectations for behavior are established, but some of these are unclear, or do not address the needs of most learners.	1. The classroom management system has been implemented appropriately which is responsive to classroom and individual needs of learners. 2. The teacher's standards of behavior are consistently reinforced resulting in little or no interference with learning. They are clear to most learners and require little prompting.	1. The teacher responds appropriately to misbehavior of learners at all times without any loss of instructional time. 2. Clear expectations for learner behavior are evident. Standards of conduct are clear to all learners and with modest impact on learning.	1. Learners are actively encouraged to take responsibility for their behavior. 2. Well-established procedures for learners to self-monitor their own classroom behavior are evident.	1. Standards of conduct are clear to all learners. Learners respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

CLARIFICATIONS

ESTABLISHED RULES
an existing set rules of conduct imposed in the learning environment

CONSTRUCTIVE
positive and helpful responses on learners' behavior

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

OCCASIONALLY
occurs irregularly in the duration of the lesson

FREQUENTLY
occurs often times in the duration of the lesson

CONSISTENTLY
occurs constantly in the duration of the lesson

BEHAVIOR
manner in which learners act; either positive or negative

INDICATOR 5	Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.

4	5	6	7	8
The teacher implements the lessons but with inappropriate elements of developmentally sequenced teaching and learning processes.	The teacher implements the lessons with appropriate elements of developmentally sequenced teaching and learning processes.	The teacher manages well-structured lessons with developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	The teacher manages well-structured lessons with emphasis on explicit connections between previous learning and new concepts and skills.	The teacher reflects an understanding of the prerequisite relationships among the important content, concepts, as well as multiple pathways for learning depending on learners' needs.
FEATURES OF PRACTICE				
1. The teacher's demonstration of knowledge of pre-requisite relationships are inaccurate or incomplete and transitions between activities are present but may catch learners off guard or disrupt the flow of the sequence. 2. There may have been a minor missed opportunity or minor organizational issue present during the lesson that affected learning time.	1. The teacher connects outcomes to previous and future learning. Transitions between activities are smooth. 2. The lesson sequence generally kept learners engaged and moving from one portion to the next in a reasonable manner. They seemed to understand the purpose of the lesson and what they were to do to accomplish the purpose.	1. The sequence of activities purposefully scaffolds learners toward achieving the lesson's objectives. 2. The sequence of learning activities keeps learners engaged in the content and had a clear sense of purpose throughout the vast majority of the class time.	1. The progression from the warm up into the main activity was thoughtfully planned to review same basic concepts, followed by the activities that would take the application of this knowledge to the next level of exploration.	1. The lesson was structured to take into account or build prior knowledge of the topic and was well paced with a thoughtfully chosen sequence of learning activities, and the teacher had anticipated the pedagogical approaches that would be most effective in engaging the learners throughout the entire class period.

CLARIFICATIONS

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESS INCLUDES:

- **Lesson objectives** — **expectations for learners at the end of the lesson**
- **Learner engagement strategies** — **strategies that include activities for individual learners and/or groups**
- **Pacing** — **teacher's appropriate speed or rate in presenting the lesson**
- **Sequence** — **order of presenting the lesson and classroom activities**

MULTIPLE PATHWAYS FOR LEARNING — **different ways of presenting the lesson and activities suited to various learner needs**

© Department of Education - Bureau of Human Resources and Organizational Development

The Classroom Observation Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ)
with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program

Appendix J.2

COT-RPMS

MASTER TEACHER I-IV

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

THE TEACHER:	4	5	6	7	8	NO
1. Applies knowledge of content within and across curriculum teaching areas						
2. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills						
3. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments						
4. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments						
5. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						
OTHER COMMENTS:						

Note: For schools with only one observer (i.e., Principal), this form will serve as the final rating sheet.

_____ Signature over Printed Name of the Observer

_____ Signature over Printed Name of the Teacher

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix J.3

COT-RPMS

MASTER TEACHER I-IV

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____

OBSERVER 2: _____

OBSERVER 3: _____

DATE: _____

NAME OF THE TEACHER OBSERVED:

_____

SUBJECT & GRADE LEVEL TAUGHT:

_____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

1. Indicate your individual rating for each indicator .
2. Discuss within the group your reason(s) for such rating. In case of different ratings, the observers must resolve the differences and come up with an agreed rating. *The final rating is not an average; it is a final rating based on reasoned and consensual judgment.*
3. Attach all Individual Rating Sheets to this Inter-Observer Agreement Form.

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas				
2. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills				
3. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments				
4. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments				
5. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				

_____
Signature over Printed Name of Observer 1

_____
Signature over Printed Name of Observer 2

_____
Signature over Printed Name of Observer 3

_____
Signature over Printed Name of the Teacher

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix K

COT-RPMS

OBSERVATION NOTES FORM

OBSERVER: _____ DATE: _____

NAME OF TEACHER OBSERVED: _____ TIME STARTED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____ TIME ENDED: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

GENERAL OBSERVATIONS:

_____
Signature over Printed Name of the Observer

This Tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

Appendix L

Annotation Template

Objectives	Means of Verification	Description of the MOV Presented	Annotations

ACKNOWLEDGEMENTS

9

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

© Department of Education - Bureau of Human Resource and Organizational Development

BEST Basic Education Sector Transformation
Australian AID
une University of New England
SiMERR
Philippine National RESEARCH CENTER FOR TEACHER QUALITY

DEPARTMENT OF EDUCATION

Bureau of Human Resource and Organizational Development (BHROD)

Dir. Maria Lourdes D. Pantoja

National Educators Academy of the Philippines (NEAP)

Dir. John Arnold S. Siena

BUREAU OF HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

Cecille A. Anyayahan
Project Development Officer IV

Joanna Christina Sta. Isabel
Ma. Fatima Luzviminda B. Angeles
Millie Jane T. Fudolig
Erika Marie E. Daza
Michael Joseph P. Cabauatan
Ruby Chanda J. Crisostomo
Project Development Officer III

Earl Ryan A. Losito
Project Development Officer III

Allan Jerome Gutierrez
Leonardo G. Bautista, Jr.
Administrative Assistant II

Reynier B. Cruz
Cynthia M. Sabando
Administrative Support

THE PROJECT TEAM

RPMS MANUAL AND TOOLS

Gina O. Gonong, Ph.D.
Director and Project Leader, RCTQ

John Pegg, Ph.D.
Director, UNE-SiMERR National Research Centre

Ken Vine, Ph.D.
Principal Research Adviser, UNE-SiMERR National Research Centre

Michael Wilson I. Rosero
Favian L. Noche
Senior Research Officers, RCTQ

Alwaleed Alssamani
Web Programmer, UNE-SiMERR National Research Centre

CLASSROOM OBSERVATION TOOL-RPMS

Jennie V. Jocson, Ph.D.
Deputy Director and Project Leader, RCTQ

Ian Kenneth D. Magabilin
Jerreld M. Romulo
Research Officers, RCTQ

RCTQ and UNE-SiMERR TEAM

Joy Hardy, Ph.D.
Deputy Director, UNE-SiMERR National Research Centre

Allan S. Reyes
Senior Program Manager, RCTQ

Marilyn U. Balagtas, Ph.D.
Greg McPhan Ph.D.

TECHNICAL WORKING GROUPS

RPMS Manuals and Tools

Allen U. Bautista, Ed.D.
Chinita A. Tolentino
Jennifer E. Lopez
Ma. Concepcion B. Montenegro
Marla C. Papango

COT-RPMS

Noemi Baysa
Leticia V. Catris, Ph.D
Jovita B. De Castro
Mel Greg O. Concepcion, Ph.D
Rosemarievic V. Diaz, Ph.D
Mana C. Estakio
Erminda C. Fortes, Ph.D
Orlando I. Guerrero
Evangeline F. Golla, Ph.D.
Marion A. Mallorca
Ervin L. Oamil, Ph.D.
Diane C. Tomaneng
Atkinson F. Tudlong
Marilou M. Ubiña

GRAPHIC ARTISTS

Aris L. Solis
Dennis A. Santos
Raymond S. Bermudez

SUPPORT GROUP

Adelyn R. Bartolome
Rene R. Belecina, Ph.D.
Vivian I. Buhain, Ed.D.
Ma. Arsenia C. Gomez
Ma. Victoria C. Hermosisima
Mark Anthony P. Idang
Angeline R. Libunao
Gerlie C. Lopez
Reynaldo V. Nanong
Sheila Niña Rea-Santes
Grace Urbien-Salvatus
Bernadette S. Sumagui
Milagros E. Vinluan

SUPPORT STAFF

Lizette Anne L. Carpio
Beverly E. Estocapio
Ruby Ann G. Gantalao
Ezra D. de Jesus
Denesse Marie B. Handumon
Ma. Izella D. Lampos
Guillen M. Nabong
Jessa P. Reynoso
Webster C. Ferrer
Cheryl C. Lualhati
Geroldine P. Tabigne

BASIC EDUCATION SECTOR TRANSFORMATION (BEST)

Peter Grimes, Ph.D.
Senior Teacher Education Specialist

Twila G. Punsalan, Ph.D.
Pre-service Lead

Krupskaya Añonuevo
Project Team Coordinator

Regina Pasion
Project Officer

Nemah N. Hermosa, Ph.D.
Teacher Development Specialist

Soledad T. Lecaroz
Teacher Development Adviser

Maria Gabrielle Bordado
Raquel B. Cabrieto
Jenelle Pagdanganan
Technical Officers

DEPARTMENT OF FOREIGN AFFAIRS AND TRADE

Lea Neri
Senior Program Officer

PARTICIPANTS IN THE DEVELOPMENT AND VALIDATION OF THE RPMS TOOLS AND MANUAL FOR TEACHERS AND SCHOOL HEADS

Acedera, Lina S.
Agunday, Engelbert B.
Alesna, Memvie L.
Alicda, Sandra Lyne G.
Almario, Irma Y.
Amaflor Casi Alde
Amit, Arnulfo S.
Amoranto, Kaye Anne B.
Anacay, Rosalia
Apellido, Ricky B.
Apuli, Manuel R.
Arbinoya, Laine L.
Aroco, Lily T.
Avinante, Myrna O.
Axalan, Marizel V.
Ayeras, Nemencia B.
Bacani, William G.
Bacong, April Abegail C.
Bagunu, Manolo Y.
Balan, Emma M.
Balete, Rochelle S.
Barcelon, Heidi M.
Bargamento, Lisel B.
Bartolome, Adelyn R.
Basio, Glenne DT.
Bautista, Karen
Bayagna, Margie M.
Bayan, Elena P.
Bayarcal, Clote B.
Baybay, Kristine B.
Bayubay, Zeresh Anne J.
Bermudez, Leah
Berdin, Sinfronia R.
Bobadilla, Gloria
Boquite, Diosdado
Borbon, Fredesminda A.
Borromeo, George B.
Bose, Helen R.
Bron, Irene B.
Buac, Francis J.
Bucad, Daryl C.
Bugas, Roberta B.
Buladas, Vilma A.
Bulagao, Maria Aileen E.
Bunag, Mary Antonette T.
Cabarteja, Flora L.
Canatuan, Edita M.
Cabantan, Ida F.
Cabral, Wilfredo E.
Cacena, Rommel C.
Capuno, Maria Amor A.
Care, Olivia C.
Cariño, Laila G.
Carreon, Ma. Teresa S.
Castro, Gracia M. De
Castro, Ma. Venus Rosario
Celestial, Karina Angela C.
Celo, Marlene R.
Cepe, Augustines, E.
Chavez, Lynie B.
Comia, Racquel S.
Consuela, Cecilia R.
Corpuz, Melencio L.
Cosuco, Melanie M.
Cruz, Gina T.
Cuaresma, Ferdinand
Cunanan, June D.
Daiz, Esteban S.
Dal, Marino O.
David, Joseph S.
de Castro, Gracia
Degamo, Francisco O.
De Jesus, Ma. Lea U.
De La Paz, Norwin C.
De Lara, Onuorich T.
De Mesa, Amelita P.
De Ocampo, Aivy Rose N.
De Rojas, Belen G.
De Vera, Marissa
Decena, May Grace
Dela Cruz, Jesusa L.
Delgado, Michelle H.
Descalsota, Maerwin D.
Desuyo, Pamela
Dimaculangan, Mena O.
Dime, Emily
Dioko, Rosario
Dizon, Charles A.
Dolormente, Helen P. Domingo
C. Bruno Jr.
Ecija, Crisanto A.
Egipto, Maria Virginia E.
Enriquez, Janice P.
Epley, Ceana
Eppie, Christian George
Escalera, Jay L.
Estillore, James L.
Estoquia, Leopoldo P.
Evangelista, Bianca Dianne P.
Facun, Arlyn B.
Felipe, Mario C.
Felipe, Renato N., Jr
Ferrer, Hederlyn L.
Fiel, Dexter Jones D.
Francisco, Agnes A.
Frigillana, Cheryl A.
Gaffud, Marissa S.
Galay, Florpina B.
Galera, Jhon D.
Gamboa, Ma. Theresa G.
Gareza, Marina A.
Gilpo, Eden G.
Gloduve, Perlinita L.
Gloria, Sorina
Gonzaga, Elena P.
Gozum, Alvin G.
Gutierrez, Joseph V.
Halina, Dina B.
Hernandez, Alma L.
Honrado, Charisma U.
Hualde, Ma. Cecilia P.
Ibanez, Alejandro G.
Idang, Mark Anthony
Iledan, Jude Thaddeus I.
Iya, Abdul-Aziz H.
Javier, Katherine O.
Kasilag, Adrian O.
Labasan, Rene Rose M.
Lala, Fatima D.
Lansangan, Edwina G.
Lasala, Roselyn T.
Lastimosa, Cecilia L.
Lazares, Rogelito L.
Libunao, Angelene R.
Libutaque, Ruben C.
Lico, Darwin B.
Licup, Marvin C.
Lim, Shelly B.
Lipaopao, Lodelin C.
Litana, Jeniffer A.

Litilit, Esther K.
Lapuz, Novaleta P.
Larida, Augustus R.
Llamas III, Carlos B.
Lopez, Gerlie C.
Lopez, Mary Jane Y.
Lubi, Cristeta O.
Lubigan, Magdaleno R.
Lucero, Catherine
Lumanlan, Amelia Y.
Maala, Taciana P.
Macalalad, Delia A.
Macaraig, Teresa B.
Macatangay, Maria Teresa
Macawile, Josephine
Maderazo, Ricky P.
Magabo, Conchita L.
Malabanan, Arlene
Malabanan, Jenneefer T.
Maliwat, Fredelma Ellaine T.
Manalo, Gregorio P.
Manarang, Maricel N.
Manas, Bianca
Manipon, Mary Grace B.
Manlapig, Maria Salome
Maralit, Marian Rae
Marino, Rosita R.
Mativo, Jeanie L.
Mercado, Medardo T.
Medina, Gina E.
Mendoza, Sarah
Menor, Mercuria T.
Mercado, Jennifer
Mercado, Medardo T.
Merle, Juanito
Morales, Milagros B.
Mulitas, Morena L.
Munoz, Amparo M.
Nacino, Natividad V.
Nanong, Reynaldo V.
Napoles, Matty B.
Nonan, Jeaneveve P.
Noveno, Myla M.
Nuyda, Kristine Joy
Olaivar, Rose Marie S.
Pacleb, Evelyn
Paclibare, Elvierira O.
Pacon, Joanna Joy M.
Palmitos, Rhodafel R.
Pambid, Babylyn
Pangilinan, Dexter E.
Paraguison, Mark Anthony S.
Paraguya, Maricris E.
Patricio, Ma. Rowena A.
Pedrezuela, Theo Arsenia S.
Pendo, Corazon J.
Perez, Gilberto
Perico, Cartesa M.
Pesigan, Fely R.
Pineda, Edna L.
Pingil, Nestor Paul
Plaza, Teodoro N.
Pornobi, Joe Mar Levi
Posadas, Corazon R.
Pureza, Abner
Racho, Corazon D.
Ramos, Myra T.
Realo, Gemma A.
Recile, Merlobenda Y.
Redondo, Marites L.
Regis, Kerwin M.
Remandaban, Ryan A.
Remolacio, Mary Joy
Reyes, Maxima C.
Rigor, Juanito L.
Ricafort, Tesa Gaila M.
Roferos, Jay B.
Romen, Marites
Rondilla, Aida H.
Rosales, Milagros B.
Rubio, Maria Corazon
Rubio, Rafael C.
Ruelan, Jaime P.
Sabado, Cristina R.
Sabbaluca, Marsette D.
Salinas, Irene R.
Samonte, Emyleen C.
Sanchez, Ma. Liven M.
Sandoval, Kathleen Jane
Santos, Jayson M.
Santos, Zita U.
Selgas, Ayren V.
Severino, Susan D.
Sillos, Josephine B.
Silva, Mina B.
Simene, Regina R.
Sinson, Carmelita A.
Sinson, June Hayden R.
Soliman, Florinda M.
Solidum, Gilbert D.
Somera, Charito O.
Somera, Jonathan
Suasba, Marissa E.
Sumagui, Bernadette S.
Sunas, Maria Shella
Taclibon, Julius D.
Tacoy, Leny R.
Tadeo, Sharon O.
Tamio, Nelia
Traspe, Maricris B.
Trongco, Felicino C.
Tumambing, Lenie R.
Upam, Labi Jr. L.
Ustaris, Venus C.
Valledor, Glenn
Valmoria, Margie R.
Velasquez, Rosemarie M.
Verallo, Jessica T.
Vergara, Marites Q.
Verola, Winesa C.
Vidal, Maria Angela
Villaester, Carlos
Villanueva, Evelyn P.
Villanueva, Loida
Villaroya, Janet
Villaruel, Anicia
Villazor, Ranne Boy E.
Villenas, Jocelyn
Vinluan, Milagros E.
Yadao, Marlou B.
Ygona, Geronimo G.
Yumul, Lea M.
Zapanta, Leonardo D.
Zara, Glenda S.
Zinampan, Jenifer Z.