

Republika ng Pilipinas

Department of Education

ZENIA G. MOSTOLES, Ed,D., CESO V Schools Division Superintendent Schools Division of Bulacan

OFFICE OF THE UNDERSECRETARY PLANNING, HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM DM-PHROD-2021-0010

TO

Minister of Basic, Higher, and Technical Education, BARMM

Regional Directors

Schools Division Superintendents

Public Elementary and Secondary School Heads

All Others Concerned

FROM

JESUS IAR. MATEO

Undersecretary for Planning, and Human Resource and

Organizational Development

SUBJECT

Guidelines on the Implementation of the Results-based

Performance Management System for School Year 2020-2021

DATE

11 January 2021

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

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

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

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

1. Alternative strategies and online platforms must be utilized.

In cases when physically reporting to school is necessary, minimum public health standards and stringent physical distancing measures must be strictly observed.

3. Technical support and utmost consideration to school-based personnel who may encounter logistical challenges (i.e. transportation, challenges of the vulnerable groups, etc.) in the performance of duties to comply with this Memorandum must be extended to teachers.

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

All available materials on the RPMS-Philippine Professional Standards for Teachers (PPST), including tools (RPMS Tools, Classroom Observation Tools, and Self-Assessment Tools), forms (COT forms), and other support materials, for SY 2020-2021 in the time of COVID-19 can be accessed at http://bit.ly/RPMSPPST20202021.

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

For information and guidance.

ANNEX A

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

Context

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

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

The RPMS Cycle

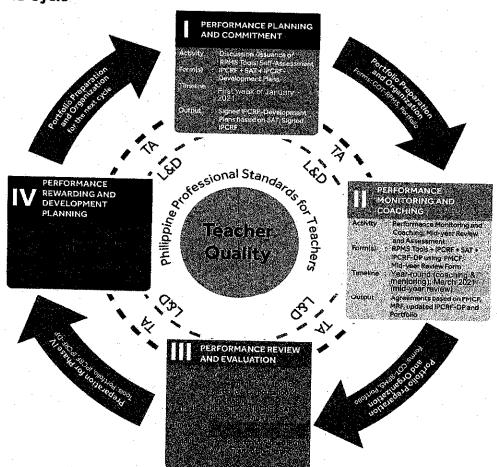


Figure 1. The RPMS Cycle with adjusted timeline

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

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

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

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

^{*} All presented Means of Verification (MOVs) shall be obtained from **January 2021–March 2021** (for RPMS Objectives 1, 5, 7) and from **October 2020-March 2021** (for RPMS Objectives 2, 3, 4, 6, 8-12).

** All presented Means of Verification (MOVs) shall be obtained from **January 2021–May 2021** (for RPMS Objectives 1, 5, 7) and from **October 2020-May 2021** (for RPMS Objectives 2, 3, 4, 6, 8-12).

PPST priority indicators and means of verifications

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

Classroom observable objectives

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

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

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

Non-classroom observable objectives

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

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

	indicator for the Proficient Teachers for RPMS SY 2020-2021
RPMS objective based on the PPST priority indicator	Means of verification
Applied knowledge of content within and across curriculum teaching areas	Classroom observation tool (COT) rating sheet/inter-observer agreement form
2. Ensured the positive use of ICT to facilitate the teaching and learning process 3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills 4. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery • Activity sheet/s • One lesson from a locally crafted self-learning module (SLM) • Lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) • Video lesson • Audio lesson • Other learning materials in print/digital format (please specify and provide annotations)
5. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	COT rating sheet/inter-observer agreement form
Used strategies for providing timely, accurate and constructive feedback to improve learner performance	Evidence that highlights providing accurate and constructive feedback to improve learner performance and that shows timeliness of feedback given to any of the following activity sheet
	 performance task portfolio quiz or test
7. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals	self-learning module COT rating sheet/inter-observer agreement form
Set achievable and appropriate learning outcomes that are aligned with learning competencies	One lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module prepared by the ratee with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any of the following: • Lecture/discussion
	Activity/activity sheet Performance task Rubric for assessing performance using criteria that appropriately describe the target output

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

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

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

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

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

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

Detailed Lesson Plan	GLOSSARY
(DLP)	See Lesson Plan
Feedback	Refers to accepted and automatic
	Refers to essential and culturally-appropriate written and/or oral information about
•	TOWNINGS DUNINGHUS WHITH HIS CAN BE RECOVED AN AMERICAN AND ALL TO
	strengths and weaknesses as bases for improvement (Department of Education 2019, 61)
Feedback, superficial	1 2010, 01)
	Refer to feedback that is formulaic and lacks information on how to improve
Higher-order thinking	i rearring (e.g., correct. very good, etc.)
skills	Complex thinking processes which include logical and critical analysis, evaluation
	and synthesis untitally trial etiable individuals to reflect, educ problems and
Home visitation	Create products/solutions (Department of Education 2017, 25)
· · · · · · · · · · · · · · · · · · ·	All intervention strategy that involves the learner's families and the community
	I VIIICI C DUSSIDIC. ITIE (CACHER Shall do home vieite to loomere mandiana anno 1977)
	of desistance (Department of Education 2020h 32) Interviews consultation and
	I sickly good with parcillo call be collected to assess the student's learning
(progress (Department of Education 2015, 67)
Individual Learning	"Utilized to monitor learner progress based on the given intervention at the divergence of the control of the c
Monitoring Plan	(Department of Education - Undersecretary for Curriculum and Instruction 2020
	/ Appendix D)
nformation and	Includes, but is not limited to, computer hardware and software, digital resource
Communications	1 (0.8% 000%) Dui I dio, l'estal Cil fenorts, databagge ceripte etc. in digital faure)
Technology (ICT)	I and digital information/media (e.g., digital images video audio wakataa wak
	pages, social media, etc.) that can be used for instruction (Department of
	Education 2019a)
_earner-centered	Refers to a set of attitudes, conventions and practices that place the learners at
culture	the center of the learning process by using a resident at the center of the learners at
	the center of the learning process by using varied teaching modalities responsive
	to learners' diverse background and relevant to meaningful learning experience
earners in difficult	(Department of Education – Teacher Education Council 2019)
ircumstances	Refer to learners that are geographically isolated; chronically ill; displaced due to
*	armed conflict, urban resettlement or disasters; child-abused and experienced
	child labor practices (Department of Education 2017, 15); Also refer to persons
	two surer from funger, tripst, gangerous lobe proclitation covered obuse
	diseases, exclusion, harassment, problems with the law, imprisonment,
earning Management	destructive drugs, domestic slavery, violence, among others (UNESCO 1999)
ystem	The Villia Villia City of the USEN for dictance learning which is also as a
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	There's contract such as Euritout, Schoology, Goodie Classroom, and Microsoft
esson Plan	1 Camp (Department of Education 2020) 31)
COOLI I IAN	Refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of
	1 "POUCOUR DIGITIES LE
	T PICK OF THE PRECION LESSON MIST INC. PT MADDIN LOSSON LOS MILLT THE
ta di	Home Learning Plan (WHLP) and Lesson Exemplars (LE).
	"The Weekly Home Learning Plan shall be prepared by teachers implementing
	Distance and blended Learning While the DLP or DLL shall be prepared by
•	Leadillers implementing F2F learning" (Denartment of Education Lindarnesset-
	for Curriculum and Instruction 2020, Appendix D).
	"During pandemic and other disruptive events, all public elementary and
$= \frac{1}{2} e^{-\frac{1}{2} \frac{1}{2}}$	Securidary School teachers in the region shall prepare their lesson examples
	instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs
•	(DLL) for MELCs and/or enabling competencies" (Department of Education -
	CALABARZON 2020, 10).
	Refer to the competencies from the V to 40
ost Essential	Refer to the competencies from the K to 12 curriculum guides which are most
earning Competencies	useful in many professions and in everyday life, thereby satisfying the so-called
IELCs)	Virgui griog Virgi IVII. Affoliofett off the prescribed standards those competencies
	inclusied by the Department in consultation with stakeholders are to be used
	Tradionalide by field infinitelitelitelite and private schools for SV 2020 2024 as a
	response to developing resilient entication evetome most concalcilly during
	emergencies such as the current global pandemic (Department of Education
	emergencies such as the current global pandemic (Department of Education, 2020a)
nline Asynchronous	emergencies such as the current global pandemic (Department of Education, 2020a) A mode of teaching that involves learners downloading materials from the
nline Asynchronous eaching	emergencies such as the current global pandemic (Department of Education

	GLOSSARY
	Resource (LR) Portal, Google Classroom, and Microsoff Tooms (Donathanna L
Online Synchronous	A mode of teaching that utilizes video conferencing live shot instant
Teaching	or a combination of any of the online tools to engage learners to work in real-time
	These materials may be designed for collaborative tasks to engage learners on virtual collaboration among the state of the
	TO THE POST OF THE PROPERTY OF
Performance	Provides a record of significant incidents (actual events and behavior in which
Monitoring and	both positive and pegative performances are absented and behavior in which
Coaching Form (PMCF)	both positive and negative performances are observed) such as demonstrated behavior, competence and performances.
Positive use of ICT	Besponsible ethical or appropriate (Department of Education 2019b)
	Responsible, ethical, or appropriate use of ICT to achieve and reinforce learning (Department of Education 2017, 26)
Supplementary	Refer to Jesting recourses In all the G
materials	Refer to learning resources locally crafted by teachers to supplement the
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Teaching and learning	1
resources	Teaching aids and other materials that teachers use not only to enhance teaching
regources	The resulting but died to deep their the expectations for leaving the second state of the second sec
Learning Action Cell	1 domica by the curriculum (Department of Education 2017, 27)
(LAC)	I JUNGUOUS AS A DIOTESSIONAL JEANNING COMPANIES AS A DIOTESSIONAL JEANNING COMPANIES.
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	1 Condition of the second of t
Video lesson	
Aideo lessoli	Refers to a learning material similar to a video-recorded lesson and video-taped
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Models How	EPPOPYUM VI UKUHUBUKU VIA SINIMAA ABWACA (A A HAAL AAKA AA BAAL)
Weekly Home Learning	THE PRODUCT COME LEGITING MAN (WHI P) shall be propored by the standard
Plan (WHLP)	i "ilipiditiditid Distantiti siliti mjennen i eamina walla taa ni n ni i i
	I Proporce by regulicia illinicilicini illin te pearaina, lijopotavet et care et al care
Months I	Characteristry for Curriculum and Instruction 2020 Appendix D
Weekly Lesson Log	See Lesson Plan
WLL)	
Weekly Lesson Plan	See Lesson Plan
WLP)	
Vider school	Refers to both internal and external stakeholders (Department of Education 2017, 27)
ommunity	27)

General Guidelines for the RPMS Alternative Classroom Observation

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

Table 5. Alternative classroom observations and their corresponding guidelines

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

Alternative Classroom Observations	Guidelines		
2. Observation of a video lesson	 Consider this mode of observation when option 1 is not possible. This applies to teachers who will adopt online asynchronous learning in any of their classes and learners A video lesson must have been used in lesson delivery as part of the supplementary materials or as one of the learning materials for online asynchronous learning. It is not the same as the video lesson for TV-based instruction. A video lesson must be SLM-based or MELC-aligned. A teacher can use any recording device to record herself/himself while teaching a lesson. A video lesson can be stored in a cloud (e.g., Google) 		
3. Observation of a	Drive) or any storage device (e.g., flash drive), or uploaded to an online classroom (e.g., Google Classroom) or a Learning Management System.		
demonstration teaching via Learning Action Cell (LAC)	 This applies to teachers who will adopt <i>pure</i> modular learning (print/digital), radio-based instruction, and TV-based instruction. 		
	 In DepEd's BE-LCP in the time of COVID-19, "a support mechanism shall be established for teachers and school leaders to have access to relevant on-demand technical and administrative advice and guidance which come in many formsincluding professional learning communities through the LAC" (DepEd Order No. 12, s. 2020, p. 41). In support of this mechanism, the LAC policy states that school LAC "primarily functions as a professional learning community for teachers that will help them improve 		
	practice and learner achievement" (DepEd Order No. 35, s. 2016, p. i). This may be the best time to use LAC as an opportunity for the ratee to show performance of the RPMS objectives and for both ratees and observers to discuss collegially strategies to improve the teaching and learning processes especially in addressing challenges in learning delivery brought by the pandemic.		

There should be 2 classroom observations for the entire school year. Hence, ratees should submit 2 classroom observation tool (COT) rating sheets/inter-observer agreement forms as MOV for objectives that require such (i.e., Objectives 1, 5, and 7). The alternative classroom observations should follow this timeframe:

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

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

Alternative Classroom Observation Processes

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

Table 6. Alternative classroom observation processes

	Tools/ Forms Needed	Online ob		les	on of a video sson	demonstrat via Learnin	ation of a ion teaching g Action Cell AC)
		Observer/s	Teacher	Observer/s	Teacher	Observer/s	Teacher
Pre-observation	COT- RPMS RUBRIC	Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule and the online platform to be used.	Reviews the COT-RPMS rubric appropriat e to his/her position. Plans the lesson based on the indicators.	Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule of submission of the video lesson.	Reviews the COT-RPMS rubric appropriate to his/her position. Plans the lesson based on the indicators. Delivers the lesson using a video recording device.	Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. Meet with the teacher to discuss the schedule of the LAC session intended for demonstrati	Reviews the COT-RPMS rubric appropriate to his/her position. Plans the lesson based on the indicators.
Observation	OBSERVATIO N NOTES FORM	Access the online platform at the scheduled online class* Record all comments on the Observation Notes Form.	Delivers the lesson in the chosen online platform.	View the video lesson after submission* Record all comments on the Observation Notes Form.	Submit the video lesson to the observer/s.	on teaching. Sit at any available seats* Record all comments on the Observation Notes Form.	Delivers the lesson on the agreed time and location,
	RATING SHEET	Rate the teacher.		Rate the teacher.		Rate the teacher.	
Post-observation	INTER- OBSERVER AGREEMENT FORM	in case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating.		In case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating.		In case of multiple observers: Discuss the rating with fellow observer/s. Decide on the final rating.	
		Observer/s and	the teacher r	neet to discuss t	he results of the	observation Th	ev affix their
		sign nt teachers, a pro					cy am kuleli

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

1) Online observation – (i) Invite your colleague/s to sit in your online class. (ii) Have an attendance sheet signed after the class.

 Observation of a video lesson – (i) Give a copy of your video lesson to your colleague/s which they should view. (ii) Have an attendance sheet signed afterwards. (Note: Observer/s must ensure that colleague/s view the video lesson.)

 Observation of a demonstration teaching via LAC – (i) Invite your colleague/s to observe your demonstration teaching during a LAC session. (ii) Have an attendance sheet signed afterwards.

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

Ratee, Rater, and Approving Authority in the RPMS

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

Table 6. Matrix of RPMS Ratee-Rater-Approving Authority

Ratee/Teacher	Rater/Observer	Approving Authority
Head Teacher Master Teacher	Principal/ School Head	Superintendent
Musici Teacher		Small and Medium Divisions
		Assistant Superintendent
		Large and Very Large
Teacher		Divisions
reacher	Principal/ School Head	Superintendent
		Small and Medium Divisions
		Assistant Superintendent
		Large and Very Large
Teacher		Divisions
reacher	Master Teacher/ Head	Principal/ School Head
	Teacher/ Assistant Principal	
ALS Implementers	Master Teacher/ Head	Principal/ School Head
(school-based)	Teacher/ Assistant Principal	l and pass of the same of the
ALS Implementers	Education Program	Chief of Curriculum
(community learning centers-based)	Specialist for ALS	Implementation Division (CID)

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

NO EN NO				
STON:			SN O'O	
Department of Education	POSITION AND COMPETENCY PROFILE	NCY PROFILE	, O. L.	Revision Code: UU
Position Title	Teacher I - III		Salarv Grade	
Parenthetical Title				
Reports to	Dringing (School Hoods		Effectivity Date	
Position Supervised	- merpair Oction I I reads		Page/s	
Dasivied adpended				
		JOB SUMMARY		
165 Sept. 15	YND	QUALIFICATION STANDARDS		
A. CSC Prescribed (ons (For Senior H	lease refer to: DO 3, s. 2016, DO 2,	7, s. 2016; and DO 51, s. 2017)	
	leacher little leacher Education For Flowentary School Bachalor of Flo	Teacher II		Teacher III
	Bachelor in Secondary Education, or its equivalent	or Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education, or or its equivalent	ielor's degree plus 18 professio	nal units in Education, or
	For Secondary School – Bachelor of Secondary Education (BSEd) or Bachelor's degree plus 18 professional units in Education with	condary Education (BSEd) or Bache	ilor's degree plus 18 profession	al units in Education with
	· [ary Education, or its equivalent		
1	Elizibilita DA 4000	1 year relevant experience	2 years releva	2 years relevant experience
		RA 1080	RA 1080	
B. Preferred Qualifications	Hallings None required	None required	None required	
	BSE/BSEEd/College Graduate with	Education units (18-21) at least 18 MA units	unifo.	
úì	Experience	יאון מון ובמסון וח (ליבי בי)		
	Eligibility PBET/LET/BLEPT Passer			
	Trainings In-service training			
		make the contract of the contr		

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

KRA 1: Content Knowledge and Pedagogy

	MEANEGE			PERFORMA	PERFORMANCE INDICATION			Pale
OBJECTIVE		OE	Outstanding (5)	Very Satisfactory	Satisfactory (3)	Unsatisfactory (2)	Poor (1)	SE LEGISLOS CONTRACTOR
1. Applied knowledge of content within and across curriculum teaching areas	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from 1. an online observation of online synchronous teaching 2. if option 1 is not possible, an observation of a video lesson that is SLM- based or MELC- aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown	

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

Example:

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

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

KRA 1: Content Knowledge and Pedagogy

																process	garang	looming and	topching and	facilitate the	The of ICT to	the positive	o English	OBJECTIVE	
provide annotations)	(please specify and	in print/digital format	 Other learning materials 	Audio lesson	Video lesson	likes)	Exemplars, and the	WLL, Lesson	DLL, WHLP, WLP.	• Lesson plan (e n DI P	learning module (SI M)	One lesson from a self-	 Activity sheet/s 	process	teaching and learning	of IC1 to facilitate the	nignights the positive use	resson derivery that	latee and used in the	rotinal made by me	formation and printer digital	material (in print/digital		VERIFICATION	MEANS OF
										•	Quality											-		QET	
	-				-			learning material	the submitted	style as snown in	Generalicing	referencing	using any	consistently	properly and	are documented	experiences and	learning	transform	redefine and	ICI used	Ensured that the	(0)	Outstanding	
							-	learning material	in the submitted	style as shown	referencing	mainy any		consistently	properly and	documented	are	experiences and	enrich learning	augment and	IC I used	Ensured that the	(4)	very Satisfactory	PERFORM
									learning material	in the submitted	style as shown	guistereng	referencies	Heing any	consistently	properly and	are documented	experiences and	improve learning	processes and	ICT used modify	Ensured that the	(3)	Satisfactory	FORMANCE INDICATION
						material	learning	in the submitted	style as shown	referencing	one	consistent with	שמר וויסנ	but not	documented	and/or are	experience	learning	create a new	but do not	ICT are used	Ensured that	(2)	Unsatisfactory	
											,			-					-	shown	evidence was	No acceptable		Poor	

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

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

xample

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Activity Sheet	ယ		The state of the s
MOV 2: One lesson from		3 500	4
aSLM	4	1	(Very Satisfactory)

RPMS Rating	9
Transmutation Table	Table
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

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

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

Example:

RPMS Rating fo Quality 4 Very Satisfactory

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

individual learner or to a number of learners.

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

Example:

(Very Satisfactory)	3.500	4	a SLM
4)	C	MOV 3: One leaner from
		J.	MOV 1. Activity Sheet
Quality	Average	Scale Rating	
RPMS Rating for	•	RPMS 5-point	Means of Verification

RPMS Rating Transmutation Table Outstanding (5) 4.500 Very Satisfactory (4) 3.500	ng Table 4.500-5.000 3.500-4.499
Very Satisfactory (4)	3,500-4,499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory	RECOMMANCE INDICATOR ery factory (3)	Unsat	Poor
5. Planned and	Classroom Observation		Demonstrated	(4)	[3]	(2)	
	Tool (COT) rating sheet		Level 7 in	Level 6 in	Level 5 in	Demonstrated	Demonstrated
	or inter-observer		Objective 5 as	Objective 5 as	Objective Rips	Objective 5 co	Level 3 in
strategies that	agreement form from		shown in COT	chowin in COT	chamin Cor	Objective 5 as	Objective 5 as
æ	 an online observation 		ration	rating	snown in COI	shown in COT	shown in COT
to the special	of online synchronous		sheets/inter-	sheets/inter-	raing	rating	rating
educational	teaching		observer	ohserver	sheers/inter-	sheets/inter-	sheets/inter-
	2. If option 1 is not		agreement forms	agreement	Observer	observer	observer
learners in	possible, an		9.00	forms	agreement	agreement	agreement forms
uiiicuit	observation of a video			Ö	CIES	ioims	
including:	lesson that is SLM-	Qualify					윽
	based or MEI C.	· ·					
geographic				-			No acceptable
solation;			-				evidence was
chronic illness;							Show of
displacement	not possible, an						O I TOWN
due to armed	observation of a						
conflict, urban	demonstration	-					
esettlement or	teaching via LAC	4.					
sasters; child							
disasters; child abuse and child							

across the globe) have been affected by the COVID-19 pandemic which brought difficulty in the way they learn and live. The efforts that teachers exert to adjust and modify the teaching and learning delivery is captured in this year's RPMS.

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

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1	

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4		4
COT Rating Sheet 2	51	3	3,500	(Very Satisfactory)
				1101) 0010100017/

F	Ī	ç	<	0			1
Poor (1)	Insatisfactory (2)	Satisfactory (3)	ery Satisfactory (4)	Outstanding (5)	Transmutation	RPMS Rating	
1.000-1.499	1.500-2.499	2.500-3.499	3.500-4.499	4.500-5.000	Table	ng	

OBJECTIVE	VERIFICATION	-QET	Outstanding (5)	Very Satisfactory	Satisfactory (3)	ปกรสบรโลตโดกู เกา	Poor
7. Selected, developed.	Classroom Observation Tool (COT) rating sheet		Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated
organized	or inter-observer	-	Objective 7 as	Objective 7 as	Chiective 7 as	Level 4 in	Level 3 in
and used	agreement form from		shown in COT	shown in COT	shown in COT	shown in COT	Objective 7 as
appropriate	 an online observation 		rating	rating	rating	SHOWII III COT	Shown in COI
leaching and	of online synchronous		sheets/inter-	sheets/inter-	sheets/inter-	sheets/inter-	sheets/inter
Billing			observer	observer	observer	observer	ohserver
including ICT	c. II option 1 is not		agreement forms	agreement	agreement	agreement	agreement forms
to address	observation of a video	Quality		forms	forms	forms	1
learning	lesson that is SLM-						Or .
goals	based or MELC-						
	aligned						No acceptable
	3. if options 1 and 2 are						evidence was
	not possible, an			-			Snown
	observation of a						
			-		-		
	demonstration teaching						

Example:					
Means of Verification	COT	RPMS 5-point Scale Rating	Average	RPMS Rating for	RPMS
COT Rating Sheet 1	6	4)	4	Outetonding (5)
COT Rating Sheet 2	ונ	۵	3.500	3	Cheminal (a)
	,			(very callstactory)	Very Satisfactory (4)

J		
	RPMS Rating	g
L	Transmutation '	Table
	Outstanding (5)	4,500-5,000
	Very Satisfactory (4)	3.500-4,499
	Satisfactory (3)	2.500-3.499
	Unsatisfactory (2)	1.500-2.499
-	Poor (1)	1.000-1.499

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

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

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

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. Follow the same procedure in calculating the rating for Timeliness.

RPMS Rating 4	Average	teachers' feedback	teachers' feedback	ř
RPMS Rating 4 (Very Satisfactory)	3.500	4	ယ	RPMS 5-point Scale Rating for Quality
5 (Outstanding)	5.000	51	C 1	RPMS 5-point Scale Rating for Timeliness

RPMS Rating Transmutation Table	ing n Table
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3,499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

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

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

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

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

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

OBJECTIVE	MEANS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory	ery Satisfactory	Unsatisfactory	Poor
10 Bartininata			(c)	(4)	(3)	(2)	(1)
in professional	Certificate of		Participated in	Participated in	Participated in	Participated in	No acceptable
וו ליטופאטוטומו	completion in a		any professional	any professional	any professional	anv	מניולסחרם שיסב
networks to	course/training		network/activity	network/activity	network/activity	professional	eviderice was
share	Certificate of	5.	that requires	that requires	that requires	network/activity	SHOWE
knowledge and	participation in a		output* and	output* and	Outnut* to chare	that does not	
to enhance	webinar, retooling,		proof of	proof of	knowledge and	Total coordinate	
practice	upskilling, and other		implementation	implementation	to enhance	to share output	
	training/ seminar/		** within the	** within the	practice as	knowledge and	
	workshop with proof of		school to share	department/	evidenced by	to enhance	
•	implementation	Quality	knowledge and	grade level to	the submitted	Dractice as	
	Certificate of		to enhance	share	MOV	evidenced by	
	recognition/		practice as	knowledge and		the submitted	
	speakership in a		evidenced by	to enhance		MOV	
	webinar, retooling,		the submitted	practice as			
	upskilling, and other		MOV	evidenced by			
	training/ seminar/			the submitted			
	workshop			MOV			
-	 Any proof of 						
	participation to a						
	 Any proof of 		Submitted 4	Submitted 3	Submitted 2	Submitted any	No acceptable
	participation in school		different kinds	different kinds	different kinds	1 of the	evidence was
	LAC sessions		MOV***	of acceptable	of acceptable	acceptable	shown
	(online/face-to-face)	Efficiency	-	Č	WCV""	MOV	
	Coordinator						
	Others (please specify)					··	
	and provide	~~~			•		
	unnotations'	·					

** "Proof of implementation" can be in the form of implemented action plan, lesson plan executed in class, application project, etc.
**** "Different kinds of acceptable MOV" under Efficiency means each type of MOV can be submitted only once (e.g. Submitted MOVs could be one (1) Certificate of participation in a webinar, one (1)
Certificate of recognition/ speakership in a conference, one (1) proof of participation in a benchmarking activity, and one (1) proof of participation in school LAC session).

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

OBJECTIVE	WEARS OF VERIFICATION	QET	Outstanding (5)	Very Satisfactory Satisfactory	Satisfactory	Section 1	Unsatisfactory
11. Developed a personal improvement plan based on reflection of	Main MOV: Individual Performance and Commitment Review Form- Development Plan (IPCRF- DP)		Updated the Development Plan and approved by the rater during	Discussed progress on the Development Plan with the	Accomplied the Developn Flan from	Accomplishe d the Development Plan from	mplishe lopment from
one's practice and ongoing professional learning	Supporting MOV: Any document aligned with the IPCRF-DP such as Reflection of one's practice during LAC	Quality	Phase II of the RPMS cycle	rater to check whether Development Needs were		learning objectives up to resources needed to address	es up rces to
ú	 reflection of one's practice during LAC session/s with proof of attendance 			addressed	2 Z D 8	address Development Needs during	ment
	 Reflection/Personal Notes on Coaching and Mentoring and/or Mid- 				ד ת	RPMS cycle	RPMS cycle
	 Personal notes journal 						
	on division/school-led		Submitted the IPCRF-DP with	Submitted the	- (0	Submitted the	5
	attendance		any 4 of the	any 3 of the		any 2 of the	any 2 of the any 1 of the
	 Certificate of enrolment/ registration form/class 		acceptable	acceptable		acceptable	
	card in graduate/post- graduate school/online		MOV*	Supporting MOV*		Supporting MOV*	orting
	courses	THICIPACK					
	 Any learning material highlighting the 	Linciency					
	improvement done			· ·			
	based on accomplished "reflection" section						
	 Others (Please specify 						
	and provide	· .					

proof of attendance and two (2) Reflection/Personal Notes on Coaching and Mentoring to merit an Outstanding in Efficiency under this objective). WOV'S COULD be IWO (2) Reflection on LAC sessions with

OBJECTIVE	MEANS OF VERIFICATION	QE	Outstanding (5)	Very Satisfactory	Yery Nisfactory Satisfactory	Unsat	Poor
12. Performed	Proof of:		Performed at	Performed at	Performed at	Performed at	No accenta
various related	 committee involvement 		least 1 related	least 1 related	least 1 related	least 1 related	No acceptable
works/activities	 advisorship of co- 		work/activity	work/activity	work/activity	work/activity that	shown
tnat contribute	curricular activities		that contributed	that contributed	that	contributed to	01104411
to the teaching-	 involvement as 		to the teaching-	to the teaching-	contributed to	the teaching.	
earning	module/learning		learning	learning	the teaching-	learning process	
process	material writer		process	process within	learning	within the class	
	 involvement as 		beyond the	the school/	Drocess within	as evidenced by	
	module/learning		school/	Community	the learning	submitted MOV	
	material validator		Community	Learning	area/		
	participation in the	Quality	Learning	Center (CLC)	department as		
	initiated TV-/radio-		as evidenced	by submitted	submitted by		
	based instruction		by submitted	MOV	MOV		
	 book or journal 		MOV				
	authorship/						
	contributorship					·	
	 coordinatorship/ 						
	chairpersonship						
	 coaching and 						
	mentoring learners in		-				
	competitions		Submitted any	Submitted anv	Submitted anv	Submitted any 1	No accompany
	mentoring pre-service		4 of the	3 of the		of the	evidence was
	norticipation in		acceptable	acceptable	table	acceptable	shown
	demonstration teaching			•	WOV		
	 participation as 	Efficiency					
	research presenter in a						
	forum/ conference		-				
	 others (please specify 						
_				***********			
******	and provide		_				

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A mode of teaching that involves learners downloading materials from the internet, completing and submitting assignments online through a Learning Management System (LMS) such as the DepEd Commons and DepEd Learning Resource (LR) Portal, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31).	Online Asynchronous Teaching
Refer to the competencies from the K to 12 curriculum guides which are most useful in many professions and in everyday life, thereby satisfying the so-called endurance criterion. Anchored on the prescribed standards, these competencies identified by the Department in consultation with stakeholders are to be used nationwide by field implementers and private schools for SY 2020-2021 as a response to developing resilient education systems most especially during emergencies such as the current global pandemic (Department of Education, 2020a).	Most Essential Learning Competencies (MELCs)
Refers to the <i>Daily Lesson Log</i> (DLL) or <i>Detailed Lesson Plan</i> (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the <i>Weekly Lesson Plan</i> (WLP), <i>Weekly Lesson Log</i> (WLL), <i>Weekly Home Learning Plan</i> (WHLP) and <i>Lesson Exemplars</i> (LE).	Lesson Plan
An online platform that can be used for distance learning which includes the DepEd-LMS, DepEd Commons, DepEd Learning Resource (LR) Portal, and third-party software such as Edmodo, Schoology, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)	Learning Management System
Refer to learners that are geographically isolated; chronically ill; displaced due to armed conflict, urban resettlement or disasters; child-abused and experienced child labor practices (Department of Education 2017, 15); Also refer to persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO 1999)	Learners in difficult circumstances
Refers to a set of attitudes, conventions and practices that place the learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse background and relevant to meaningful learning experience (Department of Education – Teacher Education Council 2019)	Learner-centered culture
Includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction (Department of Education 2019a)	Communications Technology (ICT)
"Utilized to monitor learner progress based on the given intervention strategies" (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D)	Monitoring Plan
An intervention strategy that involves the learner's families and the community. "Where possible, the teacher shall do home visits to learners needing remediation or assistance" (Department of Education 2020b, 32). Interviews, consultation, and dialogues with parents can be conducted to assess the student's learning progress (Department of Education 2015, 67).	Home visitation
Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions (Department of Education 2017, 25)	Higher-order thinking skills
Refers to essential and culturally-appropriate written and/or oral information about learners' performance/output that can be used to raise awareness on their strengths and weaknesses as bases for improvement / Department of Education 2010, 641	Feedback
See Lesson Plan	Daily Lesson Plan (DLP)
See Lesson Plan	Daily Lesson Log (DLL)
Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion (Department of Education 2017, 24)	Critical thinking skills
Involve exploring ideas, generating possibilities and looking for many right answers rather than just one (Department of Education 2017, p. 24)	Creative thinking skills
Competencies that teachers are expected to master for them to teach efficiently and effectively (Department of Education 2017, 24).	Content knowledge and pedagogy
GIOSSARV	

1	Refers to both internal and external stakeholders (Department of Education 2017, 27)	Wider school community
.!	See Lesson Plan	Weekly Lesson Plan (WLP)
••••		Weekly Lesson Log (WLL)
	"The Weekly Home Learning Plan (WHLP) shall be prepared by teachers implementing Distance and Blended Learning while the DLP or DLLshall be prepared by teachers implementing F2F learning" (Department of Education - Undersecretary for Curriculum and Instruction 2020. Appendix D)	Weekly Home Learning Plan (WHLP)
	Refers to a learning material similar to a <i>video-recorded lesson</i> and <i>video-taped lesson</i> used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).	Video lesson
	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10)	Lesson Exemplar
	"functions as a professional learning community for teachers that will help them improve practice and learner achievement" (Department of Education 2016a, i). LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).	Learning Action Cell (LAC)
	Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the curriculum (Denoting to Education 2020b, 37)	Teaching and learning resources
-	Refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV-and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional belt for from their teacher.	Supplementary materials
	such as demonstrated behavior, competence and performance (De Responsible, ethical, or appropriate use of ICT to achieve and raint	Coaching Form (PMCF) Positive use of ICT
	A mode of teaching that utilizes video conferencing, live chat, insta learners to work in real-time. These materials may be designed to peers (Department of Education 2020b, 31). Provides a record of circuit per the circuit of the conference of the conference of the conference of the conference of the circuit of the conference of the	Online Synchronous Teaching Performance Monitoring and

Government of the Philippines, Department of Education. 2020b. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Government of the Philippines, Department of Education. 2020a. Guidelines on the Use of the Most Essential Learning Competencies. Pasig City. Chuter, Anthony. n.d. Puentedura's SAMR Model. https://ict4kids.ca/teaching-and-learning/technology-integration/puenteduras-samr-model/ Public Health Emergency. Pasig City.

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University of Tasmania, 2020. Constructive Feedback Principles. https://www.utas.edu.au/curriculum-and-quality/student-surveys/evaluate/constructive-feedback-principles :~:text=Constructive%20feedback%20is%20providing%20useful,feedback%20is%20a%20valuable%20skill

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

bacileu ui Secondary	Rackelor of Secondary	or its equivalent	Master's degree in Education	Education; and 18 units for a	professional units in	Bachelor's degree plus 18	Education (BEEd) or	Bachelor of Elementary	Education For Elementary School -	Position Title Master	ns (For S	02.000		Position Supervised	reports to	Jonnato to	Office Unit	Parenthetical Title	Position Title Master Teacher I-IV	Department of Education	AND THE PERSON NAMED IN COLUMN TO SERVICE AND ADDRESS OF THE PERSON NAMED ADDRESS OF THE PERSON NAMED IN COLUMN TO SERVICE AND ADDRESS OF	KAGA IVANA NA
										Master Teacher I	gh School Teachers, pleas										POSITION AND (
Bachelor of Secondary	For Secondary School -	equivalent	degree in Education or its	and 24 units for a Master's	professional units in Education;	Bachelor's degree plus 18	Education (BEEd) or	Bachelor of Elementary	For Elementary School -	Master Teacher II	se refer to: DO 3, s. 2016; DO 27	QUALIFICATION STANDARDS	JOB SUMMARY								POSITION AND COMPETENCY PROFILE	
requirements for a Master's	Completion of academic					equivalent	degree in Education or its	requirements for a Master's	Completion of academic	Master Teacher III	O 27, s. 2016; and DO 51, s. 2017)				Page/s	Effectivity Date		Carely Clade	Salani Grado		PCP No.	
requirements for a Master's	Completion of academic				echivaidil	regiee in Education of its	degree Education at Master's	Completion of academic	Completion of pending	Monto Tank-11											Revision Code: 00	

•		ent	ote learner responsibility and achievement	Assists colleagues to implement differentiated tracking strategies that promote learner res	Vooks with colleagues to create learning-focused environments that promote learner responsibility and ach Assists colleagues to implement differentiated teaching strategies that are recommendated to implement differentiated to implement differe
		d	/ations	Conducts in-depth studies or action researches on teaching-learning innovations	1
		ithin and across learning areas	y showing its integration w	wodels exemplary practice in the application of content knowledge and pedagogy showing its integration w	
٠			DUTIES AND RESPONSIBILITIES	DUTI	
				Trainings Relevant trainings	Trainings
:				Eligibility PBET/LET/BLEPT Passer	Eligibility
٠				3 years in service as Teacher III	Experience
				Education Master's Degree Graduate	Education
	C				B. Preferred Qualifications
	16 hours of relevant training	8 hours of relevant training	4 hours relevant training	Irainings None required	
	RA 1080	RA 1080	RA 1080	Eligibility RA 1080	Eligibility
	5 years as Teacher III	5 years as Teacher III	4 years as Teacher III		
	1 year as Master Teacher III or	1 year as Master Teacher II or	1 year as Master Teacher I or	Experience 3 years relevant experience	Experience
			equivalent	Education or its equivalent	1
			degree in Education or its	units for a Master's degree in	
			and 24 units for a Master's	with appropriate major; and 18	
			professional units in Education;	professional units in Education	
	equivalent	equivalent	Bachelor's degree plus 18	Bachelor's degree plus 18	
	degree in Education or its	degree in Education or its	Education (BSEd) or	Education (BSEd) or	

		<u> </u>	<u> </u>	œ	7	တ	Ċī	4	ယ	Ŋ	_	. 12
12. Does related work	trainers/facilitators in teacher quality circles/learning action cells	11 Provides technical assistance through attendance and membership in professional organizations for self-growth and advancement	Strengthens school-community partnerships to enrich engagement of internal and external stakeholders in the educative process	Updates parents/guardians on learner needs, progress and achievement	Leads colleagues in the design, evaluation, interpretation and utilization of different types of assessment tools for the improvement of the tracking and in	6. Initiates programs and projects that can enhance the curriculum and its implementation	Leads in the preparation and enrichment of curriculum	Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity	Works with colleagues to create learning-focused environments that promote learner responsibility and achievement	Conducts in-depth studies or action researches on teaching-learning innovations	1. Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas	Call Figure And Annual Control of the Call

					-				areas	teaching	curriculum	across	within and	Knowledge	or content	applications	annlications	effective	1. Modelled		OBJECHVE	On HECTIVE
i c	OA Leiv	demonstration teaching	observation of a	not possible, an	3. if options 1 and 2 are	aligned	based or MELC-	lesson that is SLM-	observation of a video	possible, an	2. If option 1 is not	teaching	of online synchronous	 an online observation 	of colleague/s from	will proof of allendance	Tool (oo) raung allegt	Tool (COT) rating shoot	Classroom Observation		VERIFICATION	MEANS OF
	٠								Quality									-		<u> </u>	7	
		-												-	rating sheets	shown in COT	In Objective 1 as	iviouelled Level &	Modelled Level 9	(5)	Outstanding	
										,				sheets	COT rating	as shown in	/ In Objective 1	Modelled Level	section 2	Satisfactory	Very	PERFORMA
						•							1	sheets	COT rating	as shown in	6 in Objective 1	Modelled Level		(3)	Satisfactory	FORMANCE INDICATOR
									-					sheets	COT rating	as shown in	5 in Objective 1	Modelled Level		(2)	Unsatisfactory	
								SHOWIT	Choice was	avidence was	No acceptable	\$	÷ .	S S S S S S S S S S S S S S S S S S S	rating sheets	shown in COT	in Objective 1 as	Modelled Level 4			Poor	

	3.500-4.499	Very Satisfactory (4) 3.500-4.499	(Very Satisfactory)	21	ယ	6	proof of attendance
				3,500			COT Wating of part 3 with
	4.500-5.000	Outstanding (5)	42	1	4	7	proof of attendance
	lable	ransmutation Table	Quality		Summer conse	2	
	g		RPMS Rating for	Average	RPMS 5-point	Rating	Means of Verification
							Example:
get the corresponding RPMS 5-point scale rating of each COT rating; (ii)	corresponding RPMS 5-p	ng for Quality: (i) get the c	/ear. In computing the rati	ntire school y he transmute	ings; and (iii) find t	RPMS rat	calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.
	-						Note: Ear this abjection to

Satisfactory (3)
Unsatisfactory (2)
Poor (1)

1.500-2.499 2.500-3.499

1.000-1.499

KRA 1: Content Knowledge and Pedagogy

effective strategies in the positive use of ICT to facilitate the teaching and learning process Dill, \text{\tex{\tex	fil	
Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights effective strategies in the positive use of ICT to facilitate the teaching and learning process and Performance Monitoring and mentoring coaching and mentoring coaching and mentoring colleague/s • Activity sheet/s • One lesson from a self-learning module (SLM) • Lesson plan (e.g., DLP, DLL, WHLP, WLL, Lesson Exemplars, and the likes) • Video Lesson • Audio lesson • Other learning materials in print/digital format (please specify and	MEANS OF VERIFICATION	
Quality	QET	
Modelled effective strategies in utilizing ICT that redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Outstanding (5)	
Modelled effective strategies in utilizing ICT that augment and enrich learning experiences are documented properly and consistently using any referencing style as shown in the submitted learning material	PERFORMA Very Satisfactory (4)	
Modelled effective strategies in utilizing ICT that modify processes and improve learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	FORMANCE INDICATOR Y ctory Satisfactory (3)	
Modelled strategies in utilizing ICT but do not create a new learning experience and/or ICT used are documented but not consistent with one referencing style as shown in the submitted learning material	Unsatisfactory (2)	
No acceptable evidence was shown	Poor (1)	

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

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

Example:

MOV 2: One lesson from a SLM with PMCF	PMCF	Means of Verification
4	ω	RPMS 5-point Scale Rating
0.000	3 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Average
(very Satisfactory)	4	RPMS Rating for Quality

RPMS Rating Transmutation Table	ng Table
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3,499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

	VERIFICATION	QET	Outstanding (5)	Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	
and applied (in print/digital format) mate and applied by the ratee and used in teaching strategies to promote critical and creative critical and creative thinking, as well as other higher-order thinking skills and performance Monitoring Coaching Form to show p of coaching and mentoring well as other higher-order thinking skills **Notice of the coaching and mentoring colleague/s **One lesson from a self blasson ban (e.g., DLF DLL, WHLP, WLP, WLL Lesson plan (e.g., DLF DLL, WHLP, WLP, WLL Lesson plan (e.g., DLF DLL, WHLP, WLP, WLL Lesson DLF DLL, WHLP, WLP, WLL Lesson DLF DLL WHLP, WLP, WLL Lesson DLF DLL WHLP, WLP, WLL Lesson DLF DLL WHLP, WLP, WLP, WLP, WLP, WLP, WLL Lesson DLF DLL WHLP, WLP, WLP, WLP, WLP, WLP, WLP, WLP, W	arial sylvation sylv	Quality	Modelled effective teaching strategies that challenge learners to draw conclusions and justify their thinking or put parts together to promote deeper understanding of ideas learned as shown in the in the submitted learning material	Modelled effective teaching strategies that require learners to make connections using ideas learned as shown in the submitted learning material	Modelled effective teaching strategies that require learners to describe and explain ideas learned as shown in the in the submitted learning material	Modelled teaching strategies that lead learners along a single path of inquiry or to simple recall and rote memorization of concepts as shown in the in the submitted learning material	No acceptable evidence was shown

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

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

Example:

MOV 2: One lesson from a SLM with PMCF	PMCF	
4	3	RPMS 5-point Scale Rating
3.300	} }	Average
(Very Satisfactory)	. 4	RPMS Rating for Quality

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

individual learner or to a number of learners. ng/modelling of concepts for all students happen at once; "at an individual level" refers to targeted instruction to an

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. Example:

RPMS Rating for Quality

MOV 1: Activity Sheet with MOF MOV 2: One lesson from a 3.500 SLM with PMCF	Means of Verification	RPMS 5-point Scale Rating	Average
son from a 4	MOV 1: Activity Sheet with PMCF	ω	
	MOV 2: One lesson from a SLM with PMCF	4	3.500

<u></u>		1	i -		· · · · · · · · · · · · · · · · · · ·
Poor (1)	Unsatisfactory (2)	Satisfactory (3)	Very Satisfactory (4)	Outstanding (5)	RPMS Rating Transmutation Table
1.000-1.499	1.500-2.499	2.500-3.499	3.500-4,499	4.500-5.000	ing) Table

(Very Satisfactory)

OBJECTIVE	VERIFICATION	QET	Outstanding (5)	Very Satisfactory	Satisfactory (3)	Unsatisfactory (2)	Poor A)
5. Evaluated with colleagues teaching strategies that are responsive to the special	Classroom Observation Tool (COT) rating sheet with proof of attendance of colleague/s from 1. an online observation		Modelled Level 8 in Objective 5 as shown in COT rating sheets	Modelled Level 7 in Objective 5 as shown in COT rating	Modelled Level 6 in Objective 5 as shown in COT rating	Modelled Level 5 in Objective 5 as shown in COT rating	Modelled Level in Objective 5 as shown in COT rating sheets
educational needs of learners in	teaching 2. if option 1 is not						Or
difficult	possible, an						No acceptable
circumstances*, including:	observation of a video lesson that is SLM-	Quality					shown
geographic isolation;	based or MELC- aligned						
chronic illness; displacement	3. If options 1 and 2 are						
due to armed	observation of a						
resettlement or	demonstration						
disasters; child	teaching via LAC					-	
abor practices							25

learning delivery is captured in this year's RPMS.

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

Example:

COT Rating Sheet 2 with proof of attendance	proof of attendance	אַן וַר
6	7	COT Rating
3	4	RPMS 5-point Scale Rating
3,300	3	Average
(Very Satisfactory)	4	RPMS Rating for Quality

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

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

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

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

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. Follow the same procedure in calculating the rating for Timeliness.

RPMS Rating	Average	teachers' feedback and PMCF	teachers' feedback and PMCF	Means of Verification
RPMS Rating 4 (Very Satisfactory)	3.500	4	ω	RPMS 5-point Scale Rating for Quality
5 (Outstanding)	5.000	CJ .	O	RPMS 5-point Scale Rating for Timeliness

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

KRA 3: Curriculum and Planning

	TO CONTRACT	4		PERFORMA	PERFORMANCE INDICATOR	H. S.	n e
OBJECTIVE	MEANS OF VERIFICATION	130	Oufstanding (5)	Very Satisfactory	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Advised and guided	Classroom Observation Tool (COT) rating sheet		Modelled Level 8 in Objective 7 as	Modelled Level 7 in Objective 7	Modelled Level 6 in Objective 7	Modelled Level	Modelled Level 4
colleagues in the selection,	with proof of attendance of colleague/s from		shown in COT	as shown in	as shown in	as shown in	shown in COT
organization,	1. an online observation)	sheets	sheets	sheets	rating sneets
and use of	teaching						or
appropriate	2. If option 1 is not				-		
teaching and	possible, an	•					No acceptable
learning	observation of a video	Quality					evidence was
resources,	lesson that is SLM-						shown
including ICT,	based or MELC-						
to address	aligned						
specific	3. if options 1 and 2 are						
learning	not possible, an						
goals	observation of a						
	demonstration teaching				-		
	via LAC						

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

Example:

with 7	Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for
with 6 3 3.500	COT Rating Sheet 1 with proof of attendance	7	4		4
	COT Rating Sheet 2 with proof of attendance	9	3	3.500	(Very Satisfactory)

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

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

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

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

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

OBJECTIVE 10. Contributed actively to	•	ØET	Outstanding (5) Contributed	Satisfactory (4) Contributed	200 A S. W. 1985 A SERVICE AND	Very Satisfactory (4) Satisfactory (3) Distributed Contributed	
actively to professional networks within and between schools to improve knowledge and to enhance practice	5 0 0 = 0 + 0 m =	Quality	Contributed actively to any professional network/activity that requires output* and proof of implementation ** within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* and proof of implementation ** within the department/ grade level to share knowledge and to enhance practice as evidenced by the submitted MOV		Contributed actively to any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV Contributed actively actively profess network that do network to share to share to enhance practice as evidenced by the submitted MOV Contributed actively actively actively that do network to share to enhance to enha practice evidence MOV MOV Contributed actively actively actively actively that do network to share to enha practice evidence the submitted MOV
	training/ seminar/						
	 Any proof of participation in school LAC sessions 		Submitted 4 different kinds of accentable	Submitted 3 different kinds	nds	Submitted 2 different kinds	<i>(</i>)
	(online/face-to-face) certified by the LAC	Efficiency	MOV***	MOV***	0	of acceptable MOV***	MOV*** MOV
	Others (Please specify and provide annotations)						

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

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

WEANS OF VERIFICATION Main MOV: Synthesis of Individual Performance and Commitment Review Form- Development Plan (IPCRF- DP) of colleague/s DP) of colleague/s Supporting MOV: WEANS OF COUNTY COUNTY Evaluated activities involving colleague/s in professional reflection and learning	Constitution and refluction and learning series.	Constitution and refluction and learning series.	QET Outstanding Satisfactory (5) Evaluated activities involving colleague/s in professional reflection and learning PERFORMANCE INDICATOR Very (4) Satisfactory (3) Conducted Planned activities involving colleague/s in professional reflection and learning PERFORMANCE INDICATOR Very Satisfactory (3) Conducted activities involving colleague/s in professional reflection and learning
S S S S S S S M	Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted	Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Colleague/s in professional reflection and learning opportunities as shown in the MOV submitted	PERFORMANCE INDICATOR Very (5) Conducted activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Planned activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Planned activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Very Satisfactory (3) Planned activities involving colleague/s in professional reflection and learning opportunities as shown in the as shown in the MOV submitted
	Collinate investment of the short of the sho	Collinate Collin	PERFORMANCE INDICATOR Very Satisfactory (4) Conducted activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Planned activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted Satisfactory (3) Planned activities involving colleague/s in professional reflection and learning submitted submitted submitted

OET Performed at least 1 related work/activity that contributed	Performed at least 1 related work/activity that contributed that contributed that contributed work/activity that contributed the contributed that contr	Outstanding Satisfactory (5) (4) Performed at least 1 related work/activity work/activity that contributed
Performed at least 1 related work/activity that contributed to the teaching-learning process beyond the school/ Quality Performed at least 1 related work/activity that contributed to the teaching-learning Community Community Center (CI C)	Performed at least 1 related work/activity that contributed to the teaching-learning process beyond the school/ Community Learning Center	Performed at least 1 related work/activity that contributed to the teaching-learning process beyond the school/ Community Community Center (CLC)
		Satisfactory (4) Performed at least 1 related work/activity that contributed to the teaching-learning process within the school/ Community
Satisfactory (3) (2) Performed at least 1 related work/activity that that contributed to contributed to the teaching-learning process within the learning area/ department as (2) Satisfactory (2) Performed at least 1 related work/activity that contributed to the teaching-learning process within the class submitted MOV		

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Content knowledge and pedagogy	Competencies that teachers are expected to master for them to teach efficiently and effectively (Department of Education 2017, 24)
Creative thinking skills	Involve exploring ideas, generating possibilities and looking for many right answers rather than just one (Department of Education 2017, p. 24)
Critical thinking skills	Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion (Department of Education 2017 24)
Daily Lesson Log (DLL)	See Lesson Plan
Daily Lesson Plan (DLP)	See Lesson Plan
Feedback	Refers to essential and culturally-appropriate written and/or oral information about learners' performance/ output that can be used to
Higher-order thinking skills	Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking the feet solve problems and create products for the control of Education 2019, 61)
Home visitation	An intervention strategy that involves the learner's families and the community. "Where possible, the teacher shall do home visits to learners needing remediation or assistance" (Department of Education 2020b, 32). Interviews, consultation, and dialogues with parents can be conducted to assess the student's learning program (Department of Education 2020b, 32).
Individual Learning Monitoring Plan	"Utilized to monitor learner progress based on the given intervention strategies" (Department of Education - Undersecretary for Curricultum and Instruction 2020, Apparation of the given intervention strategies" (Department of Education - Undersecretary for
Information and	Includes, but is not limited to, computer hardware and software digital recourses (see here)
Technology (ICT)	scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction (Department of Education 2010-1).
Learner-centered culture	se at
Learners in difficult circumstances	Refer to learners that are geographically isolated; chronically ill; displaced due to armed conflict, urban resettlement or disasters; child-abused and experienced child labor practices (Department of Education 2017, 15); Also refer to persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO 1999)
Learning Management System	An online platform that can be used for distance learning which includes the DepEd-LMS, DepEd Commons, DepEd Learning Resource (LR) Portal, and third-party software such as Edmodo, Schoology, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)
Lesson Plan	Refers to the <i>Daily Lesson Log</i> (DLL) or <i>Detailed Lesson Plan</i> (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the <i>Weekly Lesson Plan</i> (WLP), <i>Weekly Lesson Log</i> (WLL), <i>Weekly Home Learning Plan</i> (WHLP) and <i>Lesson Exemplars</i> (LE).
Most Essential Learning Competencies (MELCs)	Refer to the competencies from the K to 12 curriculum guides which are most useful in many professions and in everyday life, thereby satisfying the so-called endurance criterion. Anchored on the prescribed standards, these competencies identified by the Department in consultation with stakeholders are to be used nationwide by field implementers and private schools for SY 2020-2021 as a response to developing resilient education systems most especially during emergencies such as the current global pandemic (Department of Education, 2020a).
Online Asynchronous Teaching	that involves learners downloading materials Management System (LMS) such as the Dept crosoft Teams (Department of Education 2020)

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Wider school community F	<u> </u>	3	Video lesson	Lesson Exemplar	Learning Action Cell (LAC)	Teaching and learning resources	Supplementary materials	Coaching Form (PMCF) Positive use of ICT	Online Synchronous Teaching
Refers to both internal and external stakeholders (Department of Education 2017, 27)	See Lesson Plan	"The Weekly Home Learning Plan (WHLP) shall be prepared by teachers implementing Distance and Blended Learning while the DLP or DLLshall be prepared by teachers implementing F2F learning" (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D).		"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CAI ARARZON 2020, 10)	"functions as a professional learning community for teachers that will help them improve practice and learning community for teachers that will help them improve practice and learner achievement" (Department nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, whole (Department of Education 2016a, 3)	Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the descriptions for learning as defined by the expectations are defined by the expectation and the expectation are defined by the expectation are defined by the expectation and the expectation are defined by the expectation and the expectation are defined by the expectation and the expectation are defined by the expectation are	Refer to learning resources locally crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction parts of the lesson they did not fully independent of the supplementary materials where learners can write the challenges they are facing and what	tual events and beha e and performance (A mode of teaching that utilizes video conferencing, live chat, instant messaging, or a combination of any of the online tools to engage learners to work in real-time. These materials may be designed for collaborative tasks to engage learners on virtual collaboration among peers (Department of Education 2020b, 31).

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University of Tasmania. 2020. Constructive Feedback Principles. https://www.utas.edu.au/curriculum-and-quality/student-surveys/evaluate/constructive-feedback-principles ∵:text≕Constructive%20feedback%20is%20providing%20useful,feedback%20is%20a%20valuable%20skill

ANNEX D

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

1. In the development of the school Office Performance Commitment and Review (OPCR) Forms, School Heads are encouraged to refer to the Philippine Professional Standards for School Heads (PPSSH) enclosed in DO No. 24, s. 2020 in crafting their Key Result Areas (KRAs) and Objectives. KRAs and Objectives may also include division and school targets agreed upon by the Rater and the Ratee.

2. In the development of the Individual Performance Commitment and Review (IPCR) Form of school-based non-teaching personnel, the personnel is directed to craft their KRAs and Objectives that are aligned to the school OPCR Form. The KRAs and Objectives shall be

agreed upon by the Rater and the Ratee.

3. Public Schools District Supervisors (PSDSs) are advised to assist school heads in the performance target setting, development of OPCR Form, and initial development planning during the Phase I of the RPMS Cycle, SY 2020-2021. School heads are advised to do the same assistance to all school-based non-teaching personnel.

School Heads may be allowed to provide MOVs from their LDM 1 Course Implementation Portfolio outputs in their RPMS Portfolio, provided that these MOVs

target the identified objectives and are obtained from October 2020-May 2021.

Phases of RPMS Cycle	Task/Activity	Person(s) Responsible	Schedule		
PHASE I Performance	Performance Target Setting and Development of OPCRF/IPCRF	PSDS, School Head and Ratees	1st week of SY		
Planning and Commitment	Self-Assessment with Initial Development Planning	Ratees	2nd week of SY		
PHASE II Performance	Monitoring and Coaching	School Head/Raters	All SY-round		
Monitoring and Coaching	Mid-Year Review* with Development Planning	School Head/Raters/Ratees	March 2021**		
PHASE III Performance Review and Evaluation	Year-end Review***	Raters, Ratees, and Approving Authorities	A week after scheduled graduation A week after scheduled graduation		
PHASE IV Performance Rewarding and	Ways Forward Development Planning	Ratees			
Development Planning	IPCRF Data Collection ted Means of Verification (MOVs) shall I	School Head/Raters	A month after scheduled		

^{*} All presented Means of Verification (MOVs) shall be obtained from October 2020–March 2021.

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

^{***} All presented Means of Verification (MOVs) shall be obtained from October 2020–May 2021.