



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

March 23, 2026

DIVISION MEMORANDUM

No. 161 s. 2026

GUIDANCE IN THE IMPLEMENTATION OF THE PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) AND SUBMISSION OF THE INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) FOR TEACHERS FOR SCHOOL YEAR 2025–2026

To: Assistant Schools Division Superintendents
CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
Elementary & Secondary School Heads
All Division Office Unit Heads
All Teaching and Non-Teaching Personnel
All Others Concerned

1. In reference to DepEd Memorandum DM-OSEC-OUHR001-2026-0001 dated March 3, 2026, titled **“Guidance in the Implementation of the Performance Management and Evaluation System (PMES) for Teachers for SY 2025–2026,”** this Office hereby implements the aforesaid issuance on the Performance Management and Evaluation System (PMES) for Teachers for SY 2025–2026.
2. The Department of Education recognizes the evolving demands of the teaching profession. It underscores the need to continuously refine the Performance Management and Evaluation System (PMES) to support teacher development and welfare while ensuring the attainment of agency performance targets and the delivery of quality instruction. This issuance also supports the transition toward the full implementation of DepEd Memorandum No. 89, s. 2025, or the *“Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025–2026 to 2027–2028.”*
3. This issuance aims to:
 - a. Provide guidance to all schools and teachers in the Division on the implementation of PMES for SY 2025–2026;
 - b. Ensure uniform understanding and application of policies, procedures, and timelines;
 - c. Facilitate a smooth transition toward the multi-year PMES framework; and
 - d. Strengthen support mechanisms for teacher performance and evaluation.



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4. This shall apply to all public elementary and secondary school teachers within the Schools Division of Bulacan, including school heads and immediate supervisors involved in the performance evaluation process.

5. Consistent with the aforesaid DepEd Memorandum DM-OSEC-OUHRODI-2026-0001, the following shall be observed:

- a. For School Year 2025–2026, **only one (1) full-period classroom observation** shall be required for performance evaluation purposes.
- b. School Heads and designated observers shall ensure that:
 - The observation is conducted within the prescribed timeline;
 - The process adheres to fairness, objectivity, and developmental intent;
 - Feedback is provided promptly to support teacher improvement.
 - Schools shall ensure alignment of observation practices with the Philippine Professional Standards for Teachers (PPST) and existing RPMS tools.
- c. To ensure a smooth transition and uniform implementation of this requirement, the following scenarios and corresponding actions shall apply:
 - **Scenario 1: Teachers Who Have Completed Two (2) Full-Period Classroom**
 - Teachers who have completed two (2) full-period classroom observations within the SY 2025-2026 shall be deemed to have fully complied with the classroom observation requirement.
 - In this case, teachers may select the highest rating obtained in each classroom observable indicator from either classroom observation for purposes of computing their final rating in the Individual Performance Commitment and Review Form (IPCRF) for SY 2025-2026.
 - **Scenario 2: Teachers Who Have Completed One (1) Full-Period Classroom Observation**
 - Teachers who have completed one (1) full-period classroom observation within SY 2025-2026 shall likewise be deemed to have fully complied with the classroom observation requirement. No additional classroom observation shall be required for performance evaluation purposes.
 - The rating obtained from the completed full-period classroom observation shall be used in computing the final IPCRF rating for SY 2025-2026.
 - For the remaining and/or unobserved indicators that have not been observed and rated by the observer-raters, any or a combination of the following actions shall apply:



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- Remaining indicators may be rated based on observed practice explicitly documented in the observation notes form of the observer during the full-period classroom observation, if applicable and preferred by the rater. Observers as raters shall ensure that their observation notes forms are complete and available for reference in rating. Teachers shall not be required to submit or attach the observation notes form of the observers.

- Unobserved indicators, including practices observed and documented during the full-period classroom observation but not meet the requirement of the remaining Philippine Professional Standards for Teachers (PPST) Indicators, shall be addressed through a Reflection Journal (Annex A) describing how the teacher demonstrated these indicators in class sessions conducted within the school year, accompanied by verifiable evidence of such demonstration, including but not limited to:

- Implemented lesson plan (any format shall be accepted);
- Utilized assessment tool;
- Utilized instructional material; or
- Other relevant evidence, as may be deemed appropriate.

- **Scenario 3: Teachers Who Have Not Yet Undergone Any Classroom Observation**

- Teachers who have not yet undergone any classroom observation in SY 2025-2026 shall comply with the classroom observation requirement through one (1) of the following options:

a. One (1) full-period classroom observation covering all nine (9) classroom observation indicators; or

b. One (1) full-period classroom observation, allowing up to three (3) out of nine (9) indicators to remain unobserved when these are not applicable to the lesson or classroom context. The unobserved indicators shall instead be addressed through a Reflection Journal (Annex A). The Reflection Journal shall describe how the teacher demonstrated the unobserved indicators in any of the class sessions conducted within the school year. The verifiable evidence of demonstration, such as but not limited to the following, shall be attached:



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- Implemented lesson plan (any format shall be accepted);
- Utilized assessment tool;
- Utilized instructional material; or
- Other relevant evidence, as may be deemed appropriate.

6. To ensure effective implementation in the Division:

- a. All School Heads shall orient teachers on the contents of this Memorandum and related DepEd issuances;
- b. The Division, through the Human Resource Development Section (HRDS) and Curriculum Implementation Division (CID), shall provide technical assistance and monitoring;
- c. Teachers shall comply with the required PMES processes, including submission of necessary means of verification (MOVs) aligned with prescribed indicators;
- d. Any adjustments in timelines or procedures shall be communicated through subsequent issuances, if necessary.

7. To ensure the effective and uniform implementation of the Performance Management and Evaluation System (PMES) for SY 2025–2026, the following roles and responsibilities are defined:

- a. Schools Division Office (SDO)
 - Provide policy guidance, technical assistance, and monitoring support;
 - Ensure alignment with national policies and standards.
- b. School Heads
 - Lead and manage the implementation of PMES at the school level;
 - Conduct classroom observations and ensure timely and objective evaluation of teachers;
 - Provide coaching and feedback to support teacher development.
 - Ensure the accurate encoding, finalization, and uploading of the e-IPCRF of all teachers in the Online e-IPCRF system;
 - Oversee compliance with submission requirements and prescribed timelines.
- c. Designated Non-Teaching Personnel
 - Assist the School Head in the encoding, validation, finalization, and uploading of e-IPCRF tools;
 - Ensure that all teacher records are complete, accurate, and properly submitted through the system.
- d. Master Teachers / Observers
 - Assist in classroom observations and provide technical feedback and mentoring to teachers.



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e. Teachers

- Actively participate in all PMES processes;
- Prepare and submit accurate Means of Verification (MOVs) aligned with PPST indicators;
- Engage in reflective practice and professional development.

8. Electronic Individual Performance Commitment and Review Form (e-IPCRF) Tool and System

- Access and download the official e-IPCRF Tool through this link: **<https://tinyurl.com/eIPCRFToolSY2526>**. New Features of the Tool include alignment with the one classroom observation requirement and recording of indicator improvements from the Teacher's Commitment Form.
- Access the complete tools and forms here: **<https://tinyurl.com/MultiYearPMESTeachers>**
- To ensure uniformity and standardization of the Individual Performance Commitment and Review Form (IPCRF), the Bureau of Human Resource and Organizational Development, through the Human Resource Development Division (BHROD-HRDD), has released an official Excel-based template of the electronic IPCRF (e-IPCRF) tool for teacher accomplishment and school submission to the Online e-IPCRF System.
- All teachers shall use the official e-IPCRF tool to encode their IPCRF data for SY 2025–2026. Prior to finalization, the Rater and Approving Authority shall verify the accuracy and completeness of the ratings encoded by the teacher to ensure validity and consistency with performance standards.
- Upon finalization, teachers shall submit the completed e-IPCRF tool to the School Head or designated personnel for consolidation and uploading to the Online e-IPCRF System.
- In addition, as a condition for promotion under DepEd Order No. 34, s. 2025, teachers with PPST Indicators for improvement reflected in the Teacher's Commitment Form shall record their enhanced ratings in the e-IPCRF. The updated e-IPCRF tool shall contain a dedicated portion for this purpose.

9. Pursuant to DepEd Order No. 024, s. 2025, which establishes the Expanded Career Progression (ECP) System and anchors the progression of both classroom teachers and school administration personnel on established professional standards and performance management tools, the following provisions shall be observed:

A. Head Teachers in Secondary Schools

Head Teachers (HTs) in Secondary Schools shall:

- Use the **previously adopted or existing format as the previous year for the Individual Performance Commitment and Review Form (IPCRF)**;



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- Be recognized as school-based personnel performing administrative and instructional leadership functions, but not considered as “heads of office,” as this role pertains to the School Principal;
- Have their performance evaluated using an IPCRF that is:
 - **Anchored on and aligned with the Office Performance Commitment and Review Form (OPCRF) and KRAs** of the School Head; and
 - Reflective of their key functions, including:
 - Departmental supervision,
 - Instructional leadership, and
 - Other assigned administrative and leadership responsibilities consistent with their designation.

B. Head Teachers in Elementary Schools

Head Teachers (HTs) in Elementary Schools who serve as the designated School Head (e.g., in schools without an assigned Principal) shall:

- Prepare and use the **Office Performance Commitment and Review Form (OPCRF)**;
- Be considered as the “head of office” for purposes of performance management; and
- Be evaluated based on standards and indicators prescribed for School Heads.

C. School Heads with More Than One School Assignment

School Heads assigned to more than one (1) school shall prepare and submit **separate Office Performance Commitment and Review Forms (OPCRFs)** for each school under their supervision.

However, only **one (1) Individual Performance Commitment and Review Form (IPCRF) for the school head** shall be prepared and submitted, which shall encompass their overall performance across all assigned schools.

10. Pursuant to DepEd Order No. 024, s. 2025, teachers promoted under the Expanded Career Progression (ECP) system will use the **IPCRF corresponding to their new position and career stage** if they have served at least 90 calendar days in that new role by the end of the school year.

If they have served less than 90 days, they use the IPCRF of their previous position. This provision likewise applies to all personnel under the ECP system, including Master Teachers and School Principals, provided they meet the same service duration requirement.



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11. Ratee, Rater, and Approving Authority Matrix

As per DM-OUHROD-2025-0922, the Ratee–Rater–Approving Authority Matrix shall be adopted in the evaluation of personnel. Accordingly, the following shall be observed:

Ratee	Rater (Observer)	Approving Authority
Department Head	School Head	ASDS
MT (Elem/JHS/SHS)	School Head	ASDS
Teacher (Elem)	MT	School Head
Teacher w/ no MT (Elem)	School Head	ASDS
Teacher (JHS)	MT / Department Head	School Head
Teacher w/ no MT / Department Head (JHS)	School Head	ASDS
Teacher (SHS)	MT / Assistant SH	School Head
Teacher w/ no MT	School Head	ASDS
ALS Teacher (School-based)	MT / Department Head	School Head
ALS Teacher (Community Learning Center)	Functional Division Chief for CID	ASDS

12. Uploading and Submission of the e-IPCRF Tool

- a. The School Head or designated non-teaching personnel shall upload the finalized e-IPCRF tool of each teacher in the Online e-IPCRF system through **<https://eipcrf.deped.gov.ph>** using only the official school email account registered in the system.
- b. By default, school email accounts registered in the system are school ID-based (e.g., SchoolID@deped.gov.ph). For example: 123456@deped.gov.ph.
- c. Schools with extensions in their official school email accounts or with different naming conventions (e.g., abhs.001@deped.gov.ph) shall coordinate with the Division Information Technology Officer (ITO) for proper registration in the system.
- d. Schools that need to reset their school email account passwords shall likewise coordinate with the Division ITO.
- e. Registration and access to the Online e-IPCRF System shall be strictly limited to official school email accounts only to ensure continuity, security, and accessibility in cases of personnel movements such as promotion, transfer, or reassignment.

13. Timeline of Submission

- a. Uploading and submission of the accomplished e-IPCRF tools will begin after the 30-day mandatory break on May 03 until June 05, 2026, via the online system.



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- b. Schools are expected to ensure that all e-IPCRF submissions are completed within the said period. However, schools unable to upload their teachers' e-IPCRFs within the specified timeline due to technical issues shall immediately coordinate with the system support by emailing **helpdesk.pmes@deped.gov.ph** for appropriate assistance.
- c. In such cases, schools shall also submit printed copies of the summary of ratings to their respective Schools Division Offices to ensure that performance records are properly documented and validated despite system-related constraints.

14. In the event that schools encounter technical difficulties in the preparation, encoding, or submission of IPCRF-related outputs, School Heads and concerned personnel shall observe the following:

A. School Email Access Issues

- If the official school email account cannot be accessed, immediate coordination shall be made with the Division Information Technology Officer (ITO) for assistance, including password reset and account recovery.

B. System Access Issues

- Should the system or platform used for IPCRF submission become inaccessible due to connectivity or system-related concerns, schools shall attempt access at a later time and report persistent issues to the appropriate helpdesk or designated technical support channels.

C. File Upload Errors

- In cases where file upload errors are encountered, schools shall verify file format, file size, and internet stability. Continued issues shall be reported to the appropriate technical support office to avoid data inconsistencies.

D. Fallback and Contingency Measures

- To ensure continuity of submission and compliance with requirements, schools shall:
 - Secure and maintain both **softcopy and hardcopy** of all IPCRF outputs and supporting documents;
 - Utilize available temporary storage options (e.g., offline storage devices or secure shared folders) to safeguard files; and
 - Coordinate with the Schools Division Office for guidance on alternative submission arrangements, if necessary.

E. Documentation of Technical Issues

- All technical issues encountered, including actions taken and coordination made, shall be properly documented by the School Head. Such documentation may serve as reference for validation and compliance purposes.



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15. Utilization of IPCRF Results for Professional Development and Succession Planning

- All School Heads are directed to consolidate and summarize the developmental needs and opportunities of teachers based on the results of their Individual Performance Commitment and Review Form (IPCRF). These results shall serve as a basis for identifying priority areas for future professional growth and development.
- School Heads are hereby directed to submit the **Consolidated Teachers' IPCRF Summary of Ratings and the Development Plans** on or before June 15, 2026, which shall be uploaded to the designated Division Google Drive per district where their respective schools belong. Submissions shall be properly organized and uploaded in the appropriate district folder to ensure systematic consolidation and retrieval of files. The submission shall use the prescribed template and follow the official process provided by the Schools Division Office.
- All submitted files shall follow the prescribed file naming convention: **SCHOOLID_IPCRF2025-2026**
- Strict compliance with the correct district folder and file naming convention is required to facilitate proper monitoring, validation, and documentation of submissions.
- For reference, the following links shall be used:
 - Template to be used:
<https://tinyurl.com/SDOBulacanIPCRFSUMMARY>
 - Upload the files through the links below:
 - EDDIS 1: **<https://tinyurl.com/IPCRFSummaryEDDIS1>**
 - EDDIS 2: **<https://tinyurl.com/IPCRFSummaryEDDIS2>**
 - EDDIS 3: **<https://tinyurl.com/IPCRFSummaryEDDIS3>**
 - EDDIS 4: **<https://tinyurl.com/IPCRFSummaryEDDIS4>**
 - EDDIS 5: **<https://tinyurl.com/IPCRFSummaryEDDIS5>**
 - EDDIS 6: **<https://tinyurl.com/IPCRFSummaryEDDIS6>**
- The identified developmental needs shall be reflected and integrated into the School Training and Development Plan to ensure that appropriate interventions, capacity-building activities, and support mechanisms are provided.
- Moreover, School Heads shall also identify teachers' strengths and high-performing areas based on the IPCRF results, which shall be considered in succession planning and in the development of future school leaders.

16. The Schools Division Office, through concerned units, shall conduct regular monitoring and evaluation to ensure compliance and to gather feedback for continuous improvement of PMES implementation.



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17. Expenses relative to the conduct of orientations, monitoring, and related activities shall be charged to available Division and school funds, subject to existing accounting and auditing rules and regulations.

18. For complete guidance on the implementation of the Performance Management and Evaluation System (PMES) for SY 2025–2026, including the template for the Reflection Journal to be used, if necessary, all concerned are advised to refer to the attached DepEd Memorandum DM-OSEC-OUHR001-2026-0001, as well as other related issuances. Accordingly, for provisions, details, and other information not specifically covered in this Memorandum, the said issuance and other relevant DepEd policies shall be referred to.

19. For other concerns and clarifications relative to the compliance with the IPCRF, concerned personnel may coordinate with Mr. Cristian Paul M. De Guzman, HRD SEPS, through email at cristianpaul.deguzman@deped.gov.ph or contact number at 0942-165-0528.

20. Immediate and wide dissemination of this Memorandum is directed for the information, guidance, and compliance of all concerned.



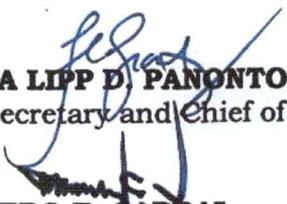
CECILIA E. VALDERAMA, PhD, CESO VI
Schools Division Superintendent



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OFFICE OF THE SECRETARY

MEMORANDUM
DM- OSEC - OUVROOI- 2026 - 0001

TO : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

FROM :  **FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff

 **WILFREDO E. CABRAL**
Undersecretary
Human Resource and Organizational Development and
Infrastructure

SUBJECT : **GUIDANCE IN THE IMPLEMENTATION OF THE PERFORMANCE
MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR
TEACHERS FOR SY 2025-2026**

DATE : 03 March 2026

The Department of Education (DepEd) recognizes the evolving realities of the teaching profession and the need to continuously refine the Performance Management and Evaluation System (PMES) to better support teacher development and welfare while ensuring the attainment of agency performance targets and the delivery of quality instruction.

As part of the transition period toward the full implementation of DepEd Memorandum No. 89, s. 2025, or the *Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028*, this Memorandum sets forth guidance for schools and public school teachers in the implementation of the PMES for **School Year (SY) 2025-2026**, including the applicable actions, procedures, and timelines of activities.

A. Classroom Observation Requirement

For SY 2025-2026, only **one (1) full-period classroom observation** shall be required to be completed for performance evaluation purposes.

To ensure a smooth transition and uniform implementation of this requirement, the following scenarios and corresponding actions shall apply:

Scenario 1: Teachers Who Have Completed Two (2) Full-Period Classroom Observations

Teachers who have completed two (2) full-period classroom observations within the SY 2025-2026 shall be deemed to have **fully complied** with the classroom observation requirement.

In this case, teachers may **select the highest rating obtained in each classroom observable indicator from either classroom observation** for purposes of computing their final rating in the Individual Performance Commitment and Review Form (IPCRF) for SY 2025-2026.

Presented below is an illustrative sample of ratings for classroom observable indicators for a Teacher III (*Beginning towards Proficient*):

Figure 1: Illustrative Sample of PMES Ratings for Teacher III

PPST Indicator	CO 1 Score	Transmuted PMES 5-point Rating Scale	CO 2 Score	Transmuted PMES 5-point Rating Scale	Teacher-selected Final PMES Rating
PPST 1.1.2	5	4	6	5	5
PPST 1.4.2	6	5	4	3	5
PPST 1.5.2	6	5	5	4	5
PPST 2.3.2	5	4			4
PPST 2.6.2			6	5	5
PPST 3.1.2	6	5			5
PPST 4.5.2			5	4	4
PPST 4.1.2	5	4			4
PPST 5.1.2			6	5	5

Scenario 2: Teachers Who Have Completed One (1) Full-Period Classroom Observation

Teachers who have completed one (1) full-period classroom observation within SY 2025–2026 shall likewise be deemed to have **fully complied** with the classroom observation requirement. No additional classroom observation shall be required for performance evaluation purposes.

The rating obtained from the completed full-period classroom observation shall be used in computing the final IPCRF rating for SY 2025–2026.

For the remaining and/or unobserved indicators that have not been observed and rated by the observer-raters, any or a combination of the following actions shall apply:

- a. Remaining indicators may be rated based on **observed practice explicitly documented in the observation notes form** of the observer during the full-period classroom observation, if applicable and preferred by the rater. Observers as raters shall ensure that their observation notes forms are complete and available for reference in rating. Teachers shall not be required to submit or attach the observation notes form of the observers.
- b. Unobserved indicators, including practices observed and documented during the full-period classroom observation but not meet the requirement of the remaining Philippine Professional Standards for Teachers (PPST) Indicators, shall be addressed through a **Reflection Journal (Annex A)** describing how the teacher demonstrated these indicators in class sessions conducted within the school year, accompanied by verifiable evidence of such demonstration, including but not limited to:
 - Implemented lesson plan (any format shall be accepted);
 - Utilized assessment tool;
 - Utilized instructional material; or
 - Other relevant evidence, as may be deemed appropriate.

Scenario 3: Teachers Who Have Not Yet Undergone Any Classroom Observation

Teachers who have not yet undergone any classroom observation in SY 2025-2026 shall comply with the classroom observation requirement through one (1) of the following options:

- a. **One (1) full-period classroom observation** covering all nine (9) classroom observation indicators; or
- b. **One (1) full-period classroom observation**, allowing up to three (3) out of nine (9) indicators to remain unobserved when these are not applicable to the lesson or classroom context. The unobserved indicators shall instead be addressed through a **Reflection Journal (Annex A)**. The Reflection Journal shall describe how the teacher demonstrated the unobserved indicators in any of the class sessions conducted within the school year. The verifiable evidence of demonstration, such as but not limited to the following, shall be attached:
 - Implemented lesson plan (any format shall be accepted);
 - Utilized assessment tool;
 - Utilized instructional material; or
 - Other relevant evidence, as may be deemed appropriate.

For performance evaluation purposes, digital sharing to raters of the documents and supporting evidence from teachers through electronic mail and/or online folders (i.e., Google Drive, Google

Folder, Microsoft Teams) sent to their official school email accounts shall be accepted.

In evaluating non-classroom observable indicators, the evidence and documentation used for classroom observable indicators, such as those listed above, may be utilized, provided that such evidence clearly demonstrates the attainment of the indicators. One piece of evidence may be used to support the rating of multiple indicators, where applicable.

While no separate performance assessment portfolio shall be required, teachers are encouraged to maintain an organized personal repository of documents, either physical or digital, to facilitate the show-and-rate process during the performance evaluation phase.

B. Classroom Observation Protocols

All classroom observations shall be conducted with utmost courtesy, respect, and professionalism. Observers shall ensure that the process remains **developmental and supportive in nature, emphasizing strengths and professional growth** rather than punitive judgment. Observers shall maintain a calm, mindful, and reassuring presence at all times.

Pursuant to Section 53 of DepEd Memorandum No. 89, s. 2025, observers shall:

- i. Use the Observation Notes Form to record comments and observations on the teacher's performance;
- ii. Sit on the available chairs. Multiple observers shall sit apart, whenever possible;
- iii. For multiple observers, they shall avoid engaging in any form of discussion with one another during observation;
- iv. Avoid giving any immediate feedback, reactions, or evaluative cues during the class. This includes refraining from verbal comments, facial expressions, gestures, or any form of non-verbal communication that may disrupt the teaching-learning process; and
- v. Thank the teacher and leave the room promptly and quietly after the observation.

C. Positions and Appropriate Career Stages

For performance evaluation purposes, the Career Stage of a teacher shall be determined based on the authorized *plantilla* position currently occupied by the teacher, aligned with the PPST Career Stages:

Positions and Appropriate Career Stages for Performance Evaluation

Positions	Career Stage	COT Rubric levels
Teacher I-III	Beginning towards Proficient	Levels 2-6
Teacher IV-VII	Proficient	Levels 3-7
Master Teachers I-II	Highly Proficient	Levels 4-8
Master Teachers III-V	Distinguished	Levels 5-9

Indicators used in the Classroom Observation Tools (COT)

The indicators reflected in the Classroom Observation Tool (COT), such as Rubric, Rating Sheet, and Inter-Observer Agreement Form, for all teacher positions adopt a common indicator language derived from the Proficient Teacher Career Stage. This uniformity is maintained because the COT Rubric is designed as a single, comprehensive performance scale covering Levels 1–9, which includes all Career Stages. The differentiation among teacher positions is reflected through the assigned COT Rubric level ranges.

Accordingly, raters shall apply the appropriate performance level range when assessing teachers, consistent with the teacher's current position and career stage as provided in the table above.

For purposes of the Individual Performance Commitment and Review Form (IPCRF), the indicators consistent with the Career Stage (e.g., Highly Proficient or Distinguished) shall be used in determining performance ratings.

Guidance for Newly-Promoted and Hired Teachers

Pursuant to Sections 94 of DepEd Memorandum No. 89, s. 2025, teachers who are promoted to a higher position or career stage within the school year shall accomplish the IPCRF appropriate to their new position and career stage, provided that **they have rendered at least ninety (90) calendar days of service in that position by the end of the school year.**

When the period of service in the new position is **less than ninety (90) calendar days by the end of the school year**, the personnel concerned shall accomplish the IPCRF corresponding to their previous position and career stage prior to promotion.

Newly-hired teachers who have rendered service for less than ninety (90) calendar days of service before the end of the school year shall not be required to submit an IPCRF for the current school year. For purposes of performance-based incentives of those who have rendered less than three (3) months of service, a general certification indicating a satisfactory performance shall be required.

D. Computation of Rating

a. Weight Allocation

The weight allocation for objectives in Part I: Professional Standards and Part II: Competencies shall be, as follows:

For Teachers I-VII without supervisory functions:

Part	Weight
Part I: Professional Standards Indicators 1 to 14 (6.786% each)	95%
Part II: Core Competencies	5%
Total	100%

For Master Teachers I-V and for those with supervisory functions

Part	Weight
Part I: Professional Standards <i>Indicators 1 to 14 (6.786% each)</i>	95%
Part II: Core Competencies	2.5%
Part III: Leadership Competencies	2.5%
Total	100%

The rater shall discuss with the ratee the set of competencies observed during the performance cycle. The Core and Leadership Competencies shall be assessed and rated at the end of the school year.

The rater shall provide the appropriate rating for each behavioral indicator observed using the 5-point rating scale shown in the table below:

Numerical Rating	Adjectival Rating	Definition
5	Outstanding	Role model who consistently exceeds expectations and exemplifies behavior that inspires and influences others.
4	Very Satisfactory	Consistently demonstrates the desired behavior at a high and reliable level.
3	Satisfactory	Most of the time demonstrates the behavioral indicator, with occasional lapses.
2	Unsatisfactory	Sometimes demonstrates the behavioral indicator and needs improvement.
1	Poor	Rarely demonstrates the behavioral indicator and significantly below expectations.

E. Electronic IPCRF Tool and System

To ensure uniformity and standardization of the IPCRF, the Bureau of Human Resource and Organizational Development through the Human Resource Development (BHROD-HRDD), shall release the official Excel-based template of the electronic IPCRF (e-IPCRF) tool before the end of SY 2025-2026 for teacher accomplishment and school submission to the Online e-IPCRF System.

a. Accomplishment of the Excel-based electronic IPCRF Tool

All teachers shall use the official e-IPCRF tool to encode IPCR data for SY 2025-2026. Prior to finalization, the Rater and Approving Authority shall verify the ratings encoded by the teacher. Upon finalization, teachers shall submit the accomplished tool to the School Head.

As a condition for promotion under DepEd Order No. 34, s. 2025, teachers with PPST Indicators for improvement reflected in the Teacher's Commitment Form shall record their enhanced ratings in the e-IPCRF. The updated e-IPCRF tool will contain a dedicated portion for this requirement.

b. Uploading and submission of the e-IPCRF Tool

The School Head or designated non-teaching personnel shall upload the finalized e-IPCRF tool of each teacher in the Online e-IPCRF system through the Online e-IPCRF system at eipcrf.deped.gov.ph using only the official school email account registered in the system.

By default, school email accounts registered in the system are school ID-based (*SchoolID@deped.gov.ph*). For example: *123456@deped.gov.ph*.

- **Schools with extensions in their official school email accounts or with different naming conventions** (e.g., *abhs.001@deped.gov.ph*) shall coordinate with the Division Information Technology Officer (ITO) for proper registration in the system.
- **Schools that need to reset their school email account passwords** shall coordinate with the Division ITO.

Registration and access to the Online e-IPCRF System shall strictly be limited to official school email accounts ONLY to ensure continuity and accessibility in case of personnel movements such as promotion, transfer, or reassignment.

c. Timeline of submission

Uploading and submission of the accomplished e-IPCRF tools may commence upon completion of the performance evaluation, beginning from the end of 4th Quarter until the first month of classes for the succeeding school year.

Schools unable to upload their teachers' e-IPCRFs within the specified timeline due to technical issues shall email helpdesk.pmes@deped.gov.ph and submit printed copies of the summary of ratings to their respective School Division Offices.

A separate issuance shall be released to provide comprehensive guidelines on the implementation of PMES beginning SY 2026–2027. Pending the finalization of the enhanced PMES framework, the provisions of this Memorandum shall serve as interim guidance for SY 2025–2026. This interim arrangement ensures continuity of implementation while supporting a systematic transition toward a more responsive, evidence-based PMES that promotes teacher development and performance improvement.

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

This directive takes immediate effect upon the issuance of this Memorandum.

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OFFICE OF THE SECRETARY



**PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)
FOR TEACHERS
(SY 2025-2026)**

REFLECTION JOURNAL

Name of Teacher: _____ Date: _____

Position: _____ Career Stage: _____

Instructions: Accomplish the table below. Provide verifiable evidence and describe how each unobserved indicator was demonstrated in any class sessions conducted within the school year. Attach additional sheet/s of paper, if necessary.

Remaining or Unobserved PPST Indicator/s:	
Document/s:	
Description of the Documents:	
Reflection Journal	
<p>I. Unobserved PPST Indicator/s (Kindly identify the PPST Indicator/s that were not covered during the formal classroom observation but were reflected based on your professional practice. Clearly indicate the domain and indicator title.)</p> <p>II. Application of Indicator/Feature of Practice (State how the indicator/s was/were demonstrated in your teaching practice. You may also narrate the specific teaching strategies, activities, or approaches you implemented and their effectiveness. Refer to the Feature/s of Practice indicated in the Classroom Observation Tool as a guide.)</p> <p>III. Reflection (Provide a reflective discussion of your experience in applying the indicator/s. You may highlight insights gained, challenges encountered, and areas for improvement if there are any.)</p>	

I hereby affirm that this reflection journal truthfully reflects my teaching practices which shall be used for performance evaluation purposes.

Teacher's Name and Signature

Validated by:

Rater's Name and Signature