



**RPMS Tool for
Teacher I-III
(Proficient Teachers)
S.Y. 2022-2023**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2)	<p>Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.</p> <p><i>If onsite / face-to-face / in-person classes are not implemented,</i></p> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	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
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 1 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (PPST 1.4.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 2 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
			Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time	

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 2 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.4.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
			Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time	

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 3 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 1.5.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. (PPST 2.3.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 4 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.3.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. (PPST 2.6.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 5 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 2.6.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. (PPST 3.1.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 6 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 3.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. (PPST 4.1.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

1. PPST Resource Package Module 7 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.1.2).
2. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice. (PPST 4.4.2)	1. Proof/s of attendance in LAC sessions / FGDs / meetings / other collegial discussions 2. Minutes of LAC sessions / FGDs / meetings / other collegial discussions on use of teacher and learner feedback to enrich teaching practice 3. Reflection notes of teachers on their demonstration of teaching practices following participation from LAC sessions / FGDs / meetings / other collegial discussions that use teacher and learner feedback to enrich teaching practice, with proof/s of attendance 4. Any equivalent ALS form/document that highlights the objective	Quality	Planned for enriched teaching practice based on LAC sessions / FGDs / meetings / other collegial discussions attended, as shown in MOV 3	Reflected on practices during LAC sessions / FGDs / meetings / other collegial discussions to plan, facilitate, and enrich teaching practice, as shown in MOV 3	Shared practices, teacher and learner feedback during LAC sessions / FGDs / meetings / other collegial discussions to plan, facilitate, and enrich teaching practice, as shown in MOV 2	Attended LAC sessions / FGDs / meetings / other collegial discussions that discuss teacher/learner feedback to enrich instruction, as shown in MOV 1	No acceptable evidence was shown
		Timeliness*	Participated in collegial discussions that discuss teacher and learner feedback across 4 quarters	Participated in collegial discussions that discuss teacher and learner feedback across 3 quarters	Participated in collegial discussions that discuss teacher and learner feedback across 2 quarters	Participated in a collegial discussion that discusses teacher and learner feedback in only 1 quarter	No acceptable evidence was shown

*MOVs for the rating of this performance measure must contain date stamps to track conduct of such activities (e.g., date in the attendance sheets, minutes, and reflection notes, minutes).

Note: PPST Resource Package Module 8 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.4.2).

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST 4.5.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 9 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 9 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 4.5.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (PPST 5.1.2)	Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> through observation of synchronous / asynchronous teaching in other modalities; or through observation of a demonstration teaching* via LAC session. 	Quality	Demonstrated Level 7 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Notes:

- PPST Resource Package Module 10 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.1.2).
- In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. **See sample computation below:**

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

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

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Monitored and evaluated learner progress and achievement using learner attainment data. (PPST 5.2.2)	Any one (1) of the following: <ul style="list-style-type: none"> ● Individual Learning Monitoring Plan (ILMP) ● Peer assessment data ● Sample of learners' output with reflection / self-assessment ● Progress charts/anecdotal records ● Class/e-class record/grading sheets ● Lesson plans showing index of mastery ● Frequency of errors with identified least/most mastered skills ● Any equivalent ALS form/document that highlights the objective (e.g., Individual Learning Agreement (ILA), ALS Assessment Form 2) ● Others (Please specify and provide annotations) 	Quality	Involved learner/s in monitoring and evaluation of their own progress and achievement	Monitored and evaluated learner progress and achievement based on attainment data from an individual learner	Monitored and evaluated learner progress and achievement based on the class attainment data	Monitored and evaluated learner progress and achievement based on an existing grade level / department / learning area report	No acceptable evidence was shown
		Timeliness	Submitted MOV/s show/s monitoring and evaluation done across 4 quarters	Submitted MOV/s show/s monitoring and evaluation done across 3 quarters	Submitted MOV/s show/s monitoring and evaluation done across 2 quarters	Submitted MOV/s show/s monitoring and evaluation done in only 1 quarter	No acceptable evidence was shown

Note: PPST Resource Package Module 11 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.2.2).

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. (PPST 5.4.2)	Any one (1) of the following: <ul style="list-style-type: none"> • A sample of corrected test paper of a learner in a learning area with parent's or guardian's signature and date of receipt • Minutes of meetings with key stakeholders (e.g., PTA, SGC, SPT, CPC) with proof of attendance • Report card with parent's or guardian's signature in all quarters supported by minutes of meeting • Communication with key stakeholders (e.g., parents/guardians, co-teachers, LGU) using various modalities • Anecdotal record showing entries per quarter • Any equivalent ALS form/document that highlights the objective • Others (Please specify and provide annotations) 	Quality	Sustained engagement through regular communication of learners' needs, progress and achievement to key stakeholders, including parents/guardians , as shown in the MOV submitted	Communicated promptly and clearly using various tools and strategies learners' needs, progress and achievement to key stakeholders, including parents/guardians , as shown in the MOV submitted	Communicated promptly and clearly using only one (1) strategy learners' needs, progress and achievement to key stakeholders, including parents/guardians , as shown in the MOV submitted	Communicated learners' needs, progress and achievement to key stakeholders, including parents/guardians , but not regularly as shown in the MOV submitted	No acceptable evidence was shown
		Timeliness	Showed prompt communication of learners' needs, progress and achievement across 4 quarters	Showed prompt communication of learners' needs, progress and achievement across 3 quarters	Showed prompt communication of learners' needs, progress and achievement across 2 quarters	Showed prompt communication of learners' needs, progress and achievement in only 1 quarter	No acceptable evidence was shown

Note: PPST Resource Package Module 12 offers illustrative and instructive information that can help ratees achieve this objective (PPST Indicator 5.4.2).

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Applied a personal philosophy of teaching that is learner-centered. (PPST 7.1.2)	A reflection/journal entry that highlights the application of a learner-centered teaching philosophy in the lesson plan or community work	Quality	Submitted MOV that details the consistent involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is not learner-centered	No acceptable evidence was shown
		Timeliness	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Applied a personal philosophy of teaching that is learner-centered across 2 quarters	Applied a personal philosophy of teaching that is learner-centered in only 1 quarter	No acceptable evidence was shown

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST 7.5.2)	1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Mid-year Review Form (MRF) 4. Updated IPCRF-DP from Phase II	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 3	Set professional development goals based on e-SAT results as evidenced by MOV 2	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown
		Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown
		Timeliness	All four (4) submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any one (1) proof of: <ul style="list-style-type: none"> committee involvement; involvement as module/learning material writer/validator; involvement as a resource person/speaker/learning facilitator in the RO/SDO/school-initiated TV/radio-based instruction; book or journal authorship/co-authorship/contributorship; advisorship/coordinatorship/chairpersonship; participation in demonstration teaching; participation as research presenter in a forum/conference; mentoring of pre-service/in-service teachers; conducted research within the rating period; others (please specify) with annotation on how it contributed to the teaching-learning process.	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

KRA	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation.	4*
	2	✓	✓			4*
	3	✓	✓			4*
KRA 2	4	✓	✓		<i>If onsite / face-to-face / in-person classes are not implemented,</i> <ul style="list-style-type: none"> • through observation of synchronous / asynchronous teaching in other modalities; or • through observation of a demonstration teaching* via LAC session. 	2*
	5	✓	✓			2*
	6	✓	✓			2*
KRA 3	7	✓	✓		<ol style="list-style-type: none"> 1. Proof/s of attendance in LAC sessions / FGDs / meetings / other collegial discussions 2. Minutes of LAC sessions / FGDs / meetings / other collegial discussions on use of teacher and learner feedback to enrich teaching practice 3. Reflection notes of teachers on their demonstration of teaching practices following participation from LAC sessions / FGDs / meetings / other collegial discussions that use teacher and learner feedback to enrich teaching practice, with proof/s of attendance 4. Any equivalent ALS form/document that highlights the objective 	at most 4
	8	✓		✓		
	9	✓	✓			
KRA 4	10	✓	✓		<i>See similar MOV above on COT rating sheet or inter-observer agreement form</i>	2*
	11	✓		✓	Any one (1) of the following: <ul style="list-style-type: none"> • Individual Learning Monitoring Plan (ILMP) • Sample of learners' output with reflection / self-assessment • Progress charts/anecdotal records • Class/e-class record/grading sheets • Lesson plans showing index of mastery • Frequency of errors with identified least/most mastered skills • Any equivalent ALS form/document that highlights the objective (e.g., Individual Learning Agreement (ILA), ALS Assessment Form 2) • Others (Please specify and provide annotations) 	1
	12	✓		✓	Any one (1) of the following: <ul style="list-style-type: none"> • A sample of corrected test paper of a learner <u>in a learning area</u> with parent's or guardian's signature and date of receipt • Minutes of meetings with key stakeholders (e.g., PTA, SGC, SPT, CPC) with proof of attendance • Report card with parent's or guardian's signature in all quarters supported by minutes of meeting • Communication with key stakeholders (e.g., parents/guardians, co-teachers, LGU) using various modalities • Anecdotal record showing entries per quarter • Any equivalent ALS form/document that highlights the objective (e.g., Individual Learning Agreement (ILA), ALS Assessment Form 2) • Other documents showing learners' needs, progress and achievement submitted to other stakeholders 	at least 1
KRA 5	13	✓		✓	A reflection/journal entry that highlights the application of a learner-centered teaching philosophy in the lesson plan or community work	4

	14	✓	✓	✓	<ol style="list-style-type: none"> 1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Mid-year Review Form (MRF) 4. Updated IPCRF-DP from Phase II 	4
	15	✓	✓	✓	<p>Any one (1) proof of:</p> <ul style="list-style-type: none"> ● committee involvement; ● involvement as module/learning material writer/validator; ● involvement as a resource person/speaker/learning facilitator in in the RO/SDO/school-initiated TV/radio-based instruction; ● book or journal authorship/ co-authorship/contributorship; ● advisorship/coordinatorship/ chairpersonship; ● participation in demonstration teaching; ● participation as research presenter in a forum/conference; ● mentoring of pre-service/in-service teachers; ● conducted research within the rating period; <p>with annotation on how it contributed to the teaching-learning process.</p>	1
TOTAL						Minimum of 19 MOVs

* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (9) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson 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).

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