



**RPMS Tool for
Master Teacher I-IV
(Highly 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. Modeled effective applications of content knowledge within and across curriculum teaching areas. (PPST 1.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	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 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.

Note: 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	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	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. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST 1.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance	Quality	Guided colleagues in the planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown
	4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective		Timeliness	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	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 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.

Note: 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	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		
COT Rating Sheet 3	6	3		
COT Rating Sheet 4	7	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. Worked with colleagues to model and shared effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. (PPST 2.3.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	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 or No acceptable evidence was shown
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Note: 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	7	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	6	3		

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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments. (PPST 2.6.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	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 or No acceptable evidence was shown
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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. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences. (PPST 3.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	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 or No acceptable evidence was shown
			Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time	

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Note: 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:

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RPMS Rating Transmutation Table	
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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. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts. (PPST 4.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 2. through observation of synchronous / asynchronous teaching in other modalities; or 3. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	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 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

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Note: 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:

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RPMS Rating Transmutation Table	
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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. Reviewed with colleagues, teacher and learner feedback to plan, facilitate, and enrich teaching practice. (PPST 4.4.3)	1. Approved LAC Plan 2. Minutes of LAC, FGD session, or other collegial discussions, with proof of attendance 3. Performance Monitoring and Coaching Form	Quality	Guided colleagues in planning for coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to plan facilitate, and enrich their teaching practice through the use of teacher and learner feedback, as evidenced by MOV 2 or MOV 3	Synthesized discussions with colleagues on the review of teacher and learner feedback, as evidenced by MOV 2 highlighting the agreements and recommendations during coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 2	Planned for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOV 1	No acceptable evidence was shown
		Timeliness*	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussion that review teacher and learner feedback with colleagues 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.

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals. (PPST 4.5.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Advised and guided colleagues across 4 quarters	Advised and guided colleagues across 3 quarters	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (PPST 5.1.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for the review of the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 4 or MOV 3	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown
		Timeliness	Worked collaboratively with colleagues across 4 quarters	Worked collaboratively with colleagues across 3 quarters	Worked collaboratively with colleagues across 2 quarters	Worked collaboratively with colleagues in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement. (PPST 5.2.3)	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Results of collaborative interpretation 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	Quality	Guided colleagues in the planning for the application of results of interpretation of monitoring and evaluation strategies of attainment data to support learner progress and achievement during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on monitoring and evaluation of strategies of attainment data during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 4 or MOV 3	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 4 or MOV 3	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown
		Timeliness	Collaborated with colleagues in the interpretation of attainment data across 4 quarters	Collaborated with colleagues in the interpretation of assessment data across 3 quarters	Collaborated with colleagues in the interpretation of assessment data across 2 quarters	Collaborated with colleagues in the interpretation of assessment data in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents / guardians. (PPST 5.4.3)	Any one (1) of the following documents highlighting the objective: <ul style="list-style-type: none"> • Sample of learners' test results signed by parents and corresponding evidence of improvement • Attendance sheet/minutes of parent-teacher conference • Record of dialogue and/or parent-teacher or teacher conferences and corresponding evidence of improvement • Anecdotal record communicated to and signed by the learners and/or parents with corresponding evidence of improvement • Sample of accomplished rubrics given for performance task and corresponding evidence of improvement • Sample agreement for learners at risk signed by parents and corresponding evidence of improvement • Signed report cards of students at risk with corresponding evidence of improvement • Accomplished home visitation forms signed by the learners and/or parents • Proof of communication with wider school –community stakeholders • Others (Please specify) 	Quality	Utilized effective strategies to communicate learner needs, progress and achievement to wider-school community stakeholders as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents / guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to internal stakeholders (e.g., co-teachers, school leaders, non-teaching staff) as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to learners within the class as evidenced by submitted MOV	No acceptable evidence was shown
		Timeliness	Showed application of skills in the effective communication of learner needs, progress and achievement across 4 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement across 3 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement across 2 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement 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)
13. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy. (PPST 7.1.3)	A reflection/journal entry in the following documents that highlights the manifestation of learner-centered teaching philosophy in any of the following: <ol style="list-style-type: none"> 1. Performance Monitoring and Coaching Form 2. Sample lesson plans of colleague/s with annotations about enhancing their learner-centered teaching philosophy 3. Minutes of LAC session/s about enhancing teachers' learner-centered teaching philosophy through lesson planning 4. Approved LAC plan 5. Lesson plan exemplar used during a Learning Action Cell (LAC) session 	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 across 1 quarters	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. Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals. (PPST 7.5.3)	1. Certification from the ICT Coordinator / School Head / Focal Person in charge of e-SAT 2. IPCRF-DP 3. Performance Monitoring and Coaching Form (PMCF) 4. Mid-year Review Form (MRF) 5. Updated IPCRF-DP from Phase II	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 5	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 4	Set professional development goals based on e-SAT results as evidenced by MOV 2 or MOV 3	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 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 proof that the master teacher: <ul style="list-style-type: none"> ● served as facilitator / speaker ● served as demonstration teacher ● served as a member of the technical working group ● served as OIC in the absence of the principal ● represented the principal in meetings and conference ● observed classes of Teachers I-III ● assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers ● served in a committee ● served as adviser to co-curricular activities ● served as coordinator / chairperson ● authored / contributed to a book or journal ● coached and mentored learners in competitions ● mentored 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 done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	4*
	2	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	3	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.	4*
KRA 2	4	✓	✓			2*
	5	✓	✓		<i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session.	2*
	6	✓	✓		and proof of attendance of colleague/s	2*
KRA 3	7	✓	✓			2*
	8	✓		✓	1. Performance Monitoring and Coaching Form 2. Minutes of LAC, FGD session, or other collegial discussions, with proof of attendance 3. Approved LAC Plan	at most 4
KRA 4	9	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions / FGDs/other collegial discussions that highlights the objective with proof/s of attendance 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	10	✓		✓	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Results of collaborative interpretation 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	4
	11	✓		✓	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Results of collaborative interpretation 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	4
	12	✓		✓	Any one (1) of the following documents highlighting the objective: <ul style="list-style-type: none"> ● Sample of learners' test results signed by parents and corresponding evidence of improvement ● Attendance sheet/minutes of parent-teacher conference ● Record of dialogue and/or parent-teacher or teacher conferences and corresponding evidence of improvement ● Anecdotal record communicated to and signed by the learners and/or parents with corresponding evidence of improvement ● Sample of accomplished rubrics given for performance task and 	1

				<ul style="list-style-type: none"> • corresponding evidence of improvement • Sample agreement for learners at risk signed by parents and corresponding evidence of improvement • Signed report cards of students at risk with corresponding evidence of improvement • Accomplished home visitation forms signed by the learners and/or parents • Proof of communication with wider school –community stakeholders • Others (Please specify) 	
KRA 5	13	✓		<p>A reflection/journal entry in the following documents that highlights the manifestation of learner-centered teaching philosophy in any of the following:</p> <ol style="list-style-type: none"> 1. Performance Monitoring and Coaching Form 2. Sample lesson plans of colleague/s with annotations about enhancing their learner-centered teaching philosophy 3. Minutes of LAC session/s about enhancing teachers' learner-centered teaching philosophy through lesson planning 4. Approved LAC plan 5. Lesson plan exemplar used during a Learning Action Cell (LAC) session 	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. Performance Monitoring and Coaching Form (PMCF) 4. Mid-year Review Form (MRF) 5. Updated IPCRF-DP from Phase II 	4
	15	✓	✓	<p>Any one (1) proof that the master teacher:</p> <ul style="list-style-type: none"> • served as facilitator / speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator / chairperson • authored / contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service / in-service teachers • conducted research within the rating period; • others (please specify) <p>with annotation on how it contributed to the teaching-learning process.</p>	4
TOTAL					Minimum of 50 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 (7) 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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