Results-based Performance Management System

Facilitator's Guide

The Results-based Performance Management System (RPMS) Facilitator's Guide was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with the Department of Education - Bureau of Human Resource and Organizational Development (BHROD)

BEST Basic Education Sector Transformation

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Philippine National RESEARCH CENTER FOR TEACHER QUALITY

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RPMS Facilitator's Guide: Overview

This RPMS Facilitators' Guide aims to assist RPMS regional, division, and school facilitators in conducting RPMS orientation for School Year 2019-2020. It provides detailed instructions, presentations with presenter notes, and other relevant documents and support materials.

The presentations are grouped according to the suggested program of re-orientation. The slide decks discuss the important details about RPMS cycle, tools, associated tools, and systems to implement the full cycle.

The presentations included in this guide were prepared with the intent of responding to the questions and clarifications on the RPMS cycle, tools, and processes gathered in the various FGDs with selected teachers, Master Teachers, and Principals.

As a facilitator, you are expected to be familiar with the purposes and presenter notes for each of the slides, as well as the support materials included here.

We wish you a fruitful RPMS journey.

SESSION GUIDE

Session Guide

RPMS-PPST Orientation for S.Y. 2019-2020

Main Objective:
To reinforce understanding of school heads and teachers on the use and protocols of the different PPST-based RPMS Assessment Tools.

Target Participants:
School Heads, Master Teachers and Teachers

Workshop Preparation:

1. Post schedule of program at strategic places in the training venue.
2. Provide template for the ***Professional Reflection.***
3. Provide one brown envelop to keep the submitted Professional Reflection.
4. Provide one long brown envelop for all outputs.

Important Reminders:

1. Assign facilitators for each of the sessions including Plenary sessions and Break-out sessions.
2. Pre-identify the break-out groups, break-out venues, facilitators assigned, and the master list of members for each break-out group.
3. Review the Slide Decks to be familiar with the contents and activities per Session.
4. Anticipate and identify possible questions and issues that may arise in the particular topic for each session.
5. Identify the materials to be used for each session.
6. Read this information in conjunction with the Presenter Notes included on each slide in the PowerPoint files.

Required Materials

Day 1	Day 2
• Explainer Video of the Philippine Professional Standards for Teachers (PPST) • Results-based Performance Management System (RPMS) Manual for Teachers and School Heads • RPMS Tools for Proficient and Highly Proficient Teachers • Self-Assessment Tool-RPMS (SAT-RPMS) • Professional Reflection Form • RPMS FAQs document	• Video of demonstration teaching • Daily Lesson Plan for Classroom Observation Simulation • Results-based Performance Management System Manual (RPMS) for Teachers and School Heads • Classroom Observation Tool-RPMS (COT-RPMS) • COT-RPMS Rubric • Indicator List • Observation Notes Form • Rating Sheet • Inter-Observation Agreement Form • PPST Resource Package Modules • Professional Reflection Form

Program Overview

Time	Duration (in minutes)	Session	Slide Set
8:00 – 8:30	30	Registration	
8:30 – 9:00	30	Preliminaries	SLIDE SET 1 Slides: 1 – 33
9:30 – 10:15	45	Context of RPMS (CSC, D.O. 2, D.O. 42)	SLIDE SET 2 Slides: 1-16
10:15 – 10:30	15	Break	
10:30 – 12:00	90	The Philippine Professional Standards for Teachers (PPST)	SLIDE SET 3 Slides: 1 – 35
12:00 – 1:00	60	Lunch	
1:00 – 2:00	60	Process of RPMS (RPMS Cycle) highlighting roles of Rater and Ratee in each phase of the RPMS Cycle	SLIDE SET 4 Slides: 1 – 29
2:00 – 3:00	60	Understanding RPMS Tools and MOVs	SLIDE SET 5 Slides: 1 – 72
3:00 – 3:15	15	Break	
3:15 – 3:45	30	e-SAT including data management and use of results	SLIDE SET 6 Slides: 1 – 53
3:45 – 4:30	45	e-SAT Tryout	
4:30 – 5:00	30	Professional Reflection	

Program Overview

DAY 2			
Time	**Duration (in minutes)**	**Session**	**Slide Set**
8:30 – 9:00	30	Use of Classroom Observation Tool (COT) in the RPMS	SLIDE SET 7 Slides: 1 - 28
9:00 – 10:15	75	Forms in the COT-RPMS • Rubric • Indicator List • Observation Notes Form • Rating Sheet • Inter-Observer Agreement Form	SLIDE SET 8 Slides: 1-36
10:15 – 10:30	15	Break	
10:30 – 11:15	45	COT-RPMS in Portfolio Assessment • Computing for the COT Rating • MOV for the Portfolio	SLIDE SET 9 Slides: 1 - 25
11:15 – 12:00	45	Classroom Observation Protocols • Observers- Pre/ During/ Post Observation • Teachers- Pre/ During/ Post Observation One-Page Flyer	SLIDE SET 10 Slides: 1 - 22
12:00 – 1:00	60	Lunch	

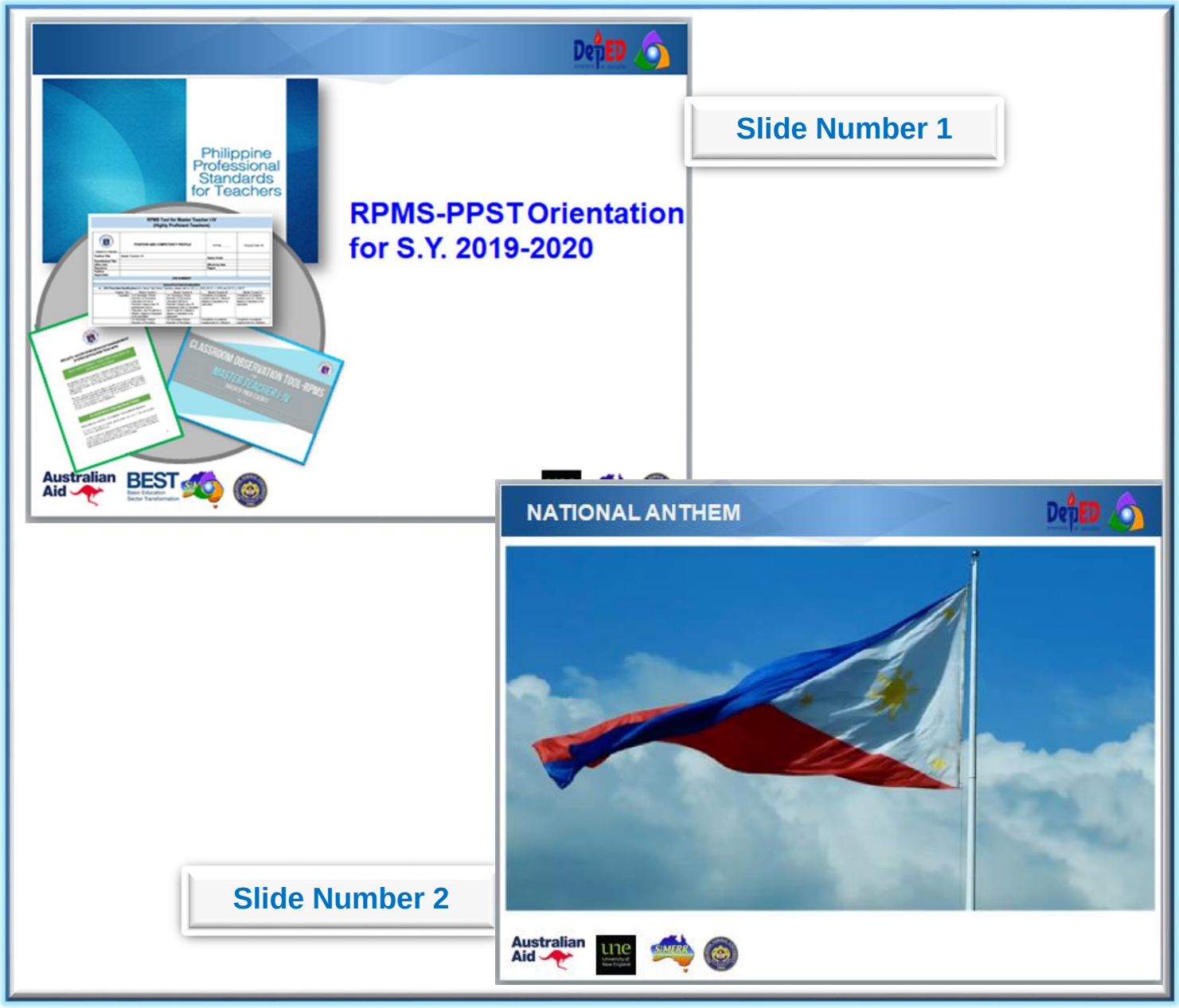
Program Overview

DAY 2			
Time	**Duration (in minutes)**	**Session**	**Slide Set**
1:00 – 2:00	60	Training/ Simulation • Review of Protocols • Mock Observation (Video Presentation)	SLIDE SET 11 Slides: 1 – 9
2:00 – 2:30	30	Individual Rating	-
2:30 – 3:00	30	Inter – Observer Rating	-
3:00 – 3:15	15	Break	
3:15 – 3:45	30	Simulation of Inter-observer Agreement Exercise	-
3:45 – 4:15	45	PPST Resource Package to Understand the Indicators: Module 2 Walkthrough	SLIDE SET 12 Slides: 1 – 16
4:15 – 4:45	30	Q&A	
4:45 – 5:00	15	Closing Program	

POWERPOINT PRESENTATION SLIDES with Presenter's Notes

Day 1

SLIDE SET 1 – PRELIMINARY



Slide Number 1

Slide Number 2

Slide Number 1

Purpose of the Slide:

To introduce the RPMS-PPST Orientation for S.Y. 2019-2020

Notes to Presenter:

- Say:

  Good morning everyone and welcome to RPMS-PPST Orientation for School Year 2019-2020 (mention the cluster/batch).
- Thank the participants coming and attending the orientation.

Slide Number 2

Purpose of the Slide:

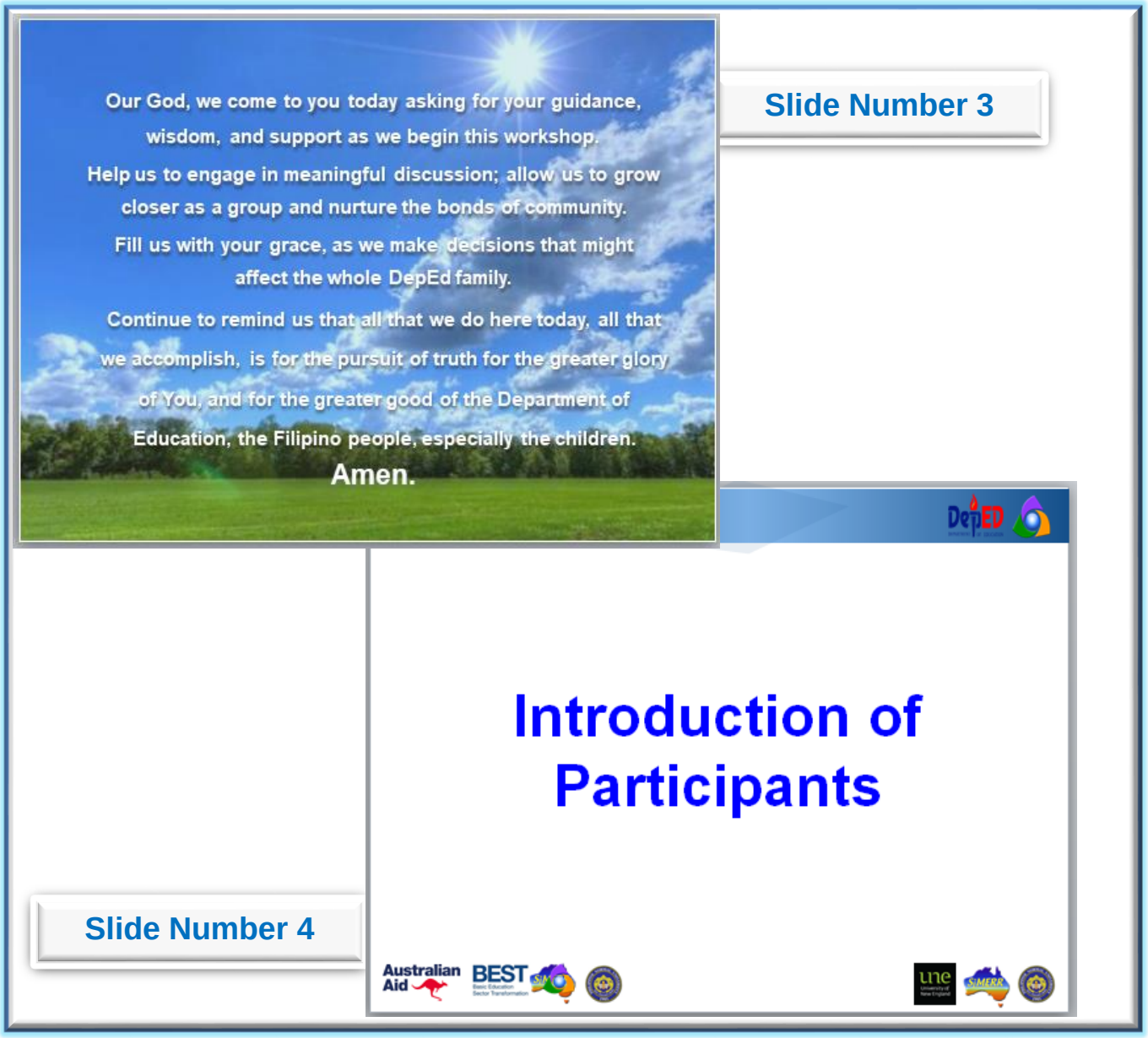
To sing the National Anthem

Notes to Presenter:

- Say:

  Before we start, may I ask you to please stand for our Philippine National Anthem to be followed by a prayer.

SLIDE SET 1 – PRELIMINARY



Slide Number 3

Purpose of the Slide:

To begin the workshop with a prayer

Notes to Presenter:

- Show slide of the opening prayer and say:
  Let us put ourselves in the presence of God.
- Read the prayer.

Slide Number 4

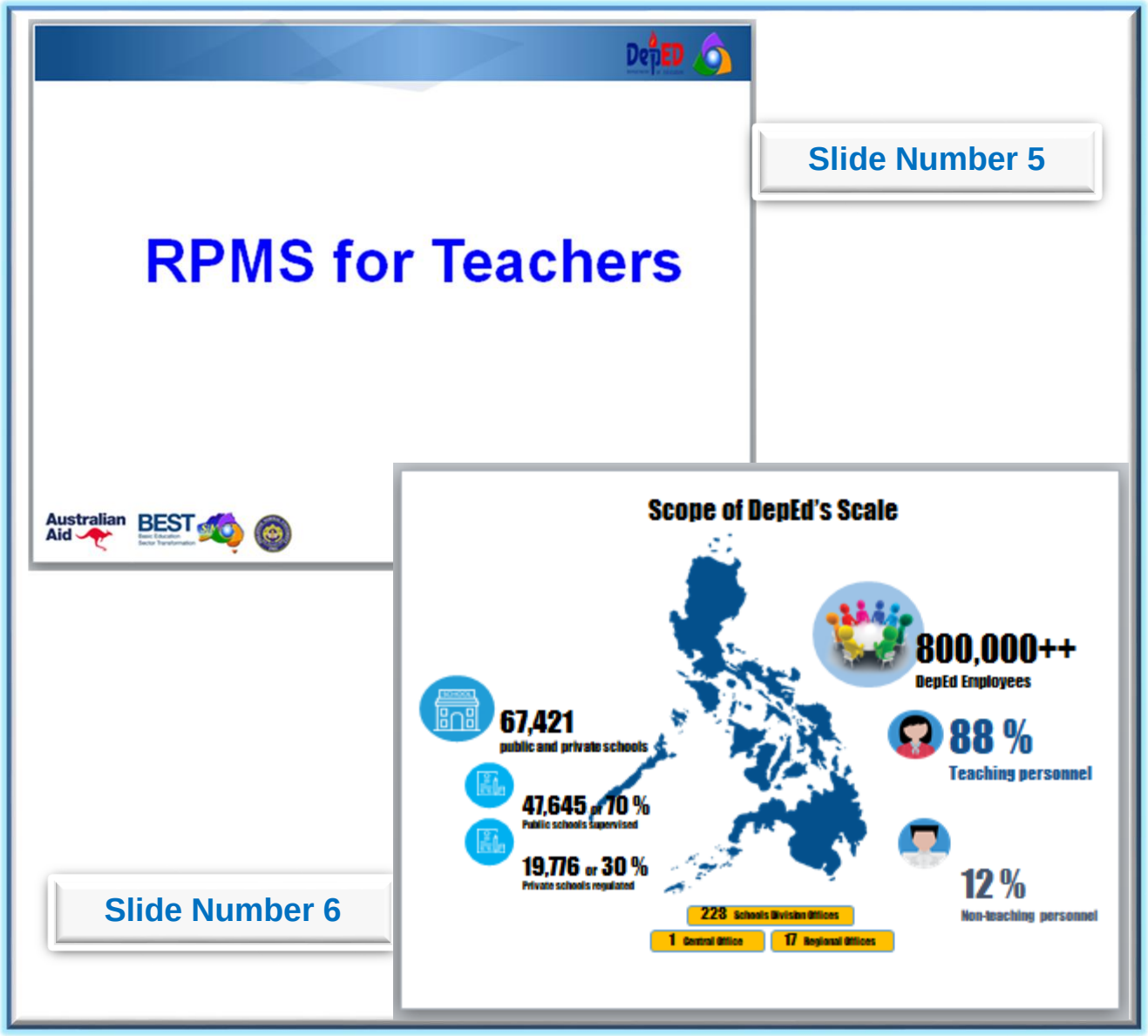
Purpose of the Slide:

To introduce participants of the workshop

Notes to Presenter:

- Do a roll call of the participants divisions/districts/schools/grade levels.
- Ask the participants to stand and group themselves according to divisions/districts/schools/grade levels and ask them to prepare for 2-3 minutes their group hashtag/chant.
- Introduce the participants by calling out their group.
- Allow them to deliver their chant per group.

SLIDE SET 1 – PRELIMINARY



Slide Number 5

Purpose of the Slide:

To introduce participants discussion on RPMS for Teachers

Notes to Presenter:

- This slide is a title slide to build context of the participants on the orientation.
- Say:

  Just to give you a short context why we are doing this orientation, I'd like you to listen and understand the context behind the RPMS for Teachers.

Slide Number 6

Purpose of the Slide:

To highlight that DepEd has over 800,000 employees.

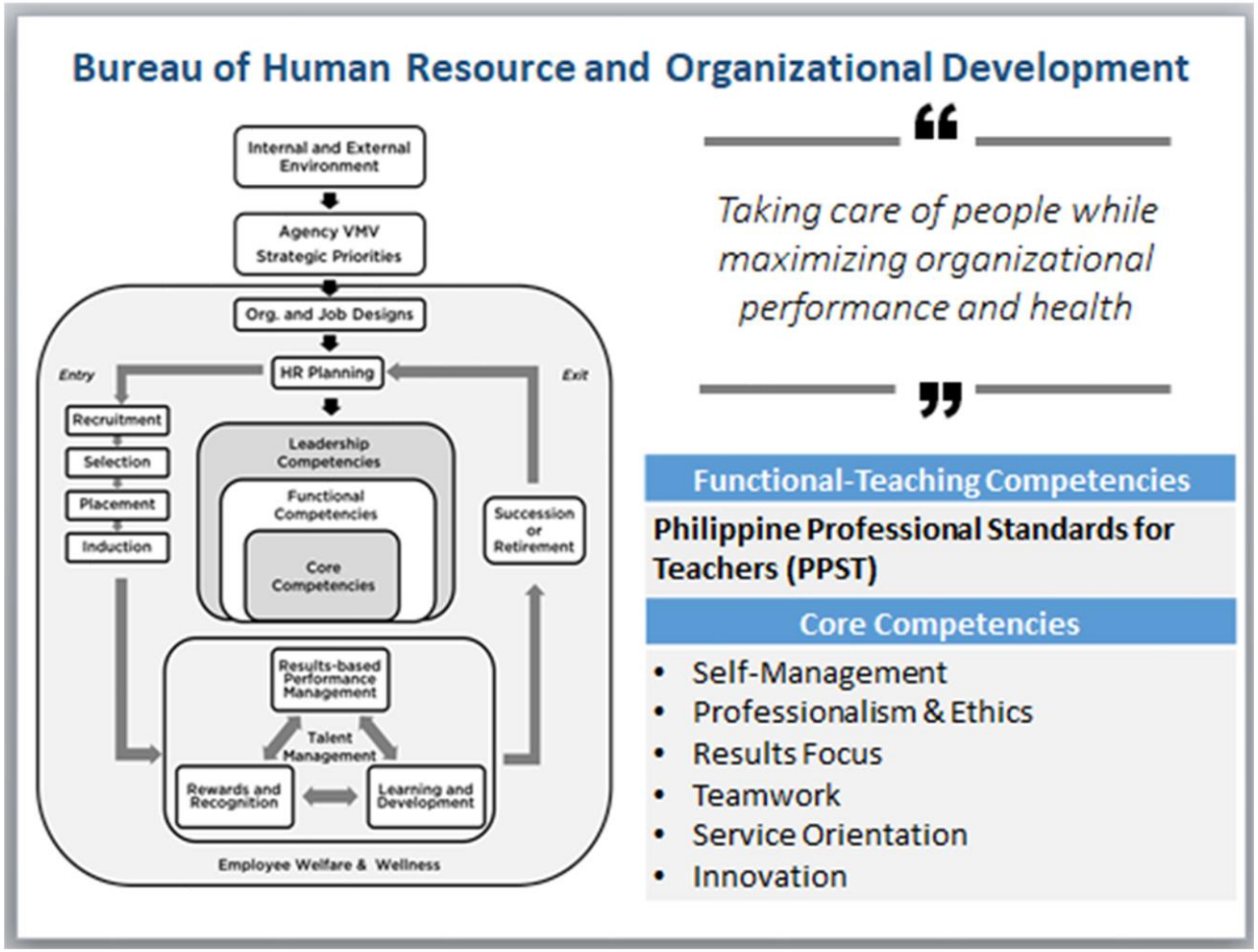
Notes to Presenter:

- Say:

  This is to show you that since 2018, we in the Department of Education are comprised already of more than 800,000 employees wherein 12% of which are non-teaching and 88% are composed of the teaching personnel and still counting in view of the creation of more teaching items.

SLIDE SET 1 – PRELIMINARY

Slide Number 7



Slide Number 7

Purpose of the Slide:

To show that the BHROD is integrating the PPST and other competencies in the HR systems

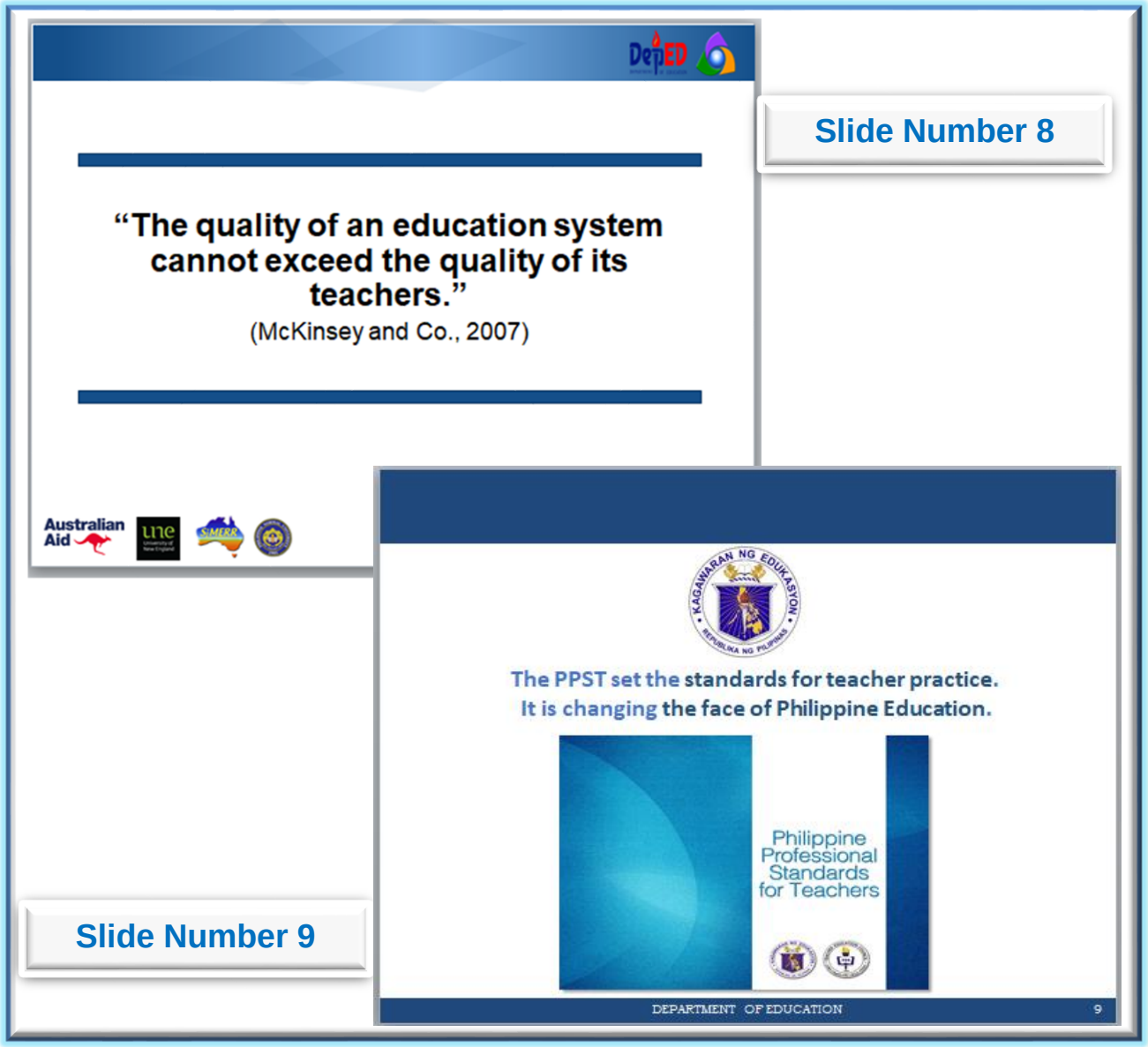
Notes to Presenter:

- Say:

  The Bureau of Human Resource and Organizational Development (BHROD) following the HR continuum tracks our personnel from their entry into the profession through the RSPI system, to how they work while within the department, through performance management, providing learning and development interventions, and providing rewards and recognition up to their retirement having at the center are sets of competencies (core, leadership and functional competencies).

  In addition to the core competencies of a DepEd personnel, with the help of our partner the Philippine National Philippine Normal University - Research Center for Teacher Quality (PNU-RCTQ), we now have the Philippine Professional Standards for Teachers (PPST) which defines the functional competencies of our teachers who comprise majority of the DepEd workforce that directly serves our learners.

SLIDE SET 1 – PRELIMINARY



Slide Number 8

Slide Number 9

Slide Number 8

Purpose of the Slide:

To emphasize that DepEd have prioritized improving quality of teachers through PPST giving premium to teachers' welfare and professional development

Notes to Presenter:

- Say:
  According to Mckinsey and Co., 2007 "the quality of an education system cannot exceed the quality of its teachers." With this in mind, we, in the Department of Education, have made it our priority to develop and nurture our teachers. Thus, we give premium to our teachers' welfare and professional development by continuously introducing human resource interventions such as the alignment of the Results-based Performance Management System (RPMS) with the PPST. With an agency as big as ours, we are no stranger to challenges and difficulties, but our commitment to both our learners and teachers has pulled us through.

Slide Number 9

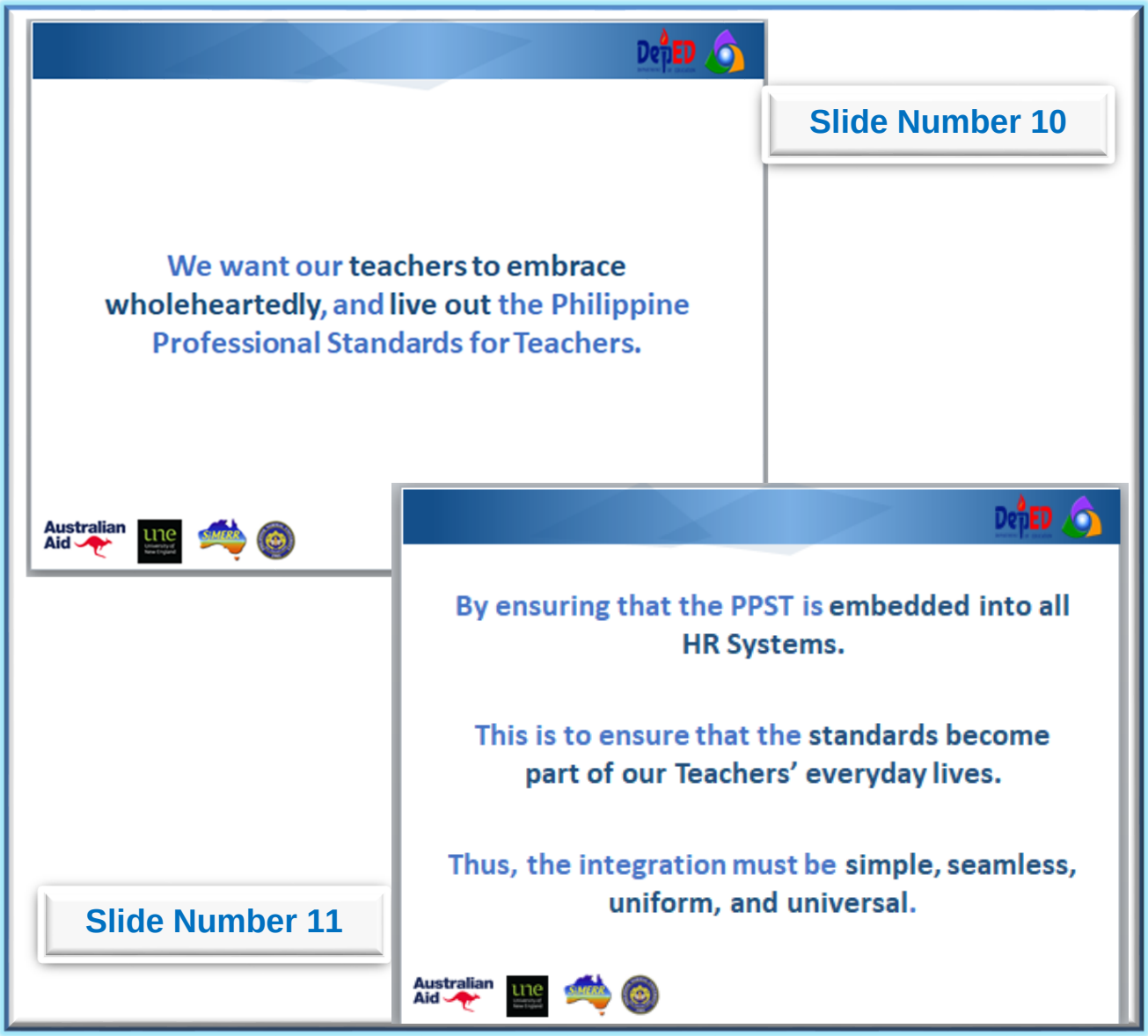
Purpose of the Slide:

To emphasize that DepEd adopts PPST through D.O. 42, s. 2017 and PPST is a framework for teacher quality

Notes to Presenter:

- Say:
  Mention that DepEd adopts the PPST because it sets the standards for teacher practice. It is an overarching framework for teacher quality which is now changing the face of the Philippine Education.

SLIDE SET 1 – PRELIMINARY



Slide Number 10

Purpose of the Slide:

To emphasize that teachers have to embrace PPST in their everyday life as a teacher

Notes to Presenter:

- Say:

  We want to ensure that teachers live out the standards. We want to ensure that every teacher embrace wholeheartedly and lives up to the standards (PPST).

Slide Number 11

Purpose of the Slide:

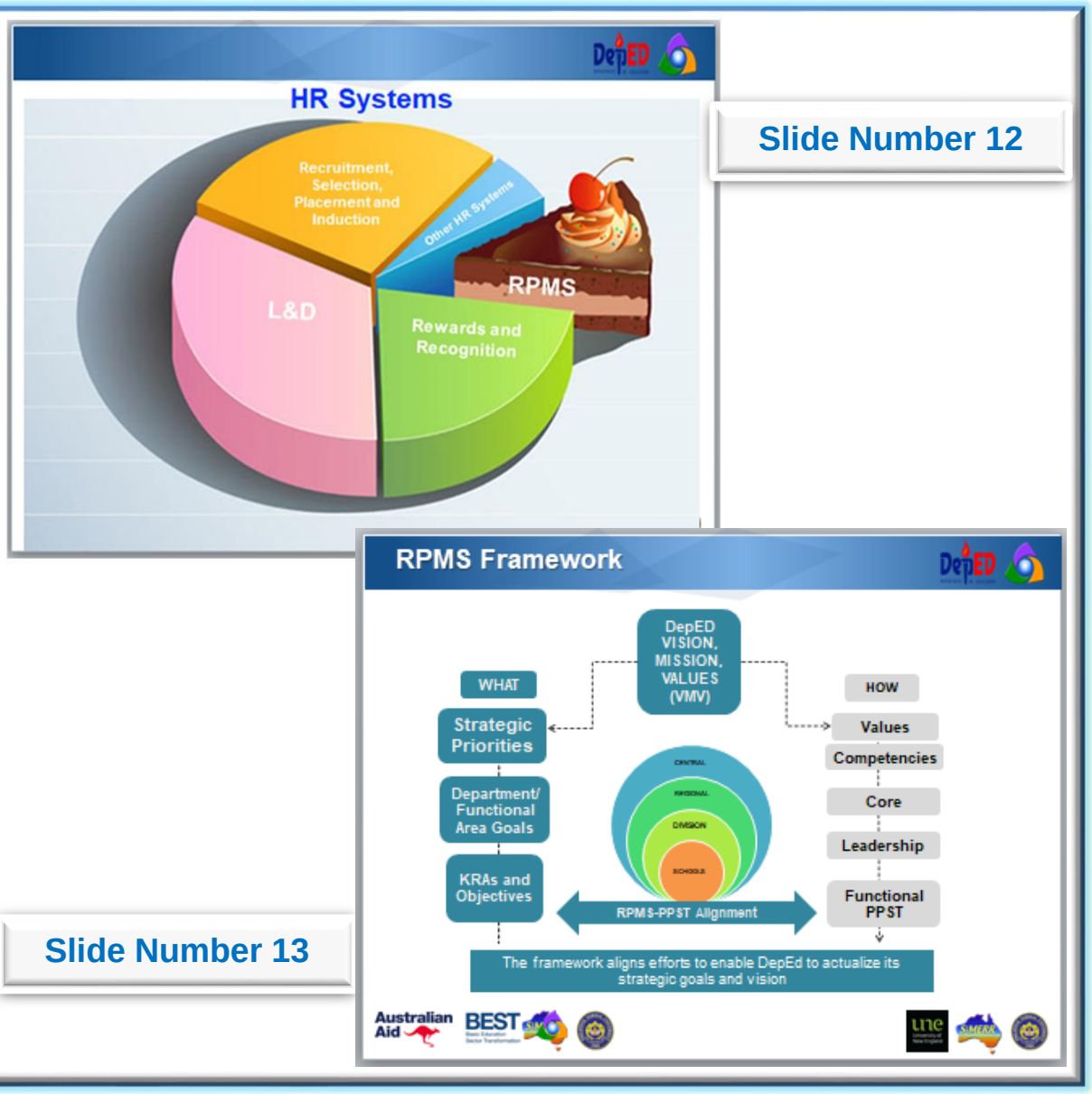
To emphasize that PPST has to be integrated in all aspects of teachers' life

Notes to Presenter:

- Say:

  Mention that the standards have to exist in all aspects of teacher life, by ensuring that the PPST is embedded into all HR system beginning with the RPMS. Thus, to ensure that teachers embrace the standards, they have to be integrated in a way that is simple, seamless, uniform, and universal.

SLIDE SET 1 – PRELIMINARY



Slide Number 12

Slide Number 13

Slide Number 12

Purpose of the Slide:

To highlight that RPMS is only one of the many HR systems that is aligned with PPST

Notes to Presenter:

- Say:
  This shows that the RPMS is only one of the many HR systems (a slice of a cake) wherein we can align with the PPST. Other slices include the L&D, RSPI, Rewards and Recognition and other HR systems.

Slide Number 13

Purpose of the Slide:

To discuss the RPMS Framework and how it enables DepEd to actualize its strategic goals and vision

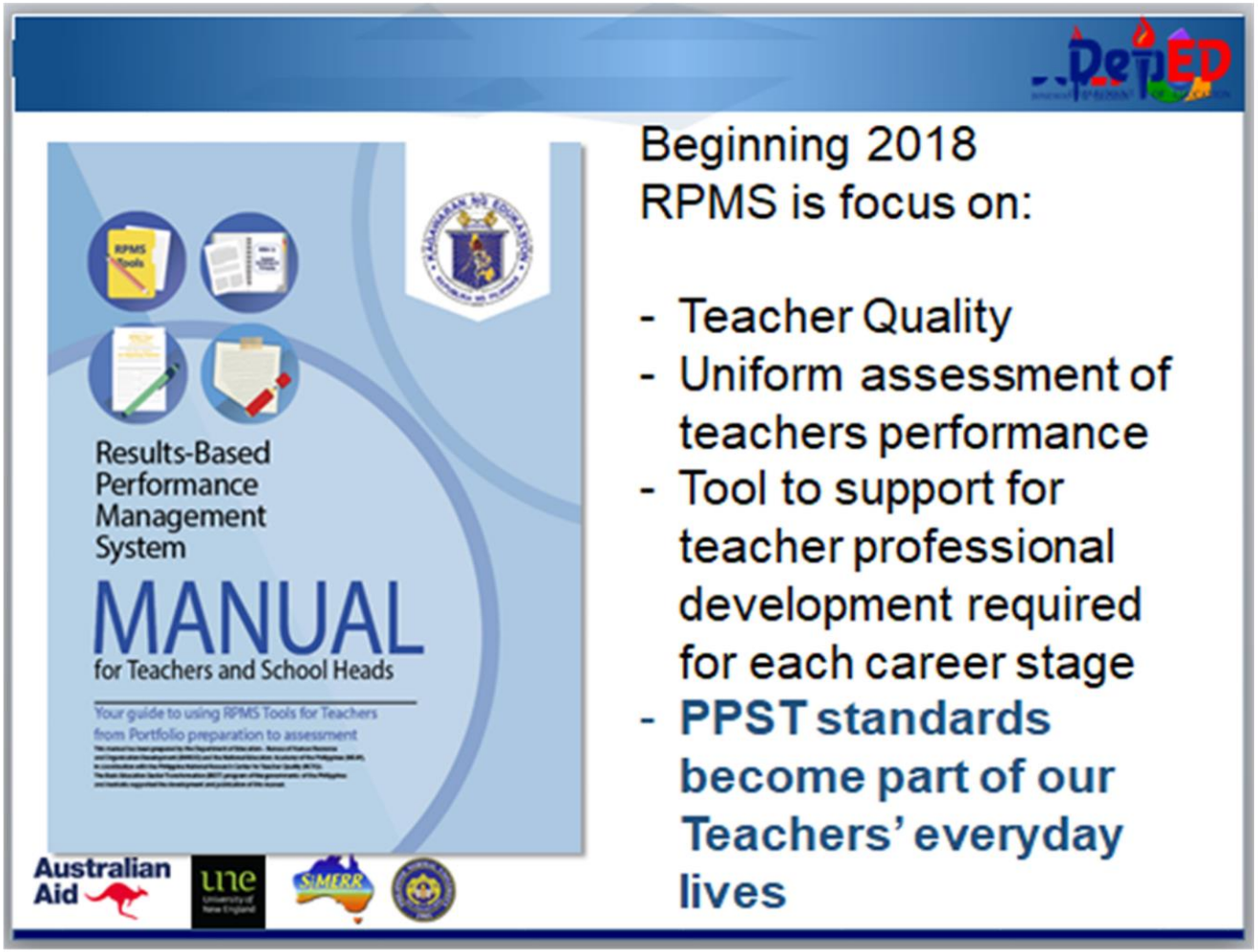
Notes to Presenter:

- Say:
  The RPMS framework did not change wherein at the top center of the framework is the Vision/Mission of DepEd. At the left-hand side is the "WHAT" consisting of Strategic Priorities broken down into Department/Functional Key Result Areas (KRAs) and Objectives. At the right-hand side are the core values of DepEd broken down into enabling competencies.

  However, because of the adoption of the PPST through DepED Order No. 42, s. 2017 wherein the performance appraisal system shall be based on this set of standards, it led to the alignment of the RPMS with the PPST.

SLIDE SET 1 – PRELIMINARY

Slide Number 14



Slide Number 14

Purpose of the Slide:

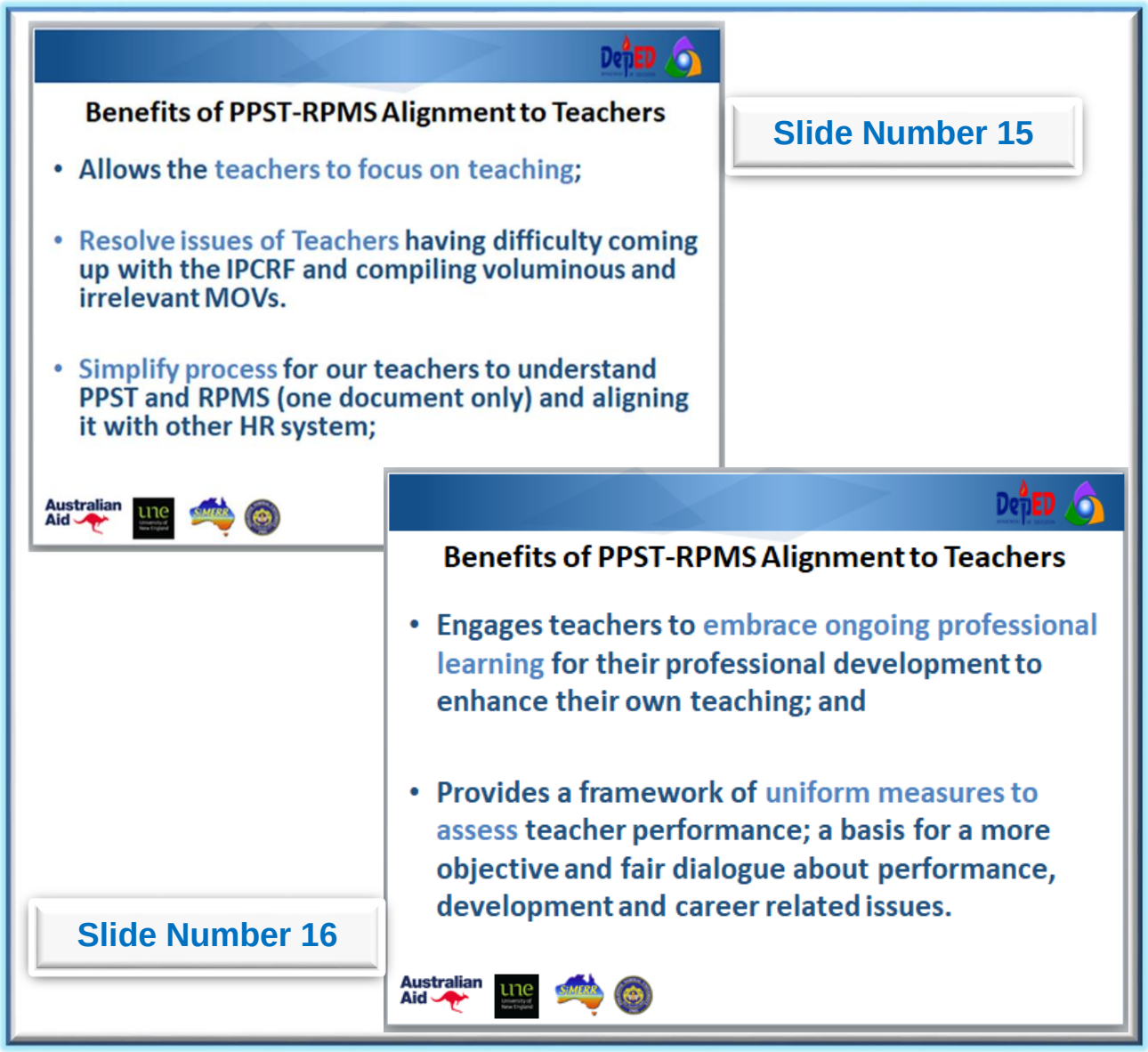
To emphasize that PPST has already been integrated in teachers' everyday lives through PPST-based RPMS

Notes to Presenter:

- Say:
  Beginning 2018, through the development and implementation of the RPMS Manual for Teachers, the RPMS is now focus on:
  - Teacher Quality;
  - Uniform assessment of teachers performance;
  - Tool to support for teacher professional development required for teach career stage.

  We aim to make PPST become part of our teachers' everyday lives.

SLIDE SET 1 – PRELIMINARY



Slide Number 15

Purpose of the Slide:

To highlight benefits of PPST-RPMS alignment to teachers

Notes to Presenter:

- Say:

  This initiative is allowing them to focus on teaching, resolve past issues and problems of our teachers with RPMS having difficulty coming up with IPCRF and compiling voluminous and irrelevant MOVs. Also, this simplified the process for our teachers in understanding PPST and RPMS because they can now understand and appreciate PPST and RPMS in just one document (RPMS Manual).

Slide Number 16

Purpose of the Slide:

To highlight benefits of PPST-RPMS alignment to teachers

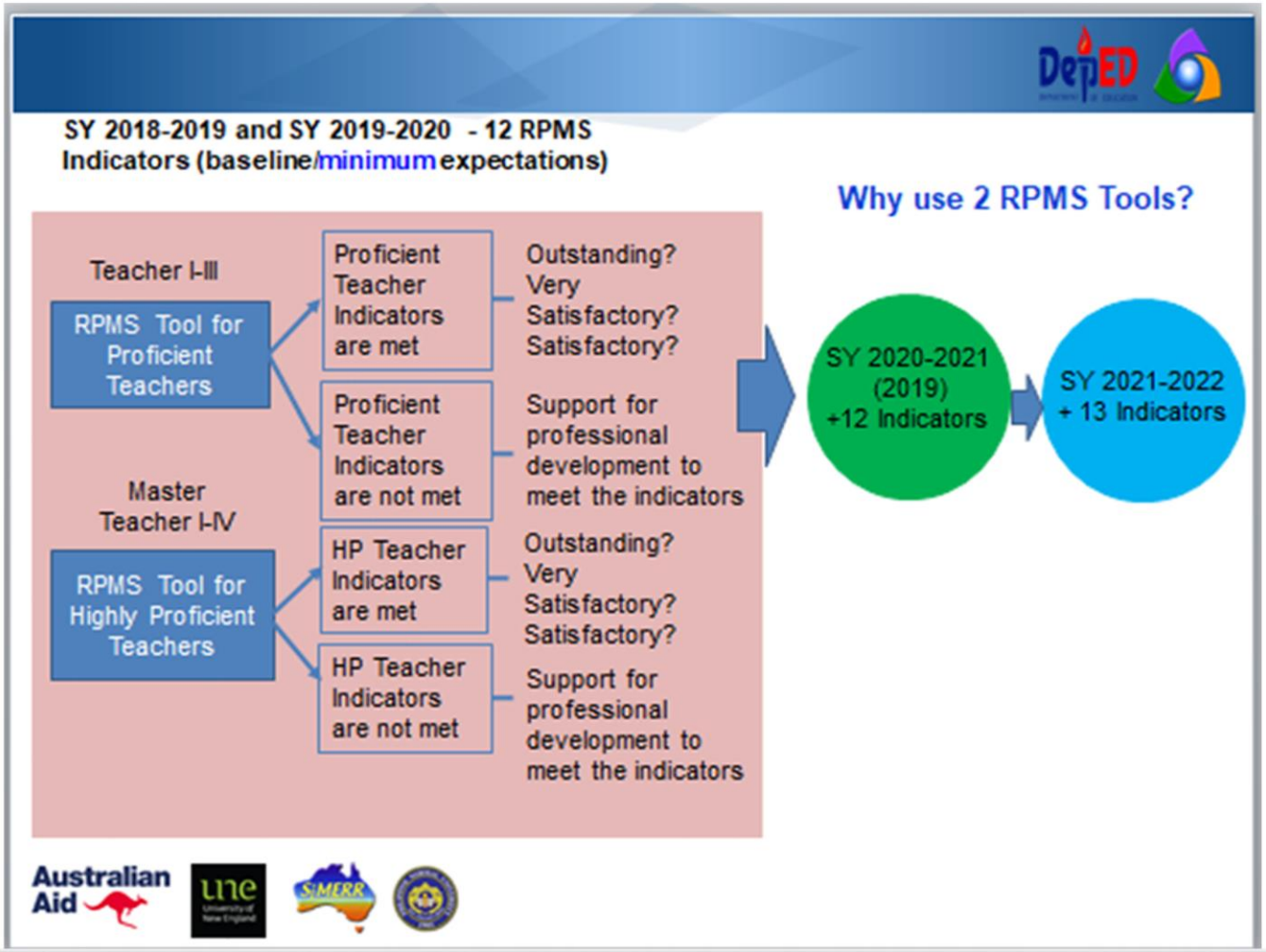
Notes to Presenter:

- Say:

  It also engages teachers to embrace ongoing professional learning for their professional development to enhance their own teaching; and now provide a framework of uniform measures to assess teacher performance; a basis for a more objective and fair dialogue about performance, development and career related issues.

SLIDE SET 1 – PRELIMINARY

Slide Number 17



Slide Number 17

Purpose of the Slide:

To show transition in the use of PPST Indicators

Notes to Presenter:

- Say:
  During the first and second year of implementation, the 2 RPMS tools will determine whether indicators of the PPST are met or not met. For S.Y. 2019-2020, teachers will still be using the same 12 PPST indicators.

  As an implication of the repeat of the first 12 indicators this coming SY 2019-2020, the next 12 PPST indicators will be implemented in SY 2020-2021 while the remaining 13 indicators will be used for School Year 2021-2022.

SLIDE SET 1 – PRELIMINARY

Slide Number 18

Purpose of the Slide:

To prompt participants on the discussion about the use of RPMS Year 1 Tools for SY 2019-2020

Note to Presenter:

This is a title slide.

Slide Number 19

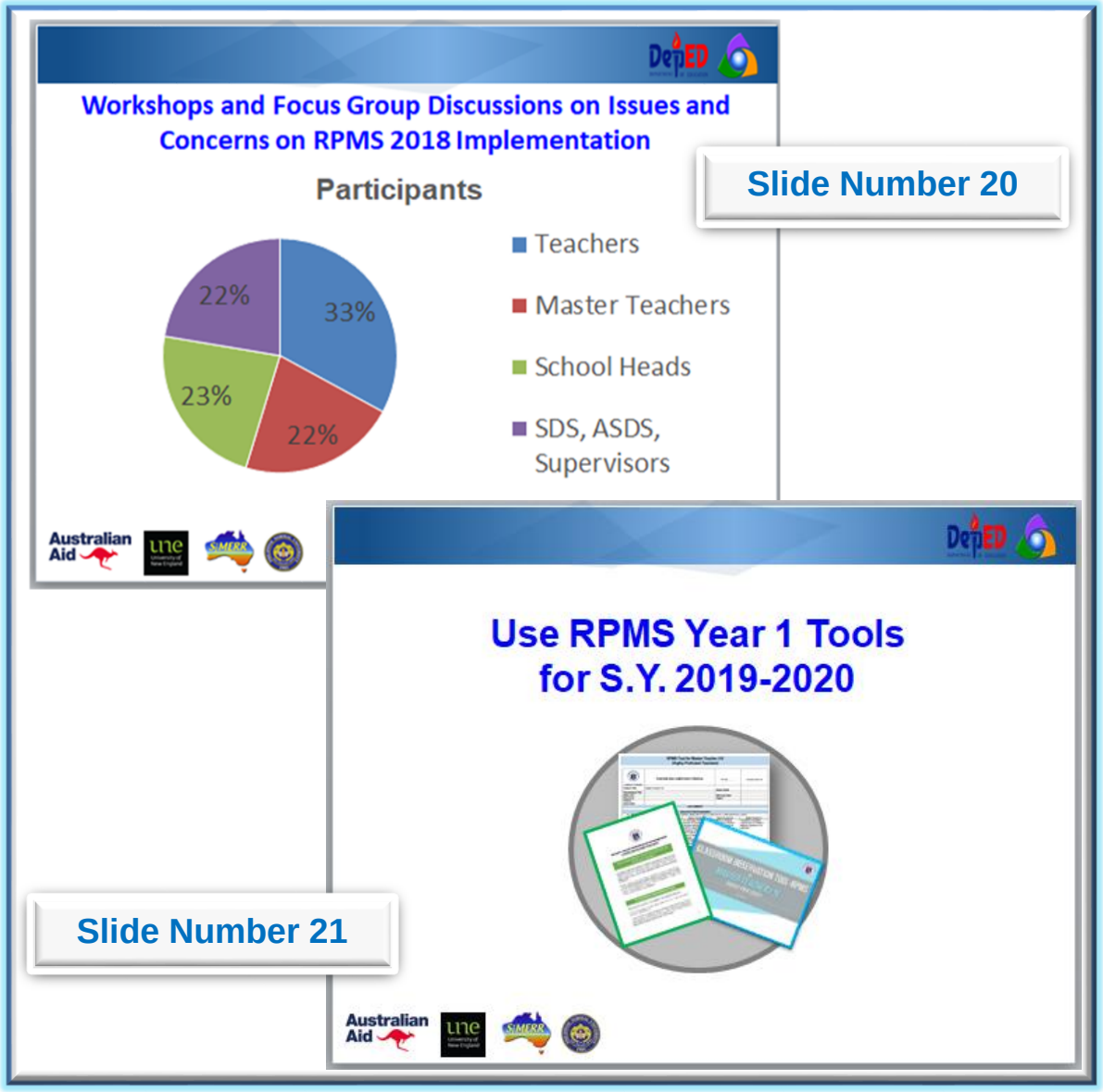
Purpose of the Slide:

To emphasize that the idea to use RPMS 2018 tools for S.Y. 2019-2020 was suggested and finalized during the series of workshops, FGDs, and consultation workshops with teachers, school heads, and education leaders from across the country

Note to Presenter:

- Emphasize that the workshops and focus group discussions involved mostly teachers and principals who are the grassroots implementers of the PPST-based RPMS in the school level. Supervisors, chiefs and education leaders (i.e. Superintendents), responsible for ensuring the strategic, responsive and effective implementation of the PPST-based RPMS also participated the workshops.

SLIDE SET 1 – PRELIMINARY



Slide Number 20

Purpose of the Slide:

To emphasize that the participants of workshops and FGD conducted on issues and concerns on RPMS 2018 implementation are teachers, master teachers, school heads and education leaders

Notes to Presenter:

- Mention that DepEd and the Philippine National Research Center for Teacher Quality conducted national workshops and FGD to gather issues, concerns, and comments on the RPMS 2018 implementation and use of tools.
- Emphasize that the participants of workshops and FGD conducted on issues and concerns on RPMS 2018 implementation are teachers, master teachers, school heads and education leaders.
- A total of 170 teachers, school heads and educational leaders from across the country participated the workshops and FGDs. The table shows the distribution of participants by position.

Slide Number 21

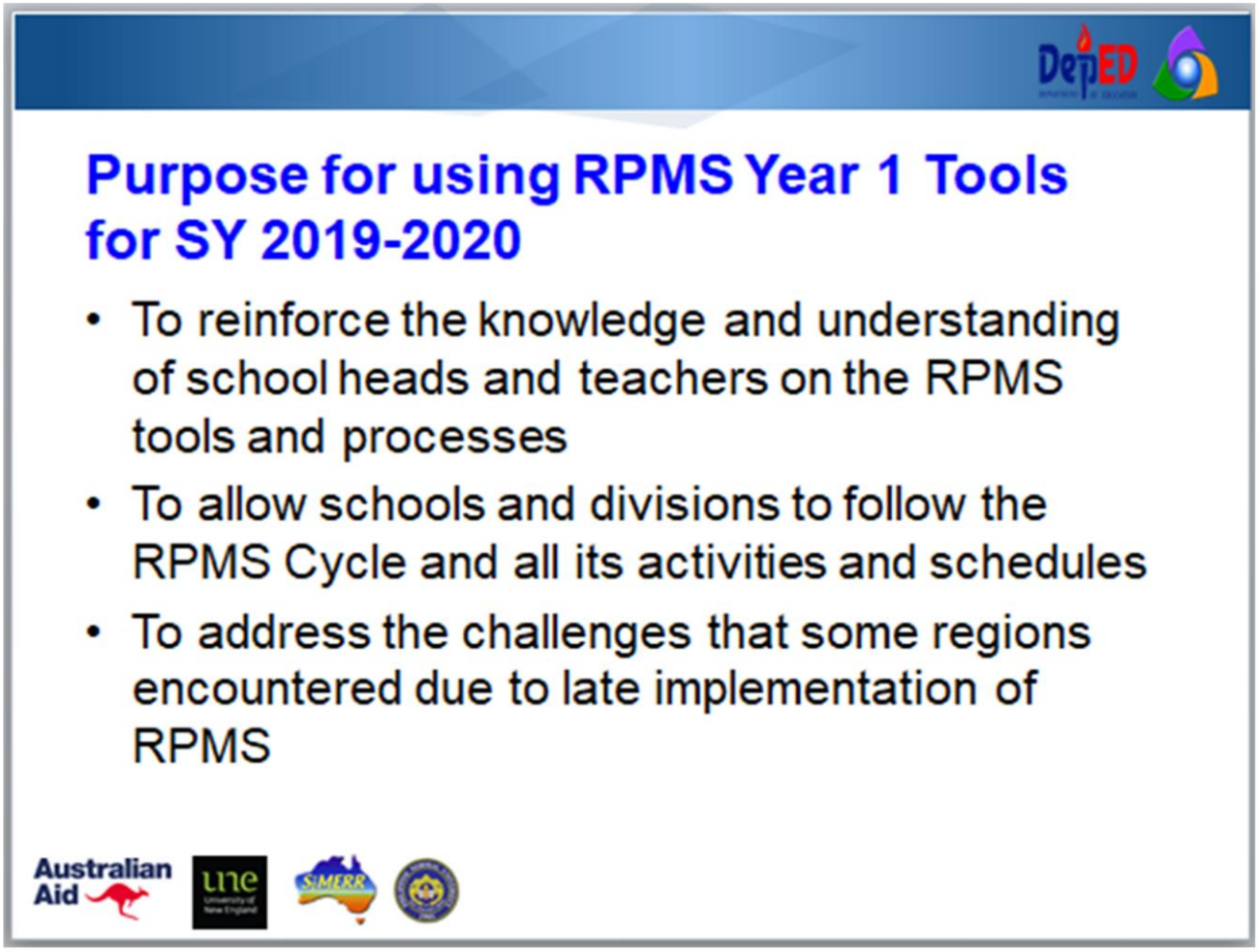
Purpose of the Slide:

To highlight the use of RPMS 2018 tools for School Year 2019-2020

Notes to Presenter:

- Emphasize that in the consultations, it is consensually agreed to reinforce the 12 Indicators used in 2018.

Slide Number 22



Slide Number 22

Purpose of the Slide:

To emphasize the purpose for using RPMS Year 1 Tools for S.Y. 2019-2020

Notes to Presenter:

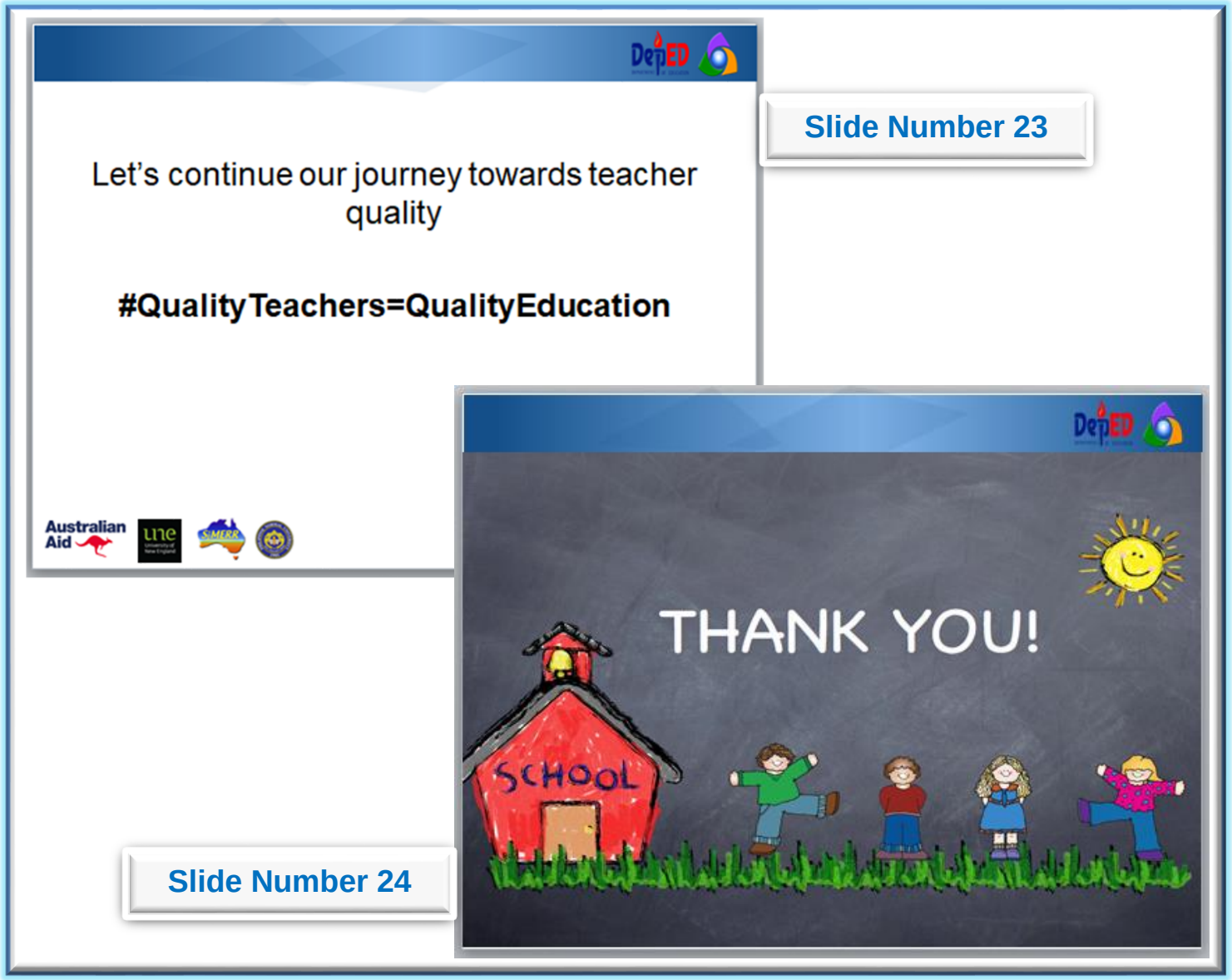
- Say:

  We need to reinforce use of 2018 Indicators to remedy the issues and concerns on the RPMS 2018. The use of RPMS 2018 tools / first 12 PPST indicators for SY 2019-2020 is in view of the concerns of the late roll-out during the SY 2018-2019 and other issues that teachers and school heads have encountered during their respective division/school roll-out.

  The repeat of the indicators for SY 2019-2020 will now allow schools and divisions to follow the RPMS Cycle and all its activities and schedules.

  This will also ensure that divisions and schools are immersed well in the PPST-based RPMS tools and other associated tools.

SLIDE SET 1 – PRELIMINARY



Slide Number 23

Purpose of the Slide:

To emphasize the journey of DepEd towards teacher quality

Notes to Presenter:

- Say:
  So let's continue our journey this coming SY 2019-2020 towards teacher quality using our hashtag #QualityTeachers=QualityEducation.

Slide Number 24

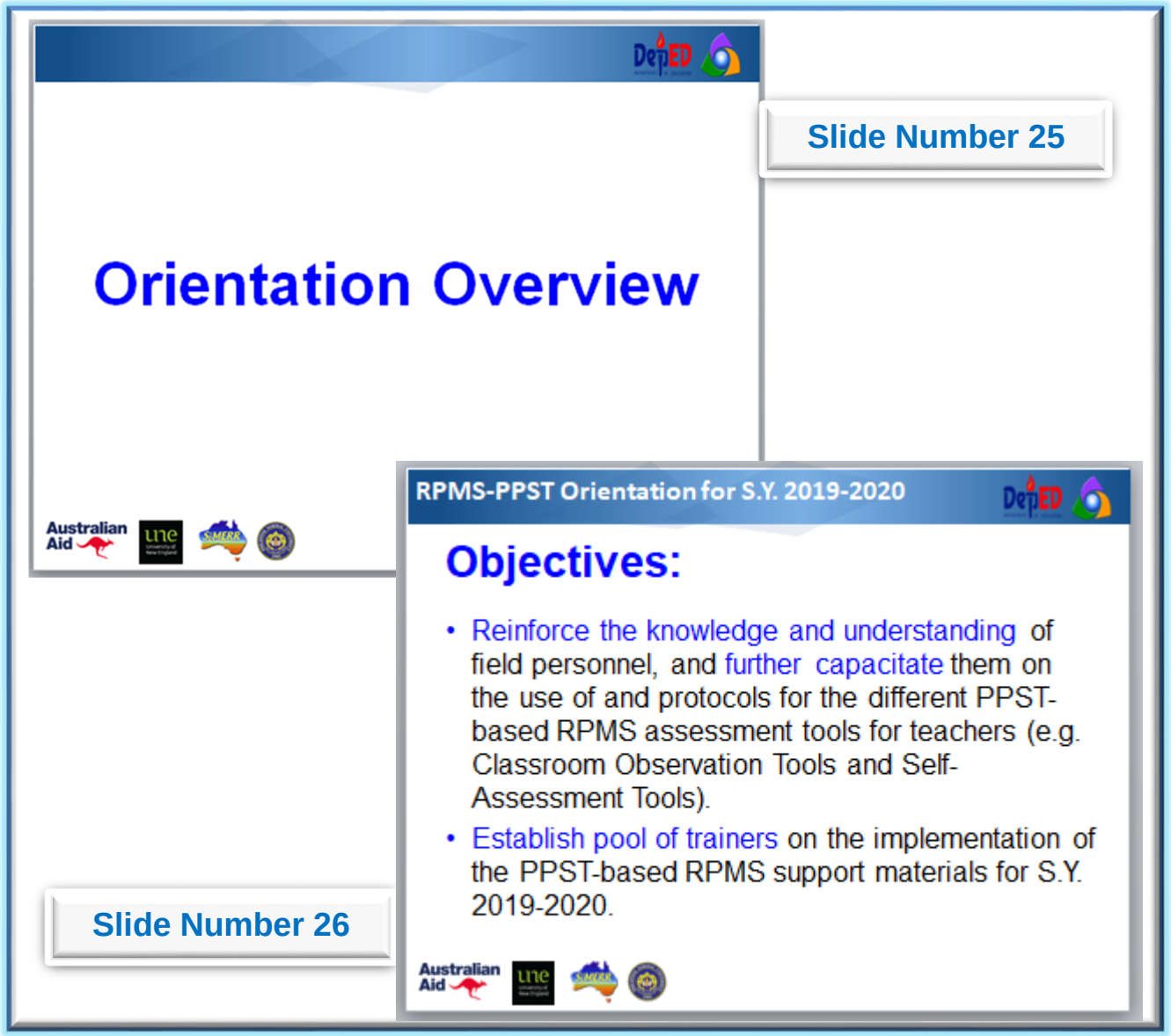
Purpose of the Slide:

To close the session

Note to Presenter:

Thank the participant for listening and proceed to presenting the program overview.

SLIDE SET 1 – PRELIMINARY



Slide Number 25

Purpose of the Slide:

To prompt participants on the next presentation

Note to Presenter:

- This is a title slide.

Slide Number 26

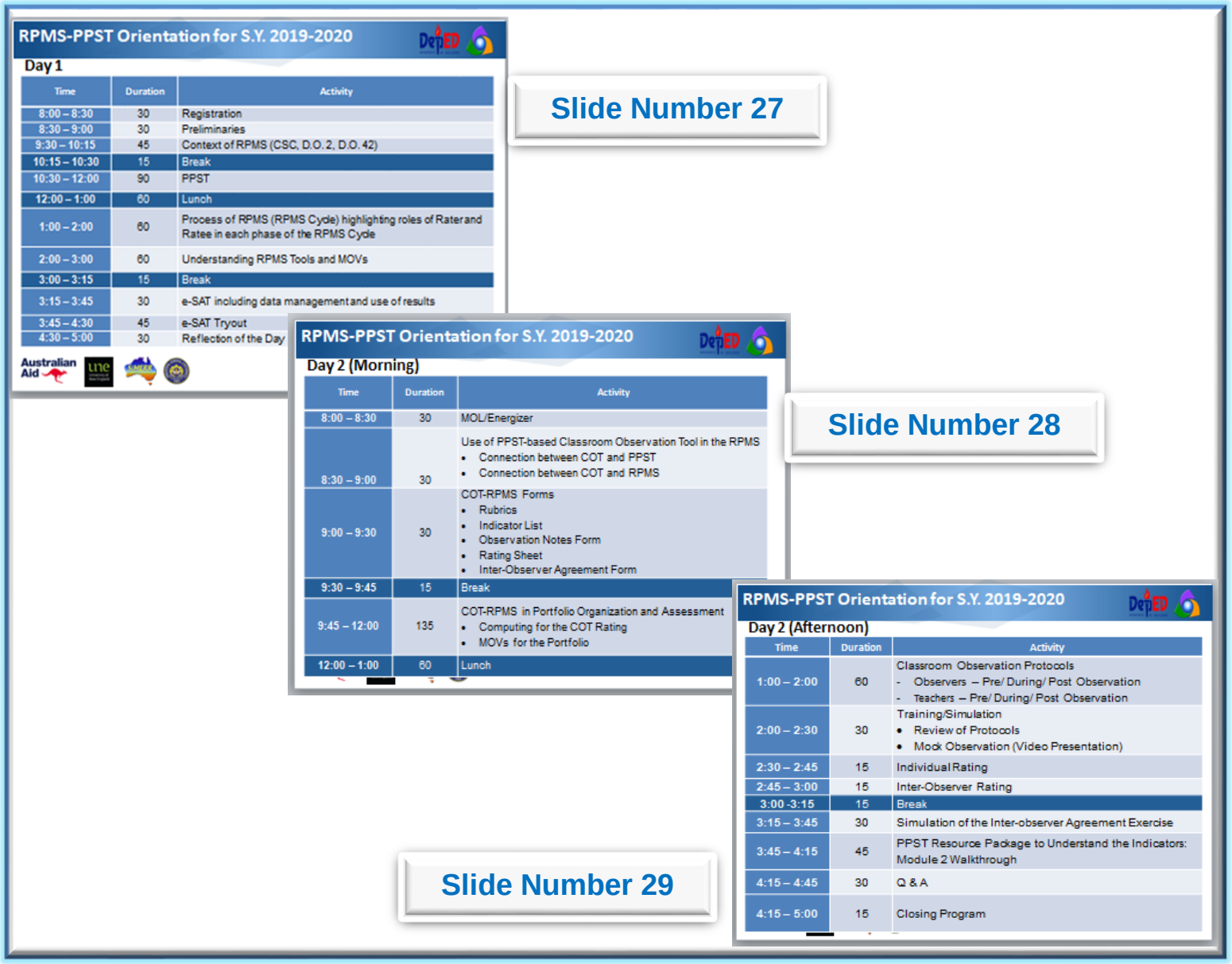
Purpose of the Slide:

To highlight the objectives of the RPMS-PPST Orientation for S.Y. 2019-2020

Notes to Presenter:

- Emphasize that the objective of the orientation is to **reinforce the knowledge and understanding of field personnel, and further capacitate** them on the use of and protocols for the different PPST-based RPMS assessment tools for teachers (e.g. Classroom Observation Tools and Self-Assessment Tools) using the new and enhanced presentation materials that will be presented by our facilitators of this orientation.
- Mention that this orientation will **serve as an opportunity to address and clarify some of the concerns and issues** raised during the previous roll-out.
- Note also that the re-orientation allows them to **plan better for their division re-orientation** for RPMS 2019-2020.

SLIDE SET 1 – PRELIMINARY



Slide Number 27

Purpose of the Slide:

To show the 2-day program of the RPMS-PPST Orientation for S.Y. 2019-2020

Note to Presenter:

- Show slides of the 2-day program schedule.

Slide Number 28

Purpose of the Slide:

To show the 2-day program of the RPMS-PPST Orientation for S.Y. 2019-2020

Note to Presenter:

- Show slides of the 2-day program schedule.

Slide Number 29

Purpose of the Slide:

To show the 2-day program of the RPMS-PPST Orientation for S.Y. 2019-2020

Note to Presenter:

- Show slides of the 2-day program schedule.

SLIDE SET 1 – PRELIMINARY

Slide Number 30

Slide Number 30

Purpose of the Slide:

To emphasize the session norms for the Orientation

Note to Presenter:

- Say:
  In order for the orientation to be successful and to be able to achieve our objective, we've set some session norms for you to remember:
  - **No Disturbances:** Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
  - **Punctuality**: Arrive on time to each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.
  - **Ask Questions:** It is ok to ask question especially if you want to clarify things.
  - **Participation:** Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
  - **Respect Others:** Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.

SLIDE SET 1 – PRELIMINARY

Slide Number 31

Purpose of the Slide:

To remind participants to have fun during the 2-day orientation

Note to Presenter:

- Say:
  Don't forget to have fun during our 2-day orientation.

Slide Number 32

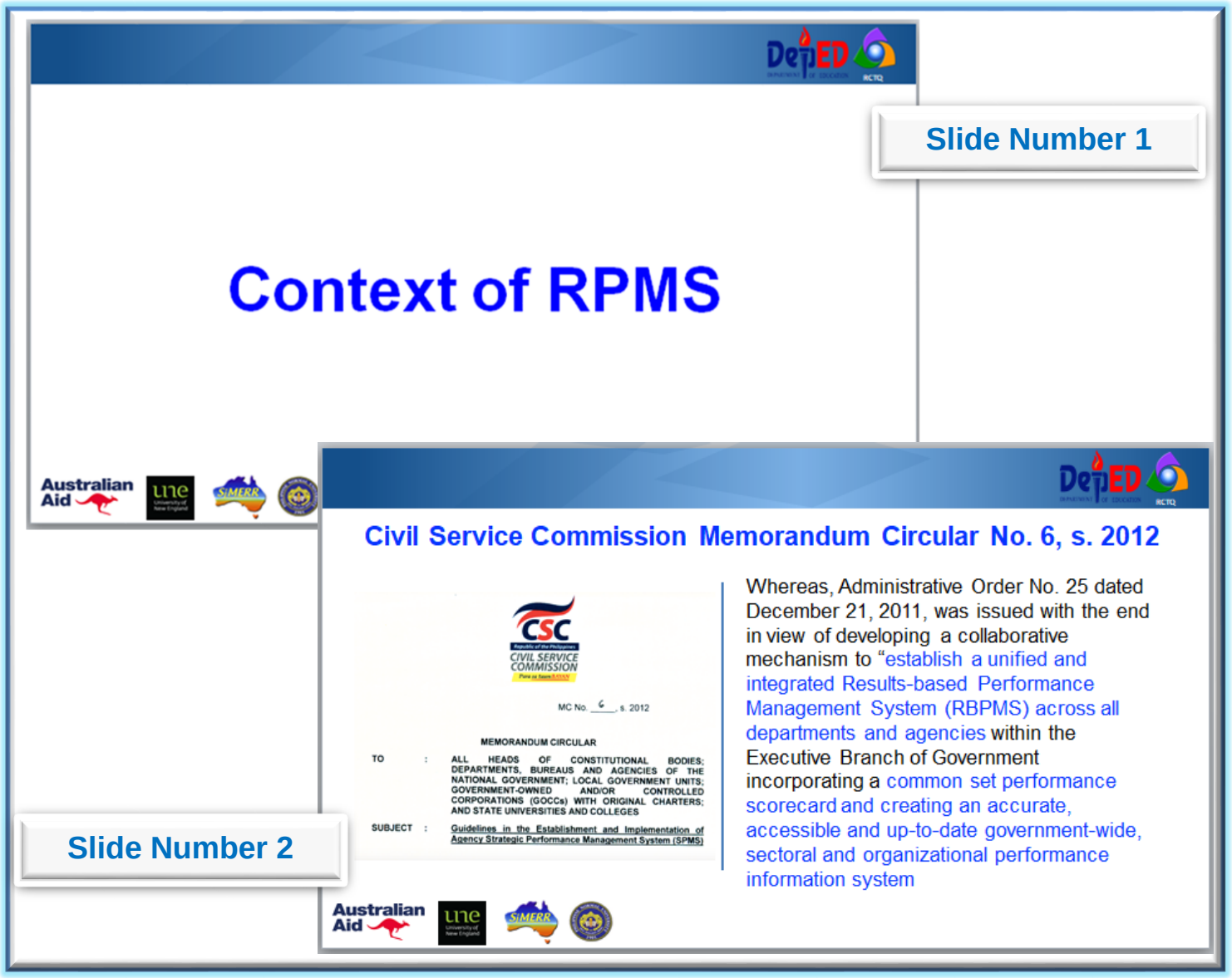
Purpose of the Slide:

To close the session

Note to Presenter:

Thank the participant for listening.

SLIDE SET 2 – CONTEXT OF RPMS



Slide Number 1

Purpose of the Slide:
To prompt participants on the session

Note to Presenter:
This is a title slide.

Slide Number 2

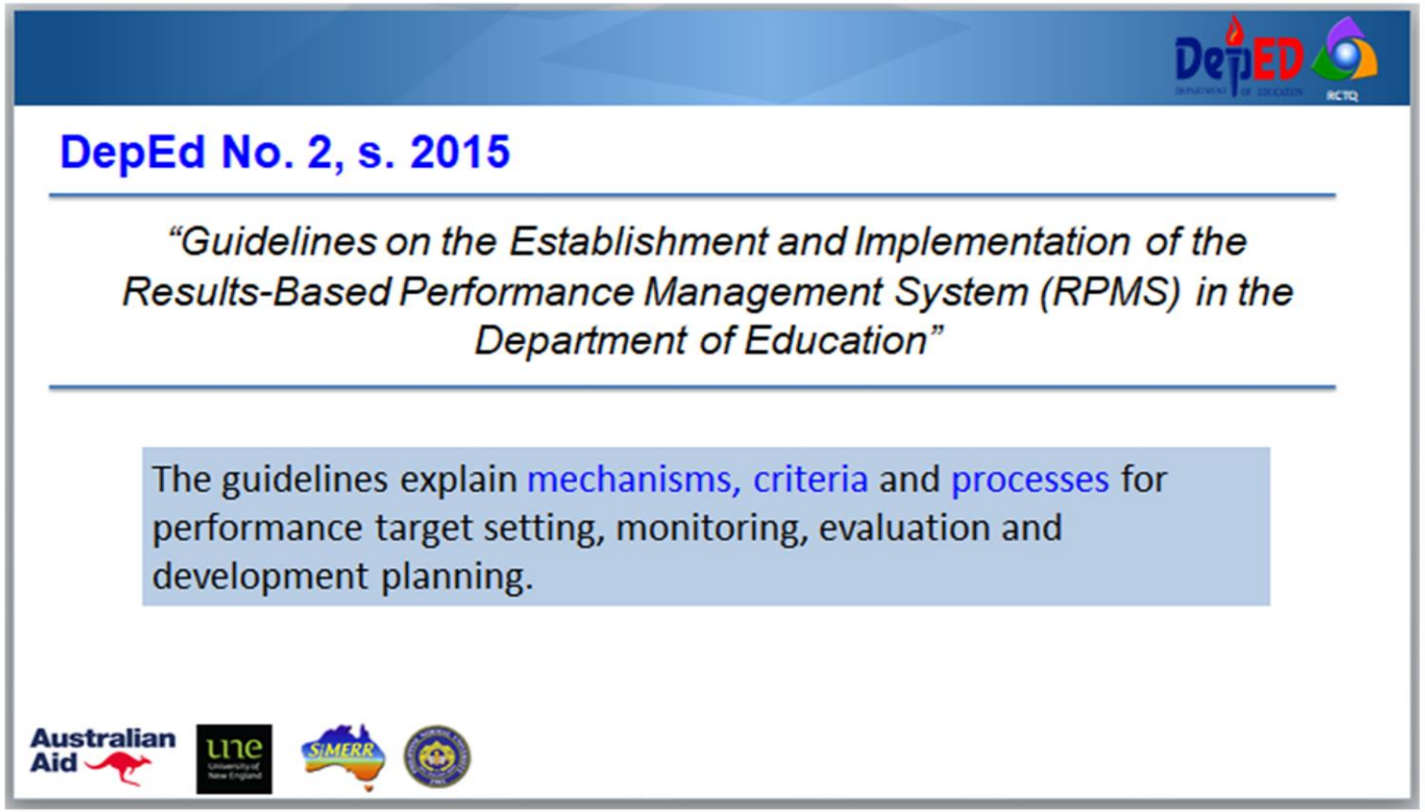
Purpose of the slide:
To make clear that DepEd's RPMS is in accordance with CSC's Memorandum Circular No. 6, s. 2012 or Strategic Performance Management System (SPMS)

Notes to Presenter:

- Emphasize all the other government department and agencies like DSWD, DPWH, DENR to name a few, also have a Results-based Performance Management System. For DepEd, it is called RPMS.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 3



Slide Number 3

Purpose of the Slide:

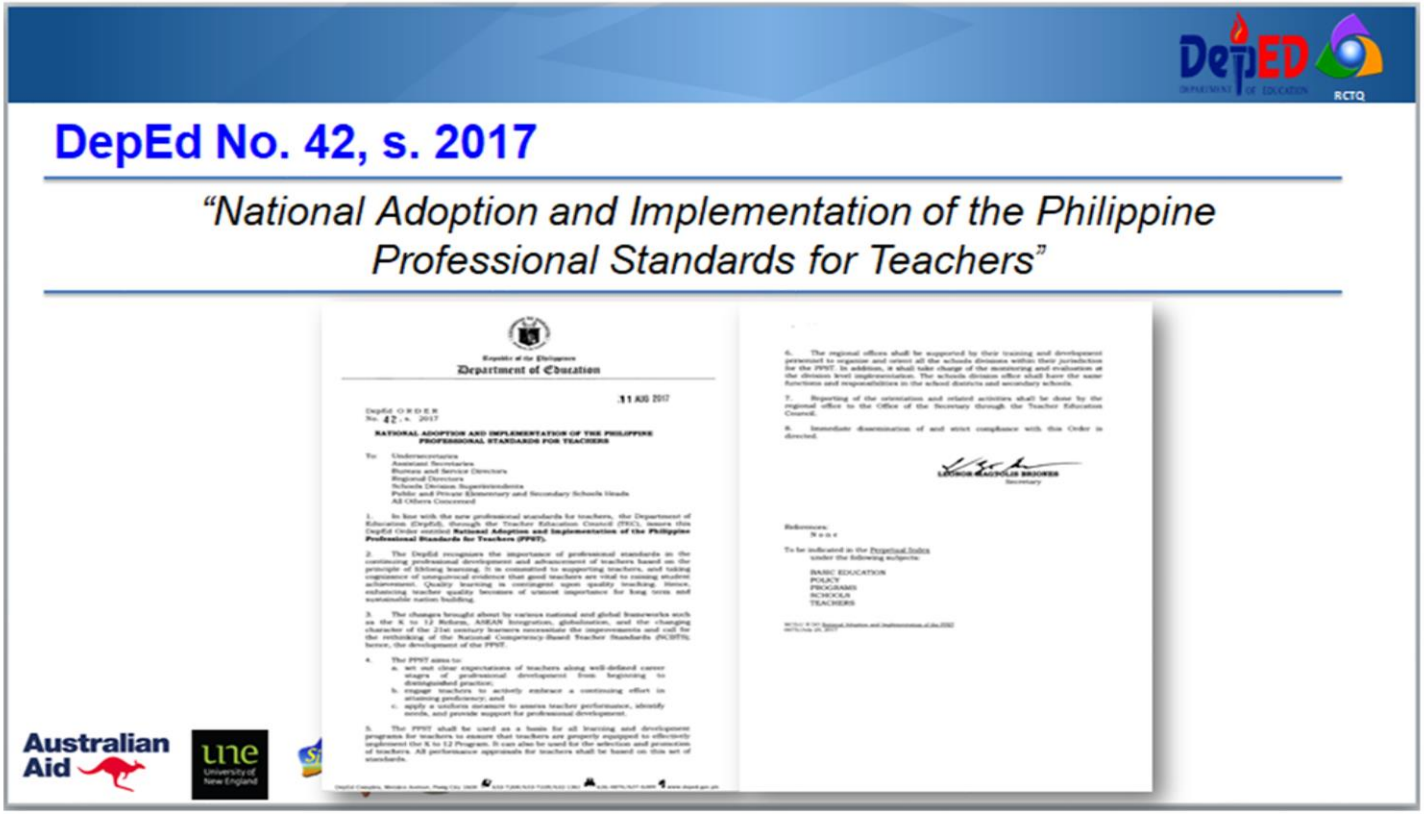
To emphasize that DepEd adopted the Civil Service Commission's Strategic Performance Management System (SPMS) and provided a comprehensive guidelines through D.O. 2, s. 2015

Notes to Presenter:

- Say that in 2015, DepEd issued D.O. 2, s. 2015 following CSC No. 6 s. 2012 to ensure efficient, timely and quality performance among personnel.
- Emphasize that the CSC Memo Circular No. 6 s. 2012 mandates all government agencies to have a strategic performance management System (SPMS). Through the RPMS, DepEd ensures that work efforts focus towards achieving its vision, mission, values and strategic priorities toward the delivery of quality educational services to Filipino learners.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 4



Slide Number 4

Purpose of the Slide:

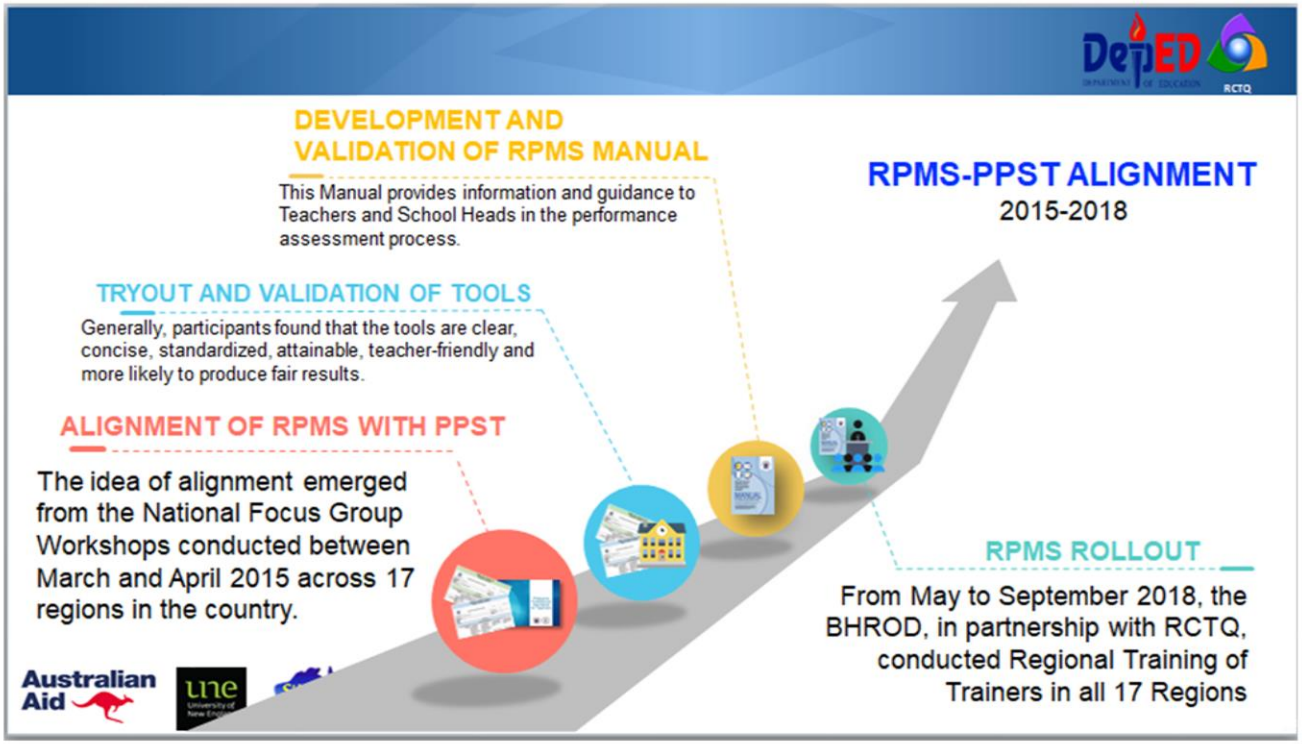
To introduce the National Adoption of the Philippine Professional Standards for Teachers, D.O. 42, s. 2017

Notes to Presenter:

- Say that in August 2017, DepEd issued an order to adopt and implement the Philippine Professional Standards for Teachers (PPST) nationwide.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 5



Slide Number 5

Purpose of the Slide:

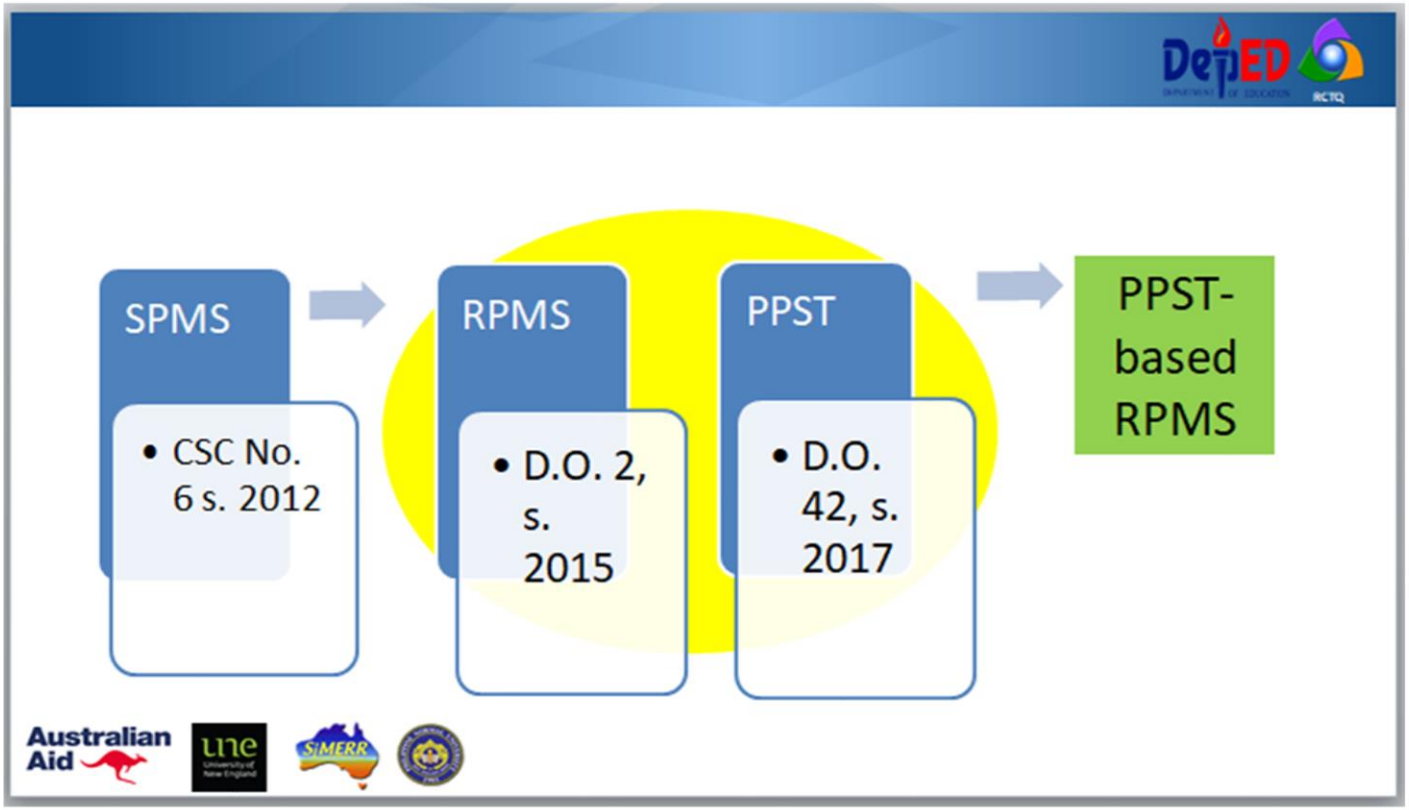
To show the series of activities/work for the purpose of aligning RPMS with PPST

Notes to Presenter:

- Emphasize that :
  - During the National Validation Study of the PPST in 2015, the idea of aligning RPMS to PPST emerged. In the Qualitative Analysis of the responses of teachers, school heads and supervisors, the demand to integrate PPST with the existing system (RPMS) tops second and third in the themes identified.
  - The PPST-based RPMS and its associated tools were developed, tried out, and validated.
  - An RPMS manual was developed in support of the PPST-based RPMS.
  - PPST-based RPMS rollouts were conducted all over the country in all regions.
  - Because of the demand of the field (teachers, school heads, and supervisors) to integrate PPST in the existing system that the work on the development of PPST-based RPMS tools and manual commenced.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 6



Slide Number 6

Purpose of the Slide:

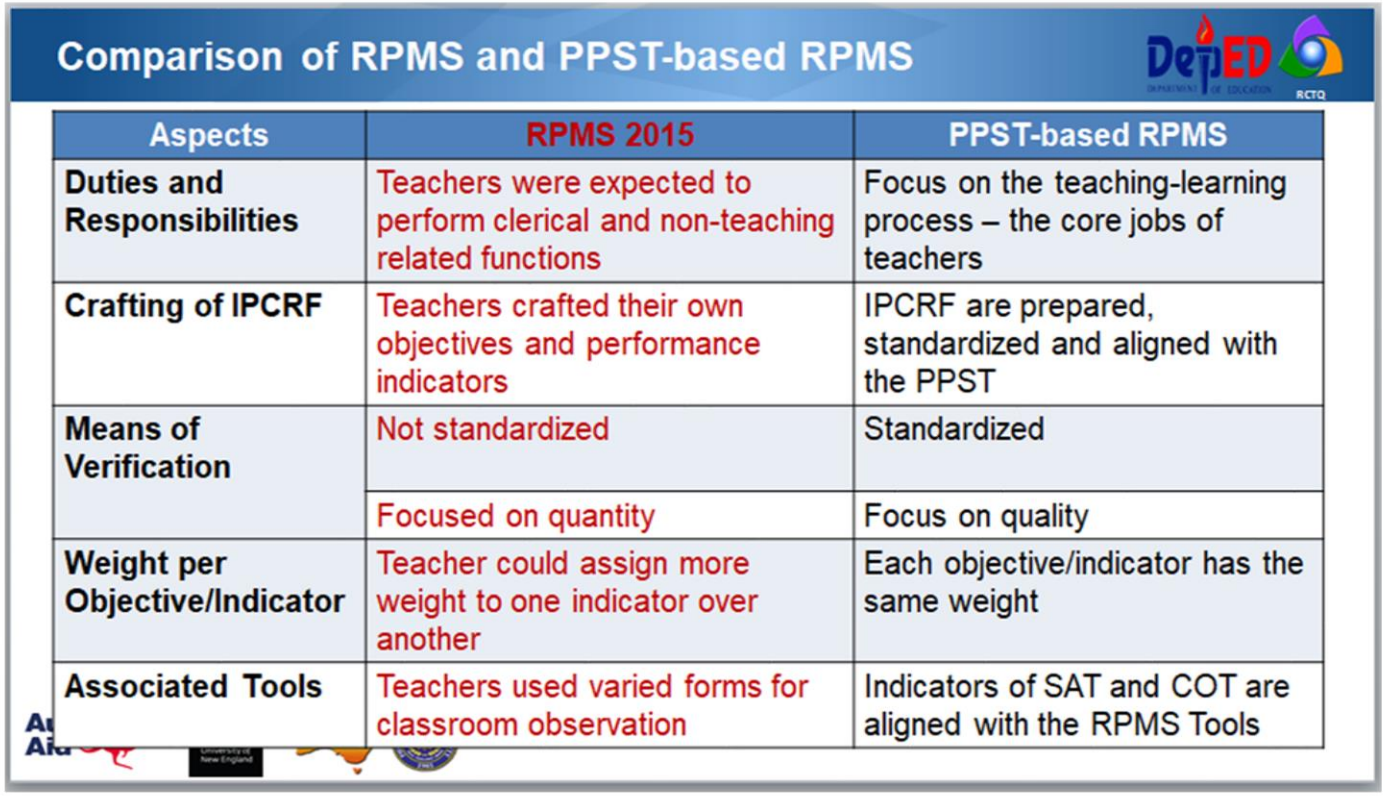
To reinforce the relationship among CSC No. 6 s. 2012, D.O. 2, s. 2015, and D.O. 42, s. 2017 that resulted to the PPST-based RPMS

Notes to Presenter:

- Emphasize that:
  - In 2015, DepEd issued D.O. 2 following CSC No. 6 s. 2012.
  - In 2017, DepEd adopted PPST. With the demand that RPMS be aligned with PPST, PPST-based RPMS was developed.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 7



Comparison of RPMS and PPST-based RPMS

Aspects	RPMS 2015	PPST-based RPMS
Duties and Responsibilities	Teachers were expected to perform clerical and non-teaching related functions	Focus on the teaching-learning process – the core jobs of teachers
Crafting of IPCRF	Teachers crafted their own objectives and performance indicators	IPCRF are prepared, standardized and aligned with the PPST
Means of Verification	Not standardized	Standardized
	Focused on quantity	Focus on quality
Weight per Objective/Indicator	Teacher could assign more weight to one indicator over another	Each objective/indicator has the same weight
Associated Tools	Teachers used varied forms for classroom observation	Indicators of SAT and COT are aligned with the RPMS Tools

Slide Number 7

Purpose of the Slide:

To differentiate aspects of the old RPMS and the PPST-based RPMS.

Notes to Presenter:

- Emphasize that:
  - The PPST-based RPMS addresses the demand to align RPMS with PPST.
  - The PPST-based RPMS focuses on the main job of teachers.
  - In the PPST-based RPMS tools, teachers are assessed fairly because they have a common set of standards and tools. Moreover, ratings for each objective has the same weight for each objective.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 8

RPMS 2015

RPMS 2015						
Objectives		Performance Indicators				
		Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Developed daily lesson plans/learning logs and instructional materials to adapt the curriculum to the needs of the learners	QET	Prepared 260 or more lesson plans **with** appropriate instructional materials	Prepared 172 to 259 lesson plans with appropriate instructional materials	Prepared 150 to 171 lesson plans with appropriate instructional materials	Prepared 101 to 149 lesson plans and no instructional materials	Prepared 100 or less lesson plans and no instruction al materials

Source: RPMS IPCRF Tool 2015

Slide Number 8

Purpose of the Slide:

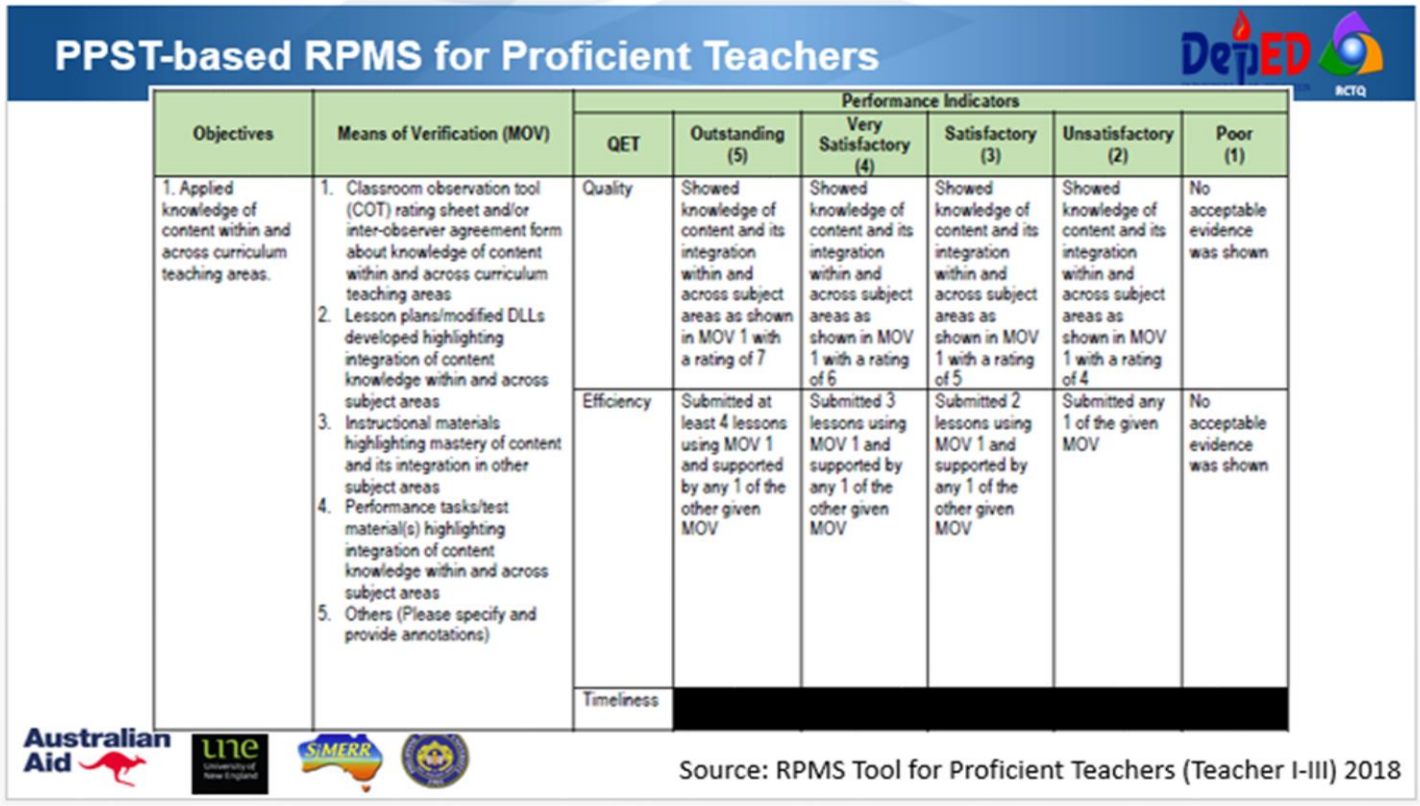
To show an example of how RPMS 2015 Tool focused on quantity

Notes to Presenter:

- Ask the participants if the RPMS tool presented is familiar to them. Note that the sample tool presented is from the RPMS 2015. Ask what issues they see in this sample tool.
  Expected Answers:
  - Teachers target to reach the required number of lesson plans, not the quality of the lesson plans submitted.
  - Teachers may reproduce the same lesson plans to reach the required number for Outstanding rating.
  - Principal only counts the number of lesson plans.
- Note that in the shown RPMS tools, the Performance Indicator specify quantity over quality. Example, a teacher has to submit 260 or more lesson plans.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 9



PPST-based RPMS for Proficient Teachers

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

Source: RPMS Tool for Proficient Teachers (Teacher I-III) 2018

Slide Number 9

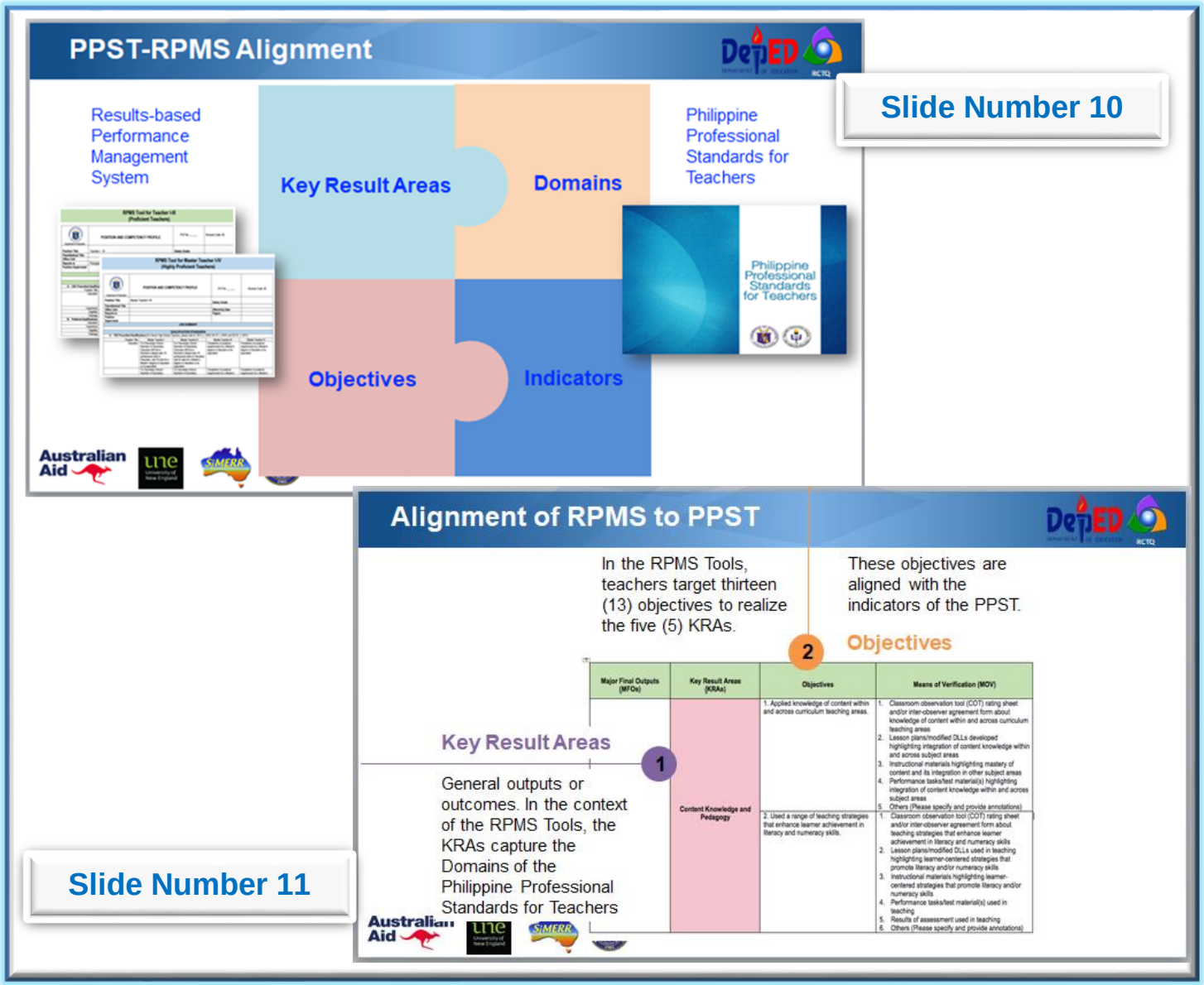
Purpose of the Slide:

To show sample page of the PPST-based RPMS Tool for Proficient Teachers

Notes to Presenter:

- First, focus on the Means of Verification:
  - Emphasize that for PPST-based RPMS, MOV are already listed to guide teachers on what evidences are valid to show/produce.
  - Emphasize the difference between Main MOV and Supporting MOV
  - Note that the MOV are aligned to the achievement of the objective and are teacher-related evidences/documents.
- Next, discuss the Performance Indicator:
  - On Quality, highlight COT as the only evidence to achieve Outstanding rating for Classroom Observable Objectives.
  - On Efficiency, highlight the number of MOV to get an Outstanding rating. Refer back to the RPMS 2015 tool and compare the number of MOV.
  - Emphasize that the PPST-based RPMS is focused on **QUALITY OVER QUANTITY.**

SLIDE SET 2 – CONTEXT OF RPMS



Slide Number 10

Purpose of the Slide:

To show the alignment of RPMS with the PPST

Notes to Presenter:

- Use RPMS Manual and PPST Booklet as references to show alignment of RPMS with PPST.
- Emphasize that:
  - Key Results Areas in RPMS are Domains in the PPST;
  - Objectives in the RPMS are Indicators in the PPST.

Slide Number 11

Purpose of the Slide:

To show the alignment of RPMS to PPST particularly the Key Results Areas and Objectives

Notes to Presenter:

- Refer participants to RPMS Tool's KRAs and PPST's Domains by using the RPMS Manual and PPST Booklet.
- Emphasize that:
  - Key Results Areas in RPMS are Domains in the PPST;
  - Objectives in the RPMS are Indicators in the PPST.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 12

Slide Number 12

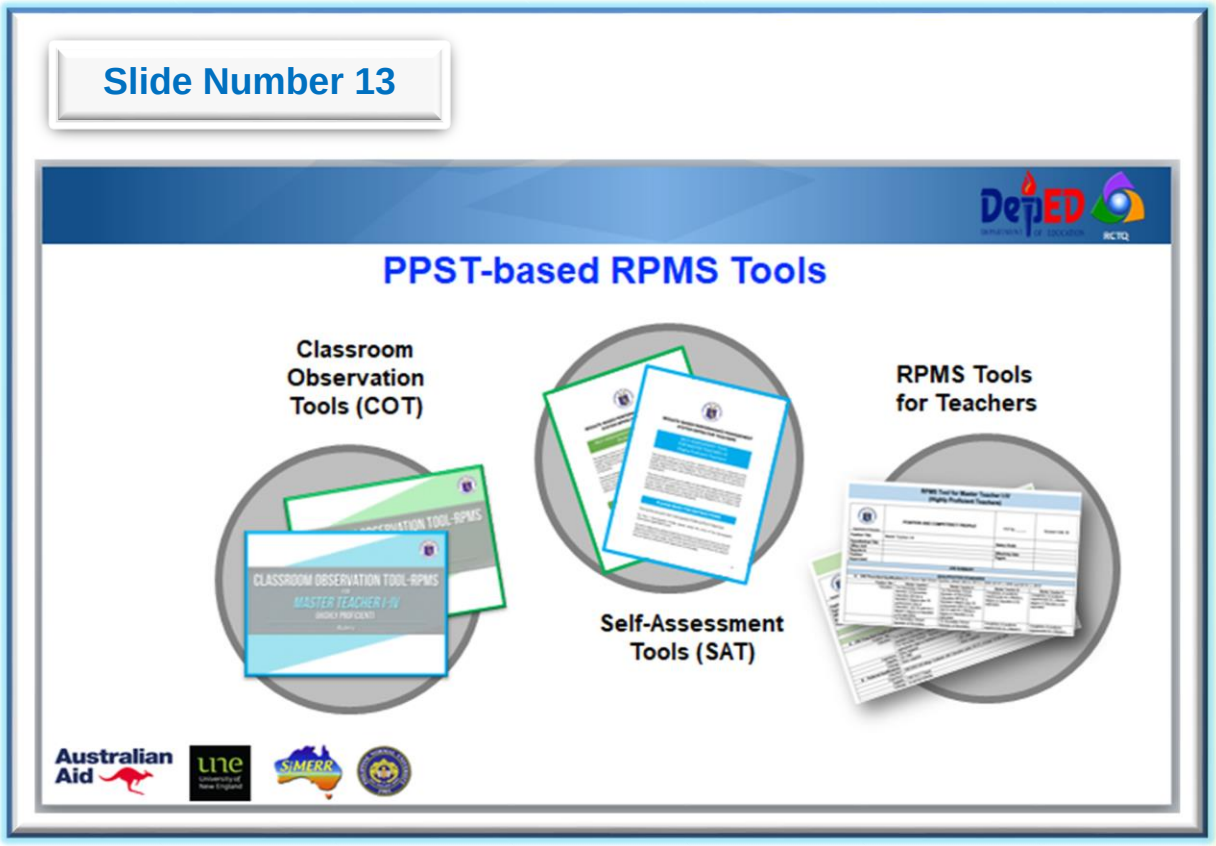
Purpose of the Slide:

To emphasize that all DepEd HR systems need to be anchored on the PPST as per D.O. 42, s. 2017

Notes to Presenter:

- Say that as of now, only RPMS is aligned with PPST. Other systems will soon follow.
- Emphasize that **RPMS IS NOT PPST**.

SLIDE SET 2 – CONTEXT OF RPMS



Slide Number 13

Purpose of the Slide: To introduce the different PPST-based RPMS Tools

Notes to Presenter:

- Note that there are only **two (2) sets of RPMS Tools:** (1) RPMS Tool for Proficient Teacher – Teacher I-III; and (2) RPMS Tool for Highly Proficient Teacher – Master Teacher I-IV.
- Highlight the purpose of RPMS Manual for Teachers and School Head.

  For Teachers:
  - to guide them through the basics in preparing and completing RPMS documents;
  - to show them the appropriate tools to assess performance and explain the different assessment phases for teacher;
  - to also introduce the concept of annotations to guide teachers through critical reflection of their practices for their continuous improvement.

  For School Heads and other Raters:
  - to provide them with all the information needed to assess teacher performance;
  - to provide a detailed reference to help in the understanding of the tools and the different phases of assessment within the RPMS Cycle.
- Also emphasize that **there is an existing e-SAT Guide for ICT Personnel**. This will guide them in (i) preparing the e-SAT file, (ii) exporting data for collection, and (iii) importing data to generate summary results of teachers' e-SAT data.
- Distribute the RPMS Manual, RPMS Tools, RPMS Facilitator's Guide, FAQs.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 14

Purpose of the Slide:

To introduce the different PPST-based RPMS Support Materials

Notes to Presenter:

- Emphasize that these are Support Materials for teachers, school heads, and even RPMS Facilitators.
- Highlight that these support materials aim to facilitate our teachers, school heads and facilitators in successfully implementing RPMS.
- Encourage participants to utilize these materials.

SLIDE SET 2 – CONTEXT OF RPMS

Slide Number 15

Questions?

Australian Aid

Slide Number 16

Presentation slides prepared by:

Dr. Gina O. Gonong
Director, RCTQ

Dr. Allan S. Reyes
Senior Program Manager, RCTQ

Lizette Anne L. Carpio
Research Officer, RCTQ

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Project Development Officer III, BHROD

SLIDE SET 3 – THE PPST

Slide Number 1

Purpose of the Slide:

To introduce participants on the session

Notes to Presenter:

This is a title slide.

Slide Number 2

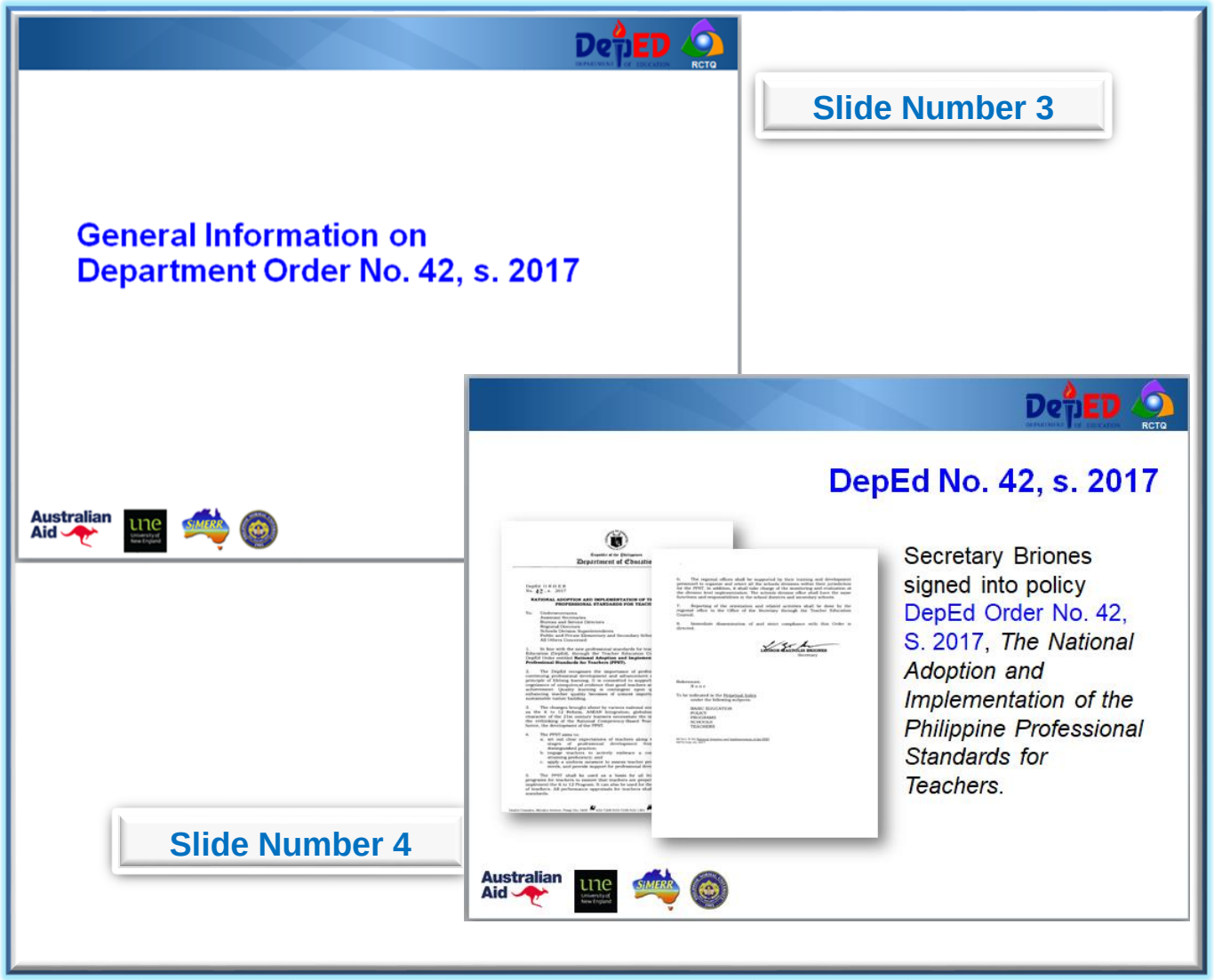
Purpose of the Slide:

To emphasize that it is necessary to appreciate how things have changed

Notes to Presenter:

- Ask the participants what the cargo is. More likely, they will not be able to identify this as a hard drive because hard drives are now so small.
- Emphasize how things change by saying that in 2015, a flash drive the size of a coin can carry 128GB of space.

SLIDE SET 3 – THE PPST



Slide Number 3

Purpose of the Slide:

To prompt participants on D.O. 42, s. 2017. "National Adoption and Implementation of the Philippine Professional Standards for Teachers"

Notes to Presenter:

- This is a title slide.

Slide Number 4

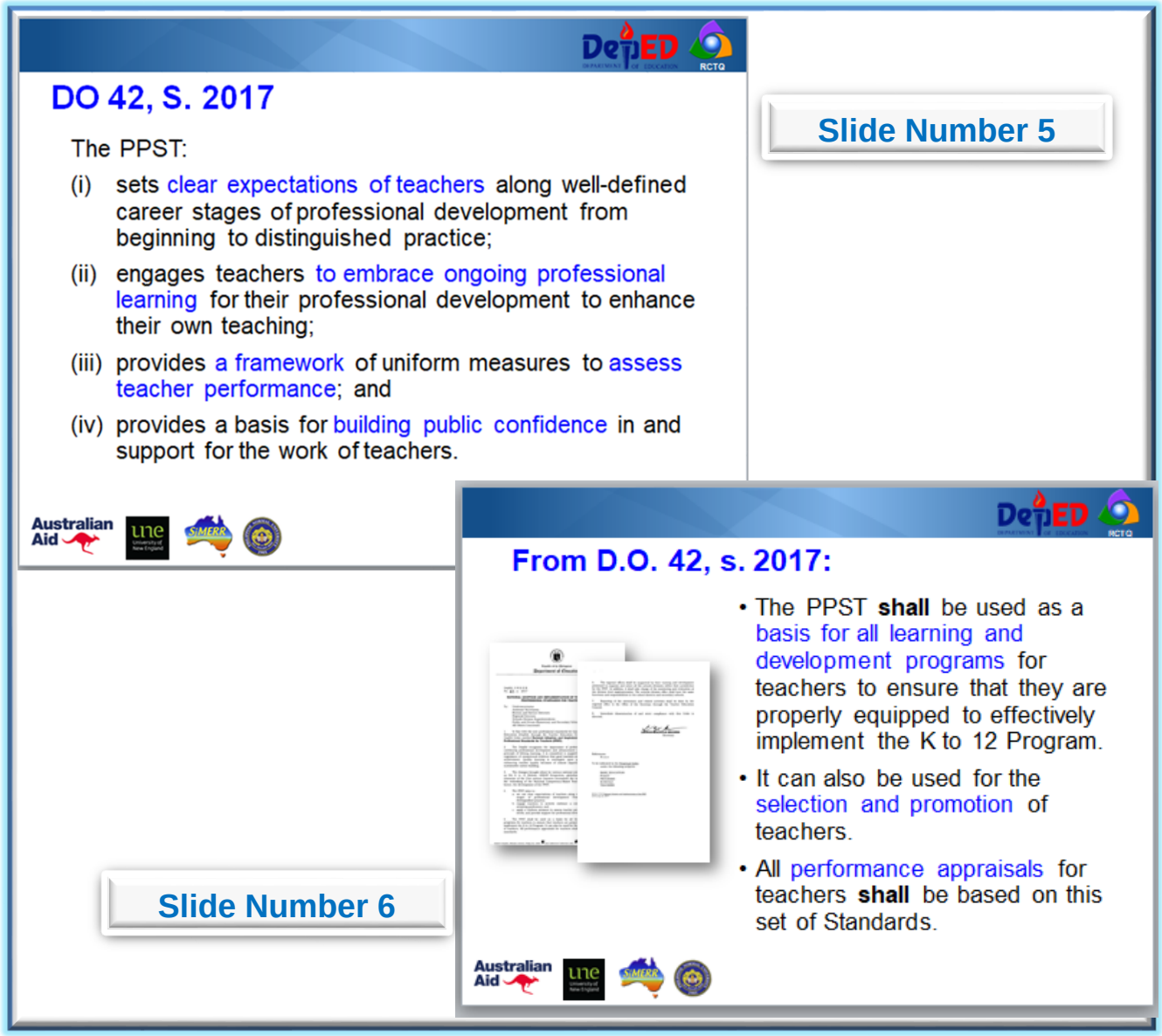
Purpose of the Slide:

To present DepEd No. 42, s. 2017.

Notes to Presenter:

- Emphasize that:
  - There was a change of framework on teacher quality and teacher development from NCBTS to PPST.
  - The old framework (NCBTS) is good during its time but because of the recent major developments such as the implementation of the K-12 curriculum which was after NCBTS (consequently, not considered in the crafting of the framework), there was a prompt to revisit the NCBTS. Hence, the adoption and implementation of the PPST.
- Refer to the previous slide about the cargo plane. Things change!

SLIDE SET 3 – THE PPST



Slide Number 5

Purpose of the Slide:

To show important excerpts from D.O. 42, s. 2017

Notes to Presenter:

Put emphasis on the highlighted phrases.

Slide Number 6

Purpose of the Slide:

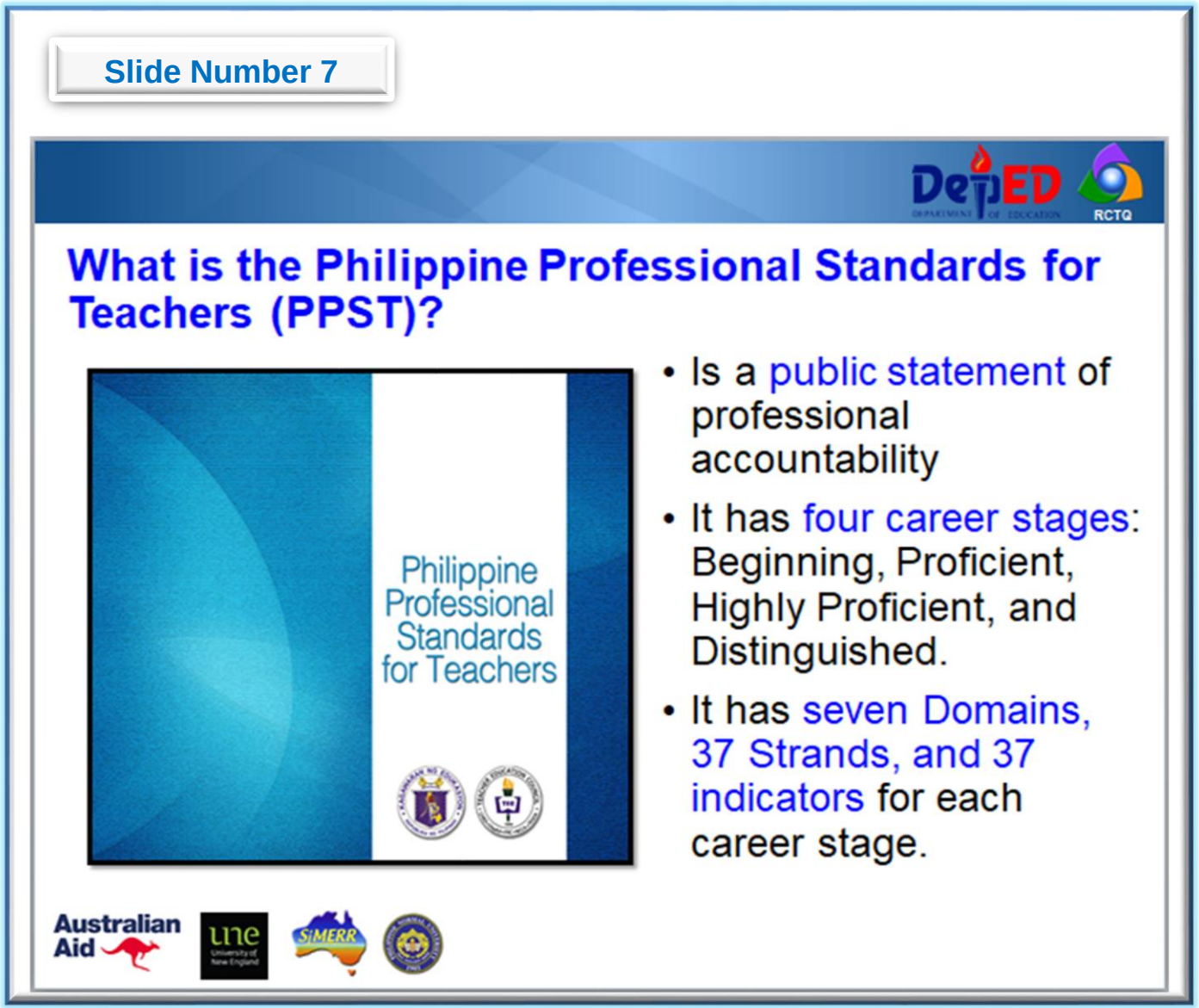
To explain important details from D.O. 42, s. 2017

Notes to Presenter:

- Discuss that:
  - The modal "shall" for bullets 1 and 3 is a strong word that indicates PPST **MUST** be "the basis for all learning and development programs" and **MUST** be the "basis for all performance appraisal".
  - "All" means **EVERY** "learning and development programs" and **EVERY** "performance appraisal" is aligned with PPST.
  - For bullet 2, "can" implies that there is a possibility that PPST will be used for "selection and promotion". However, alignment on the "selection and promotion" to PPST is already on-going.

SLIDE SET 3 – THE PPST

Slide Number 7



Slide Number 7

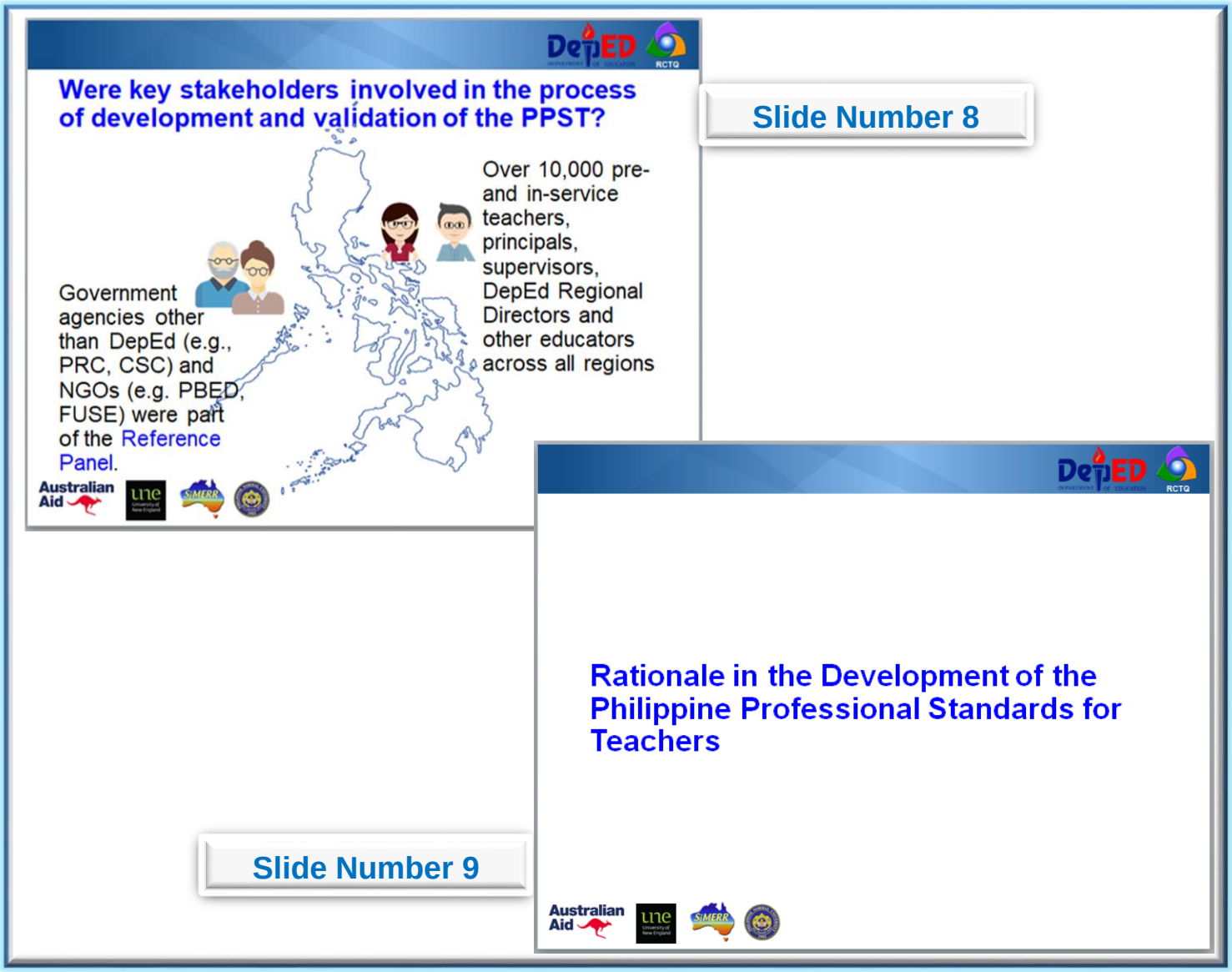
Purpose:

To show the general characteristics of the Philippine Professional Standards for Teachers

Notes to Presenters:

- Note that:
  - The Professional Standards is a **public statement of accountability** i.e. it brings out the prestige to teaching profession. At this point, the story of "mag-teacher ka na lang" is usually shared to the audience. With the Professional Standards, the mindset of "mag-teacher ka na lang" will be changed, hopefully, to a question of "kaya mo ba maging teacher?"
  - The PPST is sufficiently generic means that the Professional Standards can be used regardless of the specialization and grade/year level.

SLIDE SET 3 – THE PPST



Slide Number 8

Purpose of the Slide:

To show the coverage of consultation with stakeholders in the development and validation of the PPST

Notes to Presenter:

- Mention that there were different stakeholders involved in the development and validation of the PPST.
- Put emphasis on "over 10,000 pre-service and in-service" different stakeholders and "across all regions".

Slide Number 9

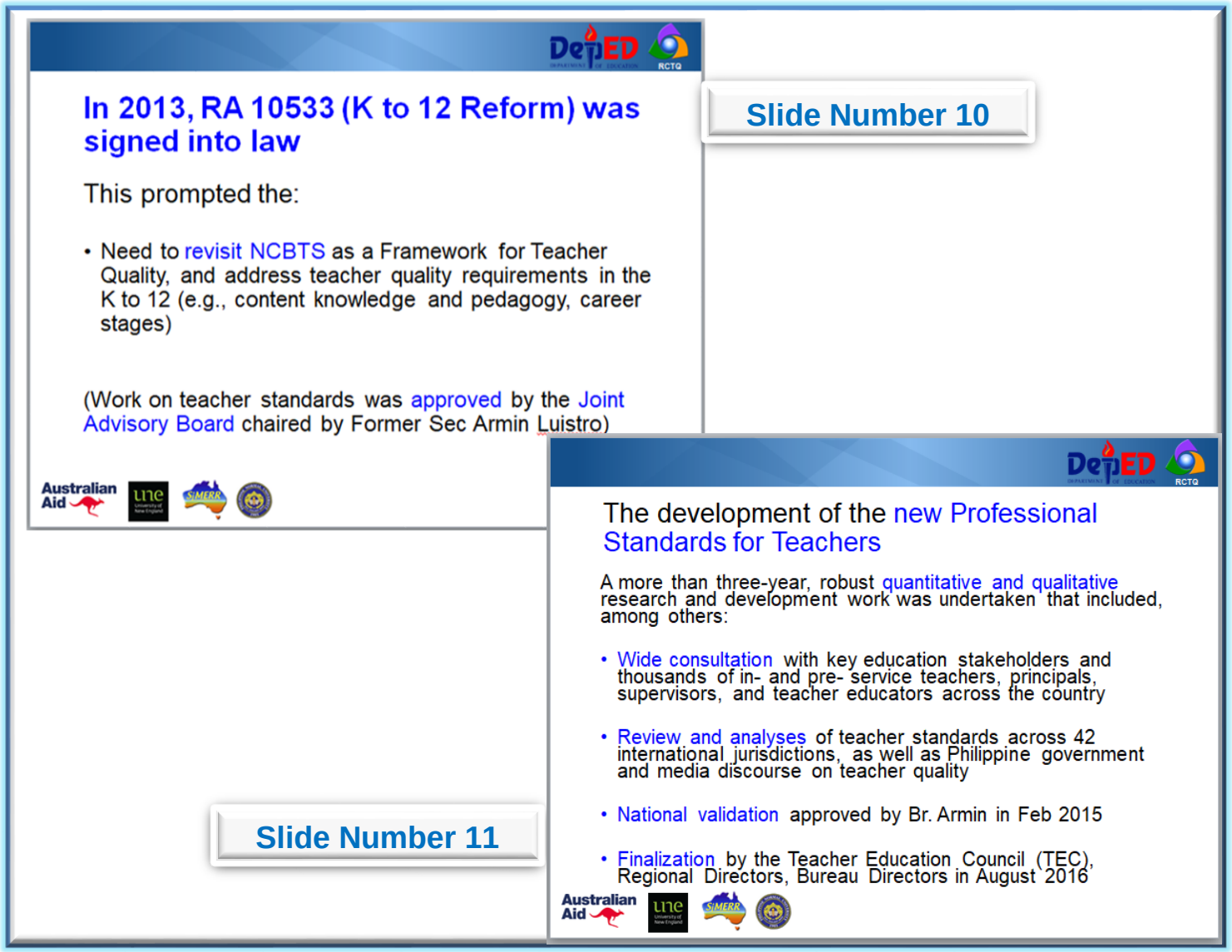
Purpose of the Slide:

To prompt participants on the rationale in the development of the PPST

Notes to Presenter:

- This is a title slide.

SLIDE SET 3 – THE PPST



Slide Number 10

Purpose of the Slide:

To show the context and rationale of the development of the PPST

Notes to Presenter:

- Mention that the passage of the K to 12 Law has changed the landscape of the Philippine education system. Hence, there is a need to revisit NCBTS to address teacher quality requirements in the K to 12.
- Emphasize that work on teacher standards was approved by the Joint Advisory Board chaired by former Sec Armin Luistro.

Slide Number 11

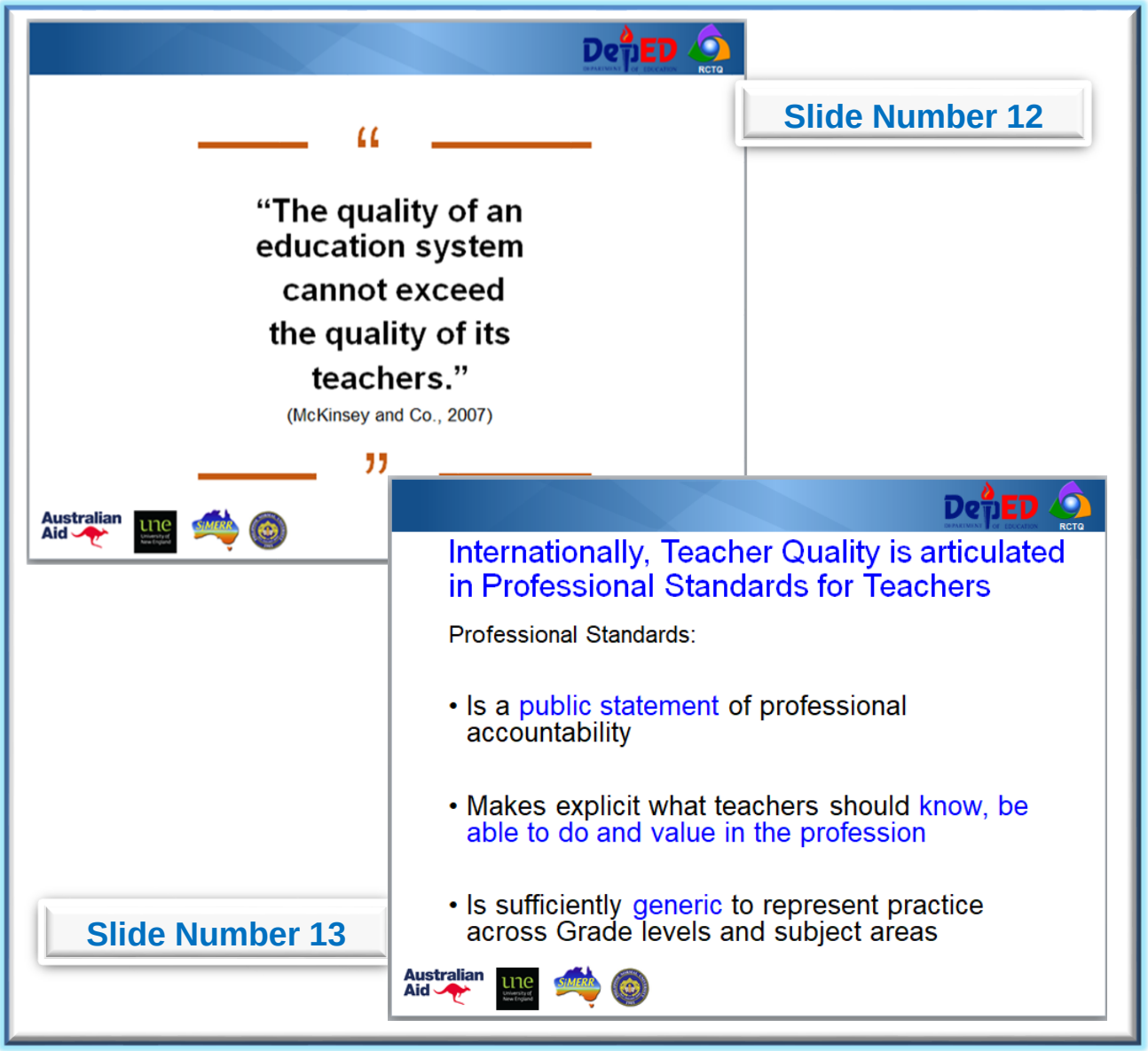
Purpose of the Slide:

To show the processes involved in the development of the PPST

Notes to Presenter:

- Emphasize that the PPST is a product of a rigorous and robust **quantitative and qualitative** research and development work.

SLIDE SET 3 – THE PPST



Slide Number 12

Purpose of the Slide:

To emphasize the quote from McKinsey and Co. (2007) report about the quality of education system

Notes to the Presenter:

- Ask the teachers if they agree with the statement from 2007 report of McKinsey and Co.
- Use the statement to highlight the importance of teachers in the quality of our education system.

Slide Number 13

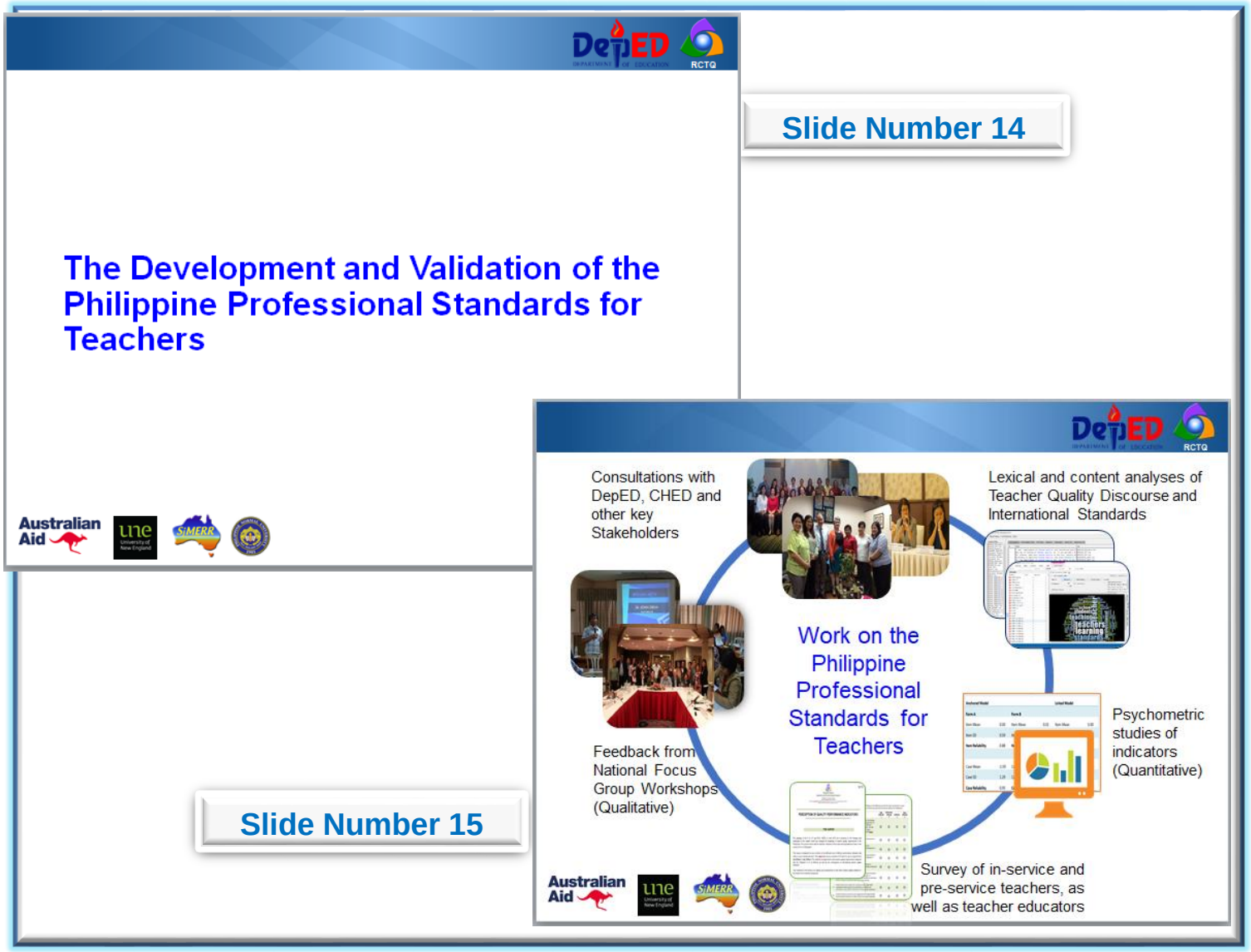
Purpose of the Slide:

To emphasize Teacher Quality as defined internationally in the Professional Standards for Teachers

Notes to Presenters:

- Emphasize that the Professional Standards is a **public statement of accountability** i.e. it brings out the prestige to teaching profession. At this point, the story of "mag-teacher ka na lang" is usually shared to the participants. With the Professional Standards, the mindset of "mag-teacher ka na lang" will be changed, hopefully, to a question of "kaya mo ba maging teacher?"
- Sufficiently generic means that the Professional Standards can be used regardless of the specialization and grade/year level.

SLIDE SET 3 – THE PPST



Slide Number 14

Purpose of the Slide:

To prompt participants on the discussion on the development and validation of the PPST

Note to Presenter:

- This is a title slide.

Slide Number 15

Purpose of the Slide:

To show a summary of the work done in the development of the PPST

Notes to Presenter:

- Share that there are 42 international teacher standards studied.
- Emphasize that the analyses have very high reliability
- Highlight the wide consultation done with different stakeholders.

SLIDE SET 3 – THE PPST

Slide Number 16

Purpose of the Slide:

To prompt participants on the discussion on the PPST as the new framework for teacher quality and teacher development

Notes to Presenter:

- This is a title slide.

Slide Number 17

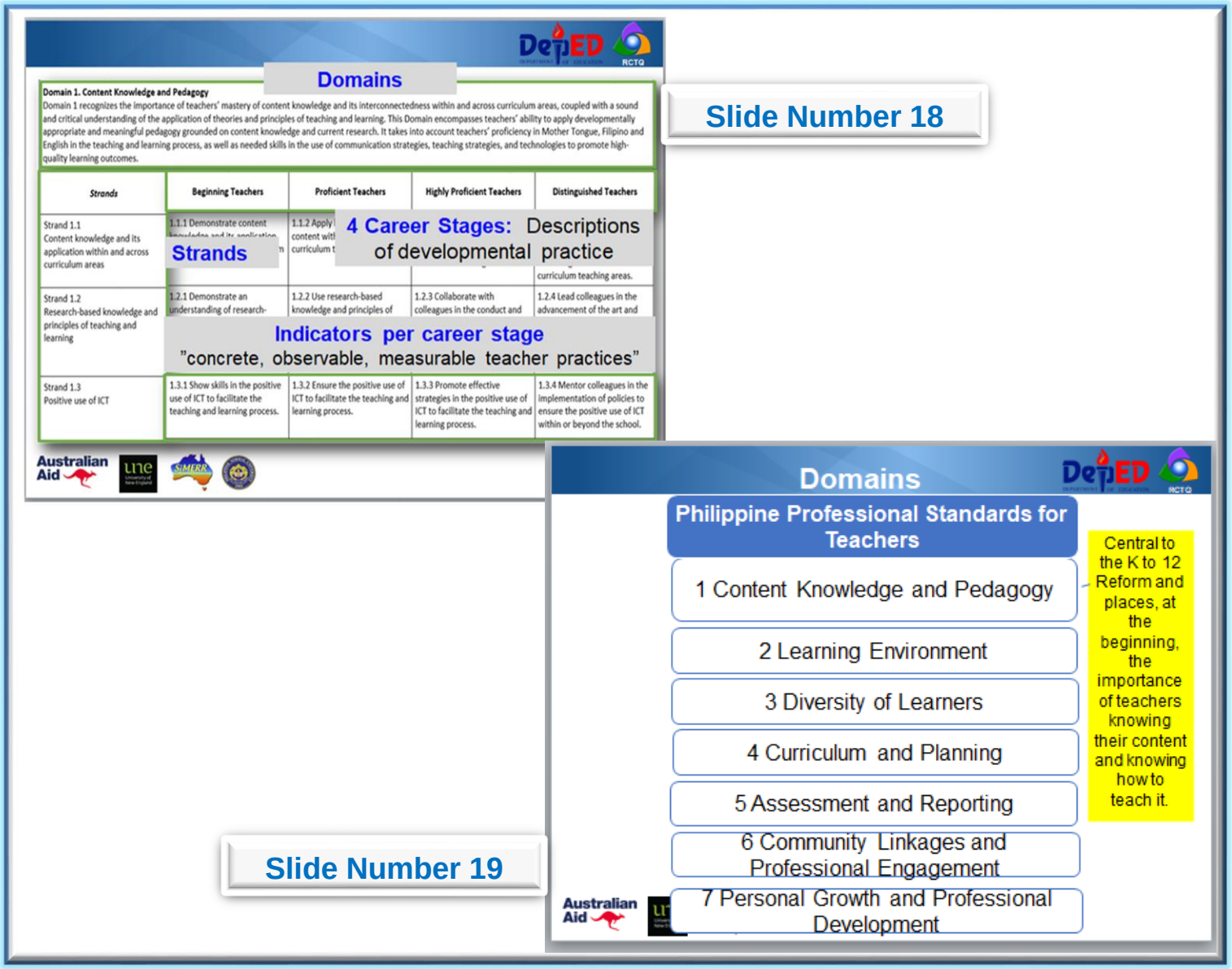
Purpose of the Slide:

To show the path of the professional development of teachers

Notes to Presenter:

- Emphasize that,
  - Teacher Education Institutions (TEIs) have the responsibility to train teachers to become Beginning Teachers, ready for entry in the teaching profession.
  - Proficient Career Stage is the minimum requirement in the teaching profession.
  - Teachers are expected to be Proficient within 3 years upon entry in the teaching profession.
  - COT and SAT are used to gauge teacher practices and better target professional development and training.

SLIDE SET 3 – THE PPST



Slide Number 18

Purpose of the Slide:

To show important features of PPST

Notes to Presenter:

- Refer participants to page 2 of the PPST booklet.
- Discuss the:
  - Different features of the PPST.
  - Indicators within Strands for Beginning to Distinguished increase in level complexity and sophistication.

Slide Number 19

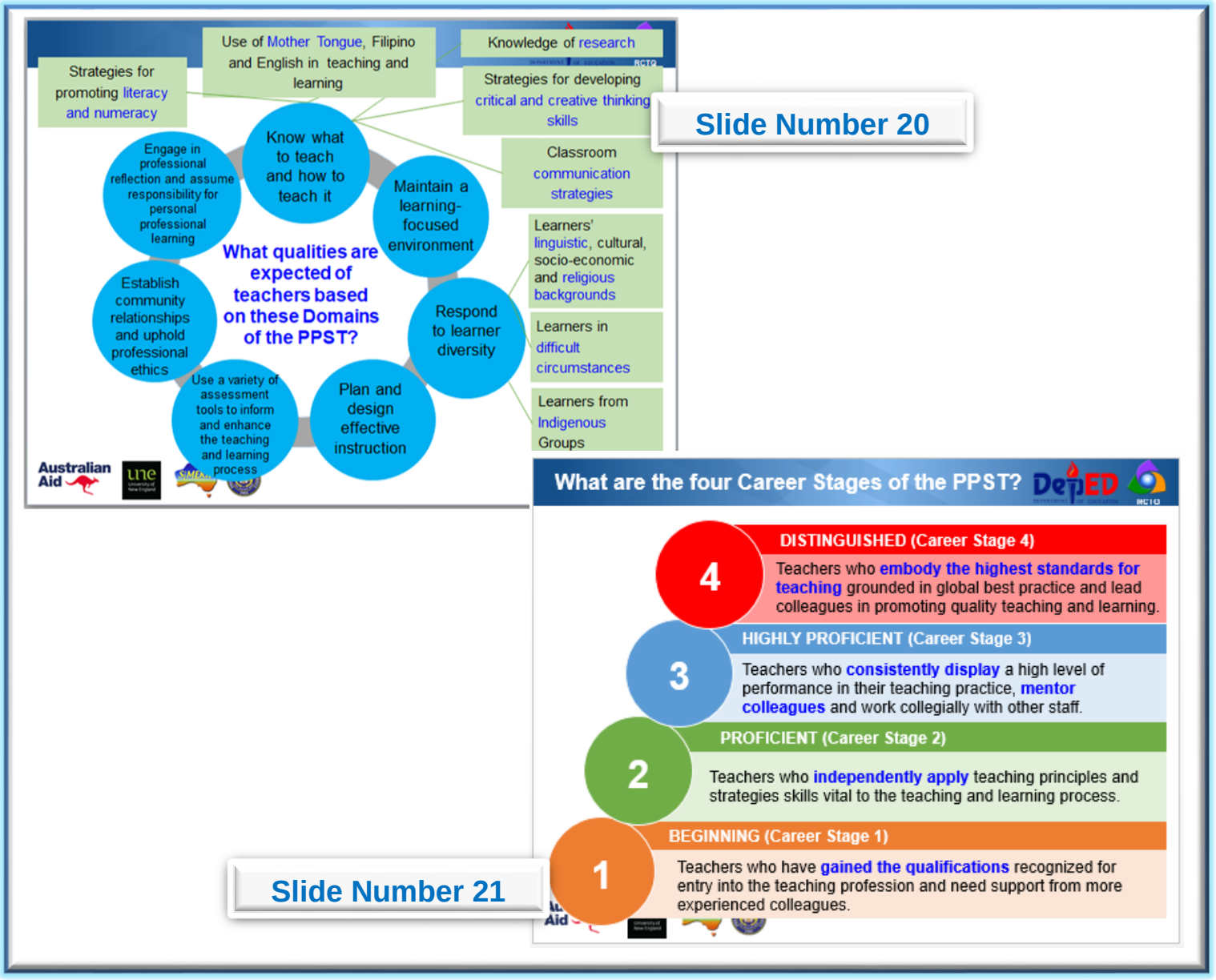
Purpose of the Slide:

To show the different Domains of the PPST

Notes to Presenter:

- Read through the Domains.
- Emphasize that Domain 1 (Content Knowledge and Pedagogy) reflects an important role of teachers: to teach correct content and teaching it accurately and appropriately. This was not included in NCBTS.

SLIDE SET 3 – THE PPST



Slide Number 20

Purpose of the Slide:

To show the qualities expected of teachers in the PPST

Notes to Presenter:

- Emphasize that those statement in the rectangular boxes are the focus of PPST, among others. The statements in circles are the qualities expected of teachers based on the Domains of the PPST.

Slide Number 21

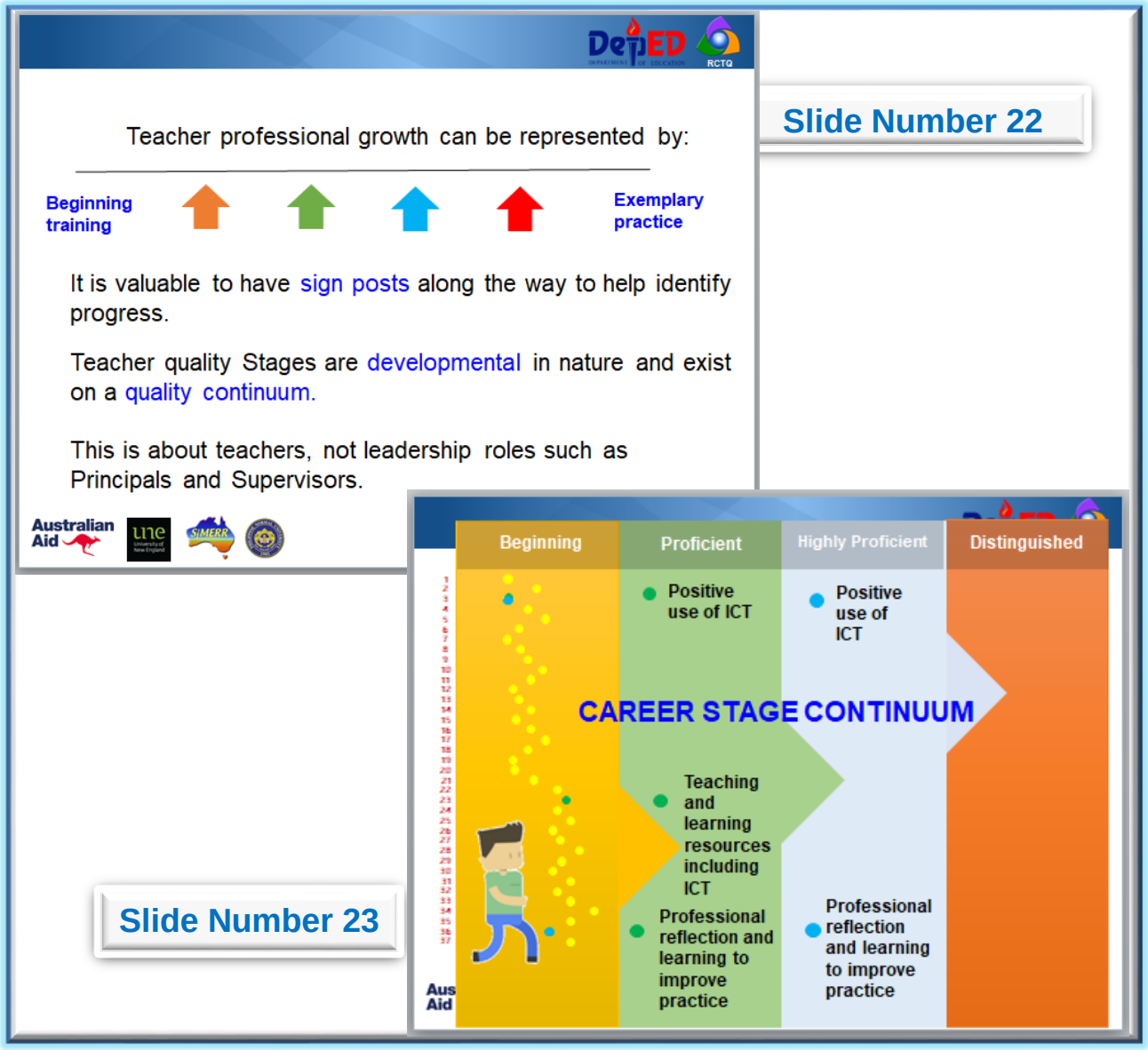
Purpose of the Slide:

To show a summary of descriptions of the 4 Career Stages

Notes to Presenter:

- Put emphasis on the highlighted phrases.

SLIDE SET 3 – THE PPST



Slide Number 22

Purpose of the Slide:

To show that the 4 different Career Stages is in a continuum

Notes to Presenter:

Note that:

- Teachers are guided by "sign posts" to keep track of their professional growth along a continuum from "beginning training" to "exemplary practice".
- In particular, teachers are guided in which indicators in the PPST they should work on to advance in the teaching profession.

Slide Number 23

Purpose of the Slide:

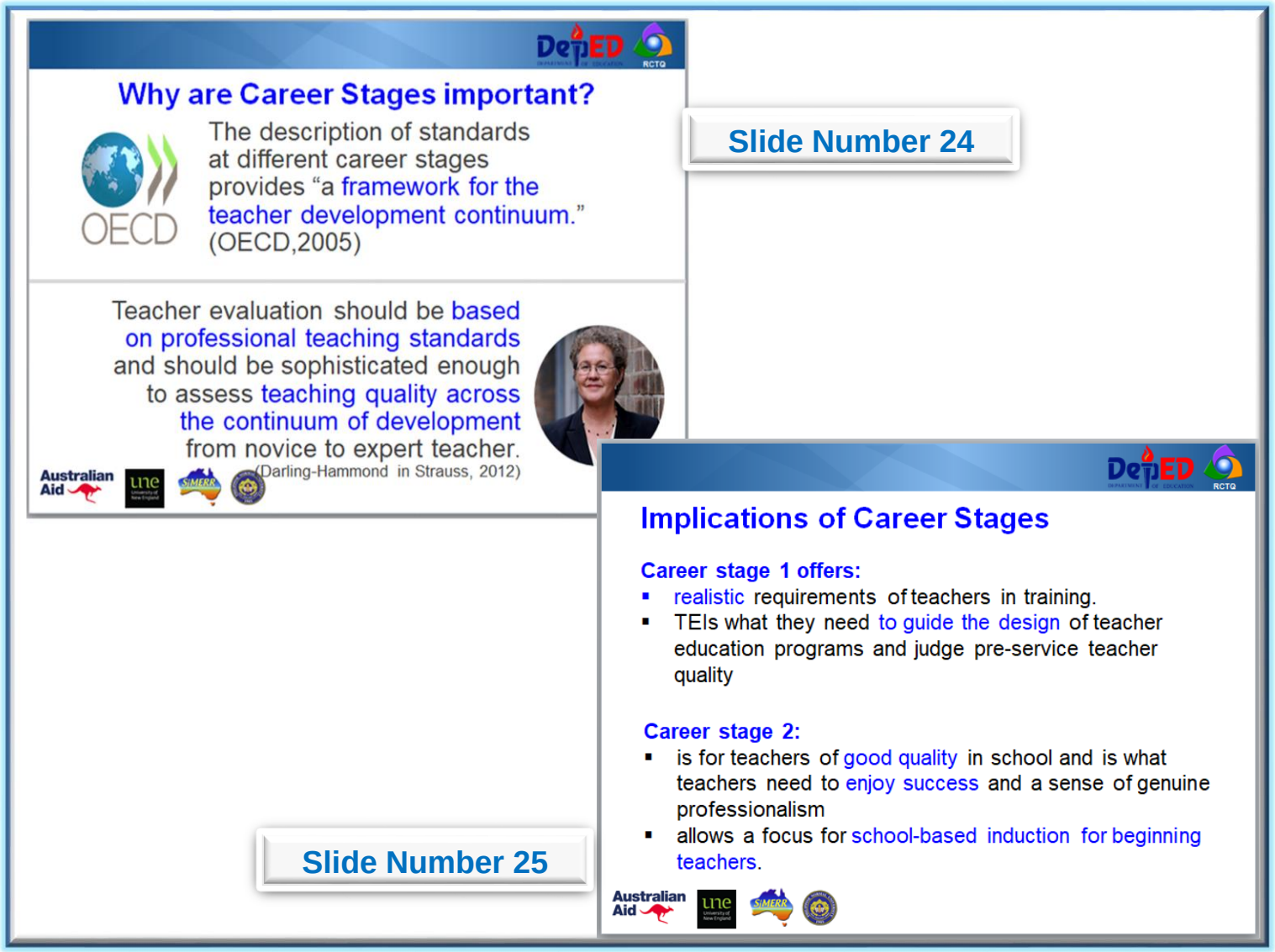
To discuss the continuum in the Career Stages of the PPST

Notes to Presenter:

Discuss that:

- To be proficient, one must exhibit Proficient Level of practice in all 37 Indicators. This is also true for Highly Proficient and Distinguished.
- A teacher is not "boxed" in a Career Stage. A teacher may exhibit majority of his/her practice in Indicators for the Beginning Career Stage but may exhibit Proficient or even Highly Proficient of teaching practice on some Indicators.

SLIDE SET 3 – THE PPST



Slide Number 24

Purpose of the Slide:

To show importance of having Career Stages

Notes to Presenter:

- Emphasize the importance of professional standards (PPST) and the developmental continuum from experts in education (OECD & Darling-Hammond).

Slide Number 25

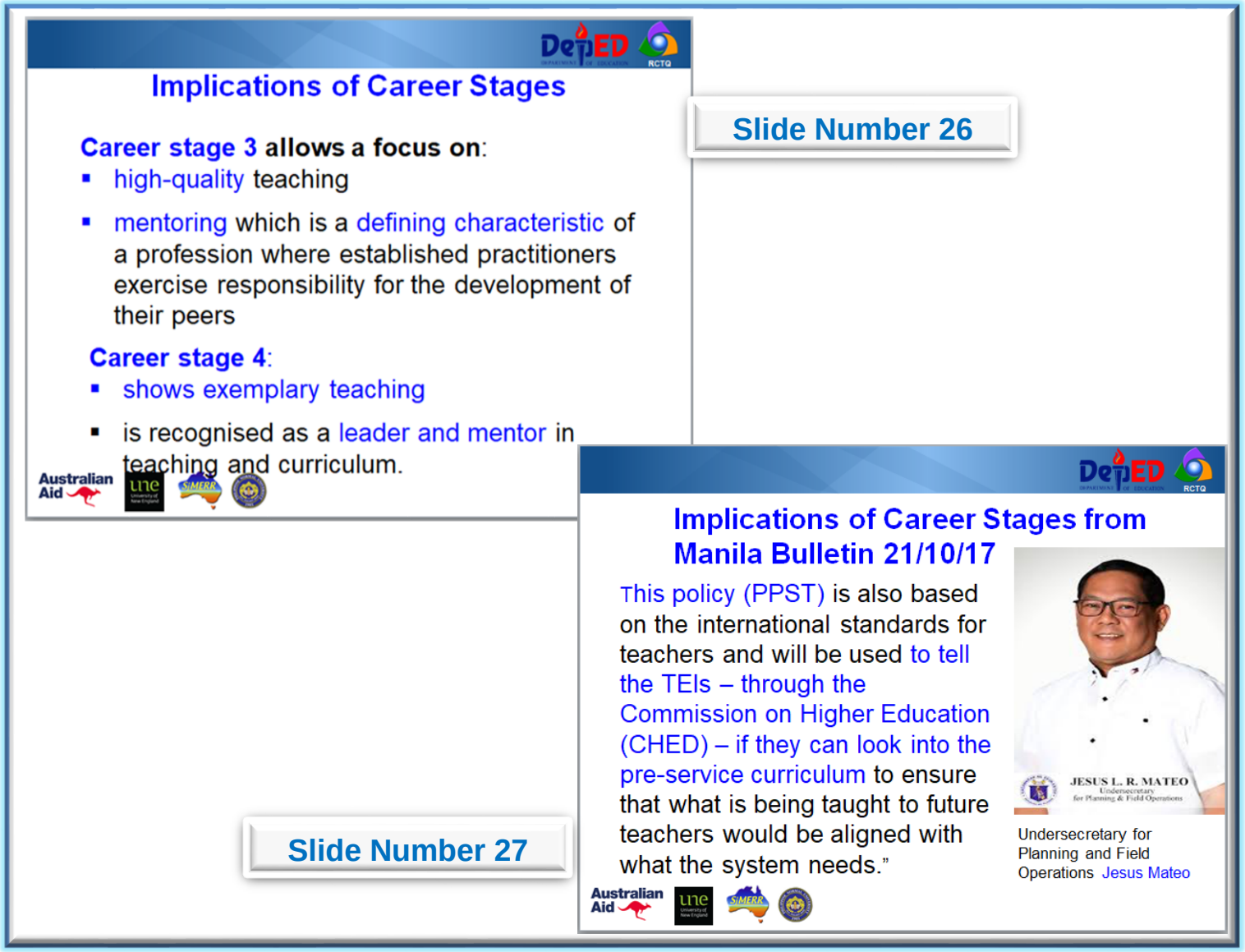
Purpose of the Slide:

To show the implications of having Career Stages

Notes to Presenter:

- Emphasize the highlighted phrases to show importance of Career Stages.

SLIDE SET 3 – THE PPST



Slide Number 26

Purpose of the Slide:

To show the implication of Career Stages

Notes to Presenter:

- Emphasize the highlighted phrases to show importance of Career Stages.

Slide Number 27

Purpose of the Slide:

To show the implications of having Career Stages

Notes to the Presenter:

- Highlight in the discussion Usec Jesus Mateo who made the statement.
- Emphasize the highlighted part of the statement.
- Emphasize that DepEd must demand CHED to ensure that their curriculum meets the expectation of PPST.

SLIDE SET 3 – THE PPST

Slide Number 28

Purpose of the Slide:

To show the implication of Career Stages

Notes to Presenter:

- Emphasize the highlighted phrases to show importance of Career Stages

Slide Number 29

Purpose of the Slide:

To show the uses of the PPST

Notes to Presenter:

- Discuss:
  - To show the uses of the PPST. The picture shows a multifunctional pencil case which has a space for eraser, calendar, pencil sharpener, pencil/colored pencil, calendar and daily schedule. Like this multifunctional pencil case, the PPST can be considered a multifunctional tool which can be used as the basis for various HR systems and processes, e.g. teacher professional development, RPMS system, recruitment and selection, and rewards and recognition.
  - Talk about your experience as a young learner where having a cute pencil case can be a "status symbol".

SLIDE SET 3 – THE PPST

Slide Number 30

Purpose of the slide:
To show that the RPMS is only one of the many HR systems (a slice of a cake)

Notes to Presenter:
- Mention the different systems that can be anchored on the Philippine Professional Standards for Teachers. Other slices include the L&D, RSPI, Rewards and Recognition and other HR systems.

Slide Number 31

Purpose of the Slide:
To prompt participants on the different teacher assessment tools based on the PPST

Note to Presenter:
- This is a title slide.

SLIDE SET 3 – THE PPST

Slide Number 32

Slide Number 32

Purpose of the Slide:

To show the different PPST-based RPMS Tools and support materials

Notes to the Presenter:

- Emphasize that:
  - The PPST is not a rubric and is not a tool to assess teachers' performance. However, it can be used as a framework upon which teacher support tools can be based.
  - The tools that are based on PPST that may be used for teacher assessment are the RPMS Tools for Teachers, Classroom Observation Tools and the Self-Assessment Tools. Mention that there is also an electronic version of the SAT and an accompanying manual has been developed.
  - Manual for RPMS and SAT were developed to help teachers to guide teachers in the RPMS process.

SLIDE SET 3 – THE PPST

Slide Number 33

Slide Number 33

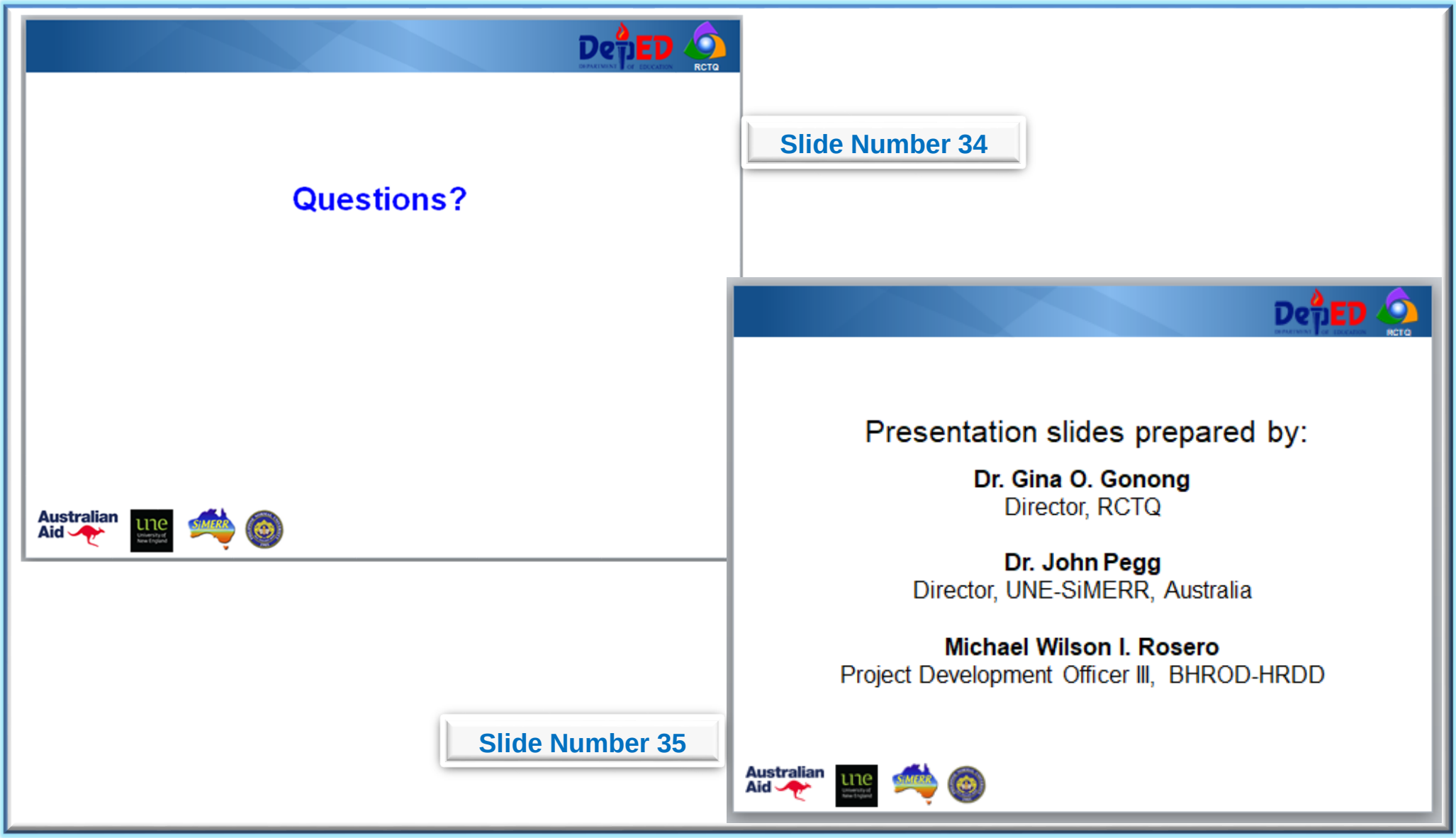
Purpose of the Slide:

To Show what matters most in top school system

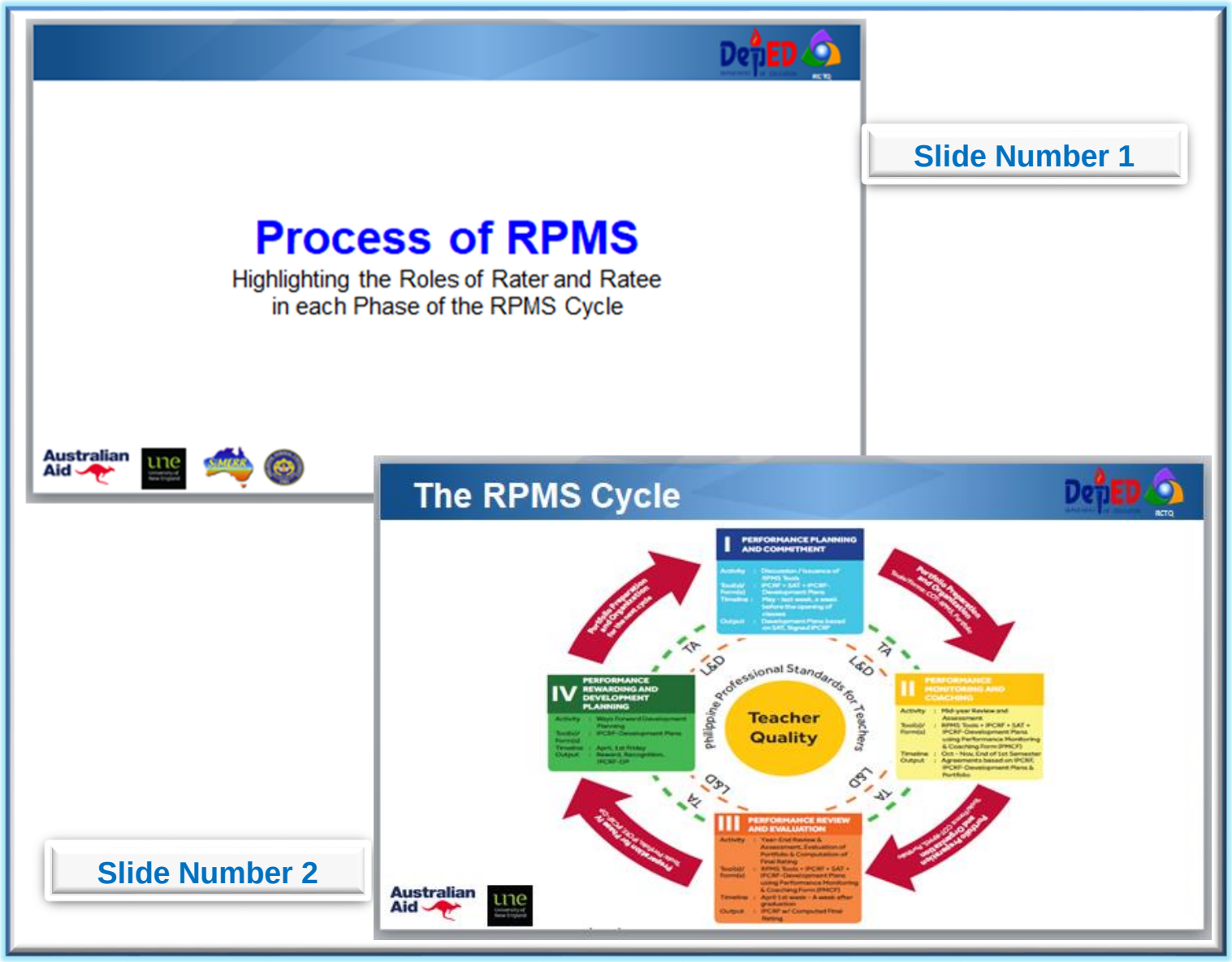
Notes to the Presenter:

- In closing, enumerate the three things that matter most in top school systems as revealed in McKinsey and Co. (2007) study.

SLIDE SET 3 – THE PPST



SLIDE SET 4 – Process of RPMS



Slide Number 1

Purpose of the slide:
To introduce participants on the session

Notes to Presenter:
- This is a title slide.

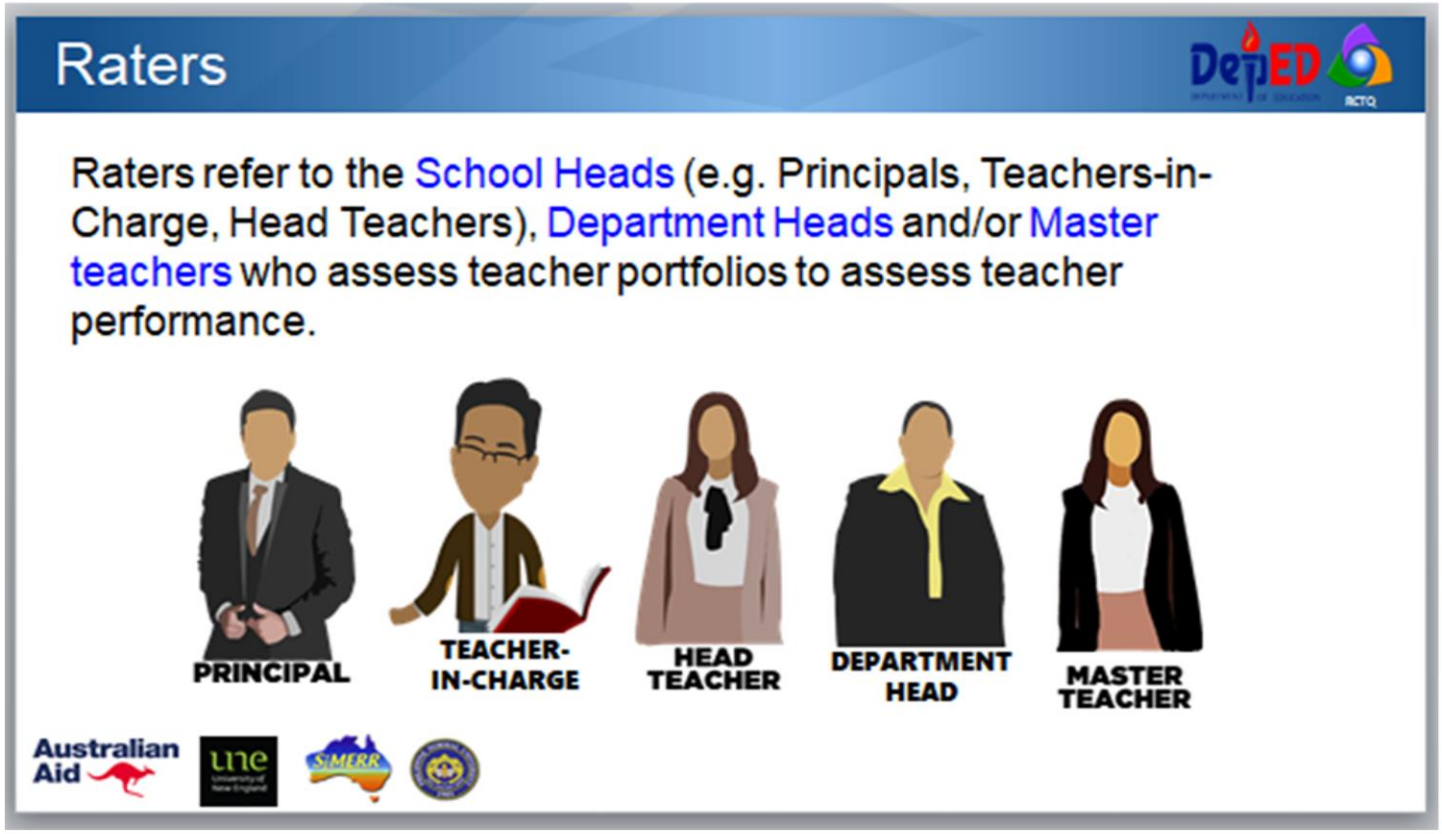
Slide Number 2

Purpose of the Slide:
To show the RPMS Cycle from Phase I to IV

Note to Presenter:
- Emphasize that:
  - The same RPMS Tools are used in each of the phases of the RPMS Cycle. Raters and Ratees must be familiar with the RPMS associated tools and its use and purpose in each phase of the RPMS Cycle.
  - The RPMS cycle is equivalent to one school year in DepEd.

SLIDE SET 4 – Process of RPMS

Slide Number 3



Slide Number 3

Purpose of the slide:

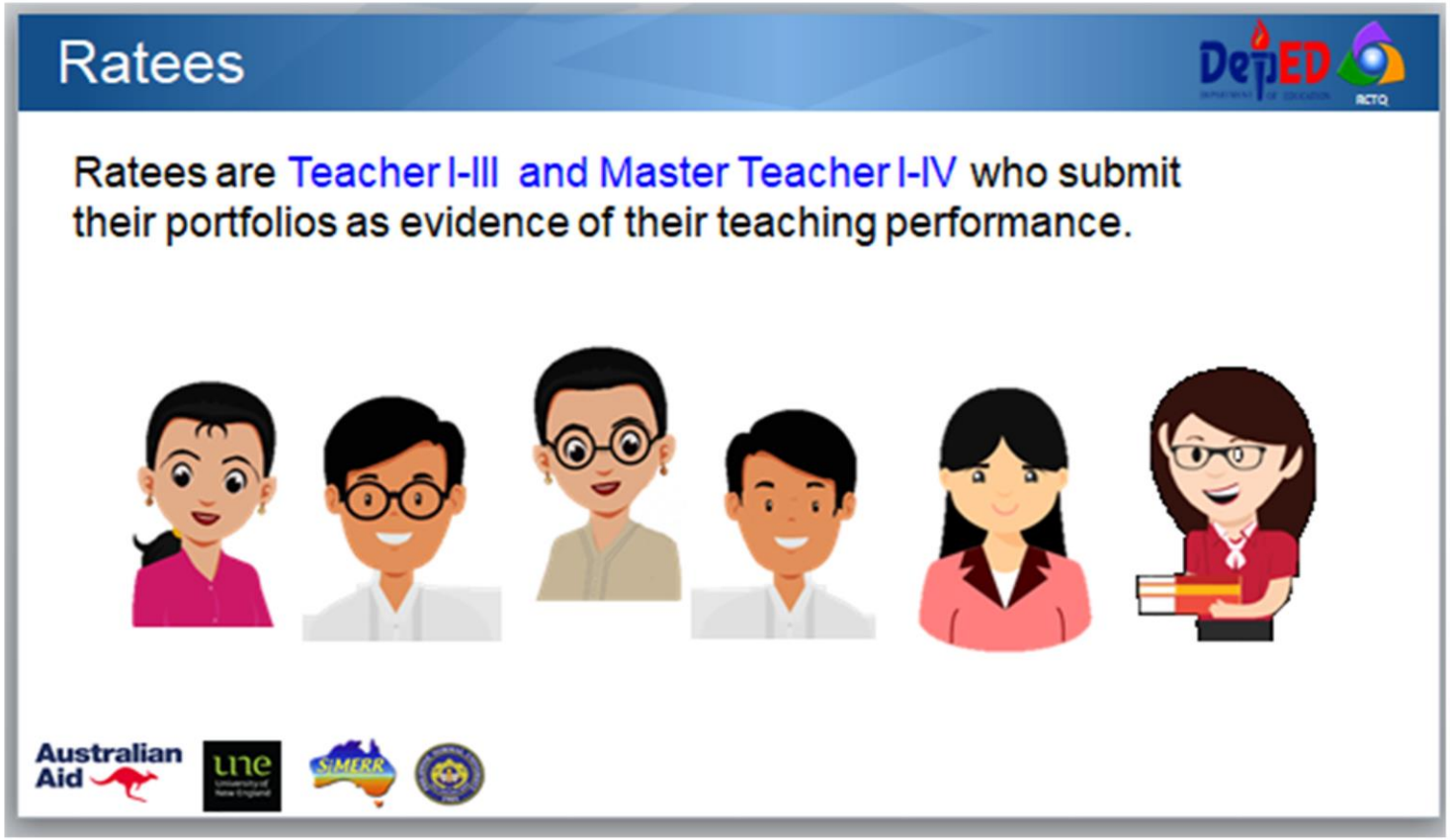
To emphasize who the raters are in the RPMS Cycle, as discussed in D.O. 2, s. 2015

Notes to Presenter:

- Mention that these Raters are in reference to D.O. 2, s 2015, "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education".
- Note that these Raters are also the observers in the Classroom Observation.

SLIDE SET 4 – Process of RPMS

Slide Number 4



Slide Number 4

Purpose of the Slide:

To emphasize who the Ratees are in the RPMS Cycle

Note to Presenter:

- Emphasize that **all teachers with teaching loads** are ratees in the RPMS. Teachers include ALS mobile teachers, SPED teachers, Journalism teachers, etc.

SLIDE SET 4 – Process of RPMS

Slide Number 5

Purpose of the Slide:

To introduce Phase I of the RPMS Cycle

Note to Presenter:

- Mention that Phase I shall be done prior to the start of the performance cycle. It is expected that by last week of May, Phase I is done.

Slide Number 6

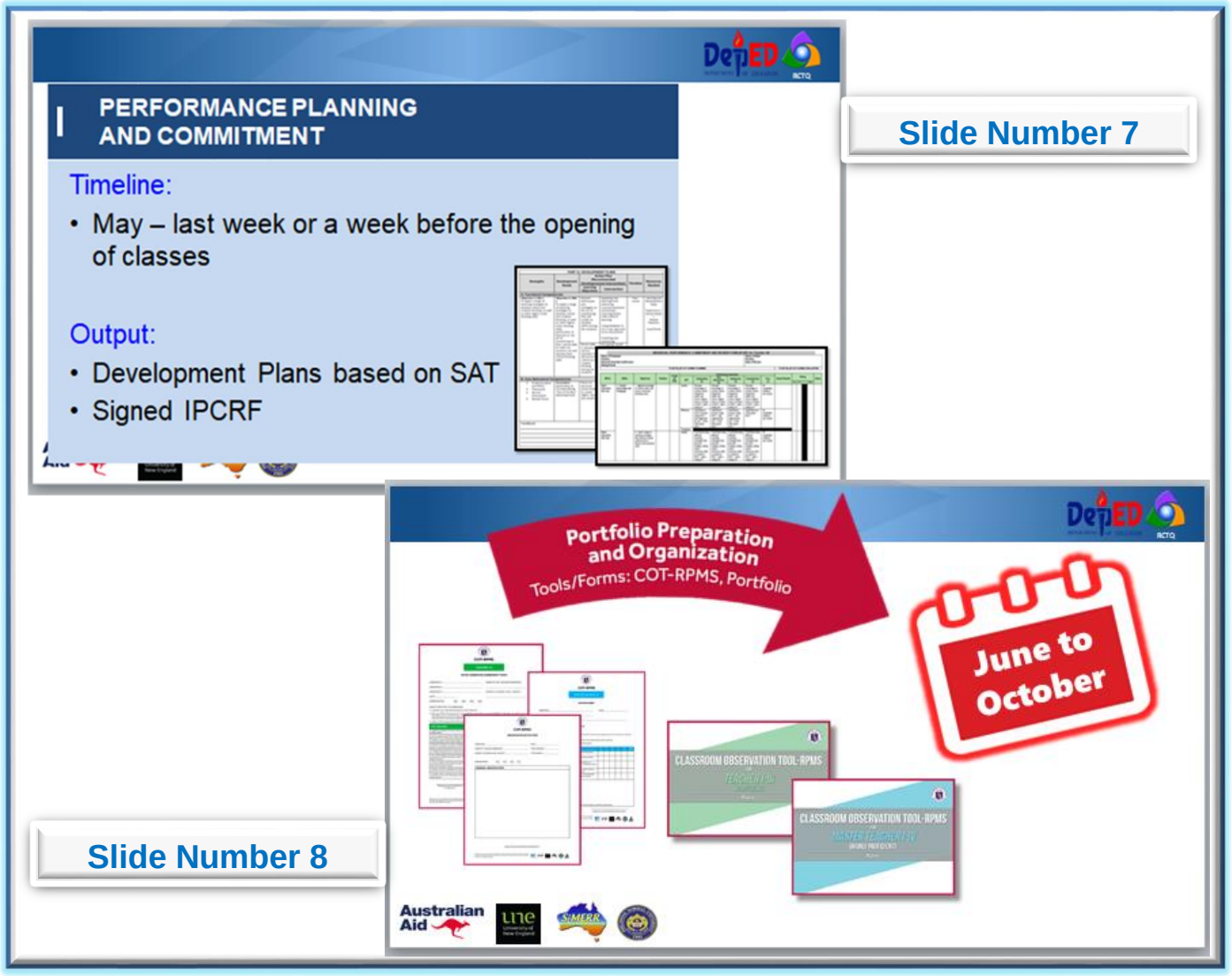
Purpose of the Slide:

To discuss the activities in Phase I and the roles of the Raters and Ratees

Note to Presenter:

- Emphasize that:
  - **Raters shall meet with the Ratees to discuss the RPMS Tools**.
  - In this Phase, Ratees shall take the Self-Assessment tool or e-SAT.
  - Only the Ratees can view their results. Others, including the Principal and ICT Coordinator, are not allowed to view the individual results of the teachers.
  - It is also in Phase I that the Ratees accomplish the IPCRF-Development Plans based on the result of the self-assessment and discuss with the Principal.

SLIDE SET 4 – Process of RPMS



Slide Number 7

Purpose of the Slide:

To emphasize the timeline and output of Phase I

Note to Presenter:

- Emphasize that last week of May or a week before the opening of classes, ratees shall have Development Plans based on SAT and signed IPCRF.

Slide Number 8

Purpose of the Slide:

To discuss the activities in Portfolio Preparation and Organization and its timeline

Note to Presenter:

- Mention that from June to October, classroom observations must have begun. It is highly advisable that by October, all ratees (teachers) must have had two classroom observations.

SLIDE SET 4 – Process of RPMS

Slide Number 9

Slide Number 9

Purpose of the Slide:

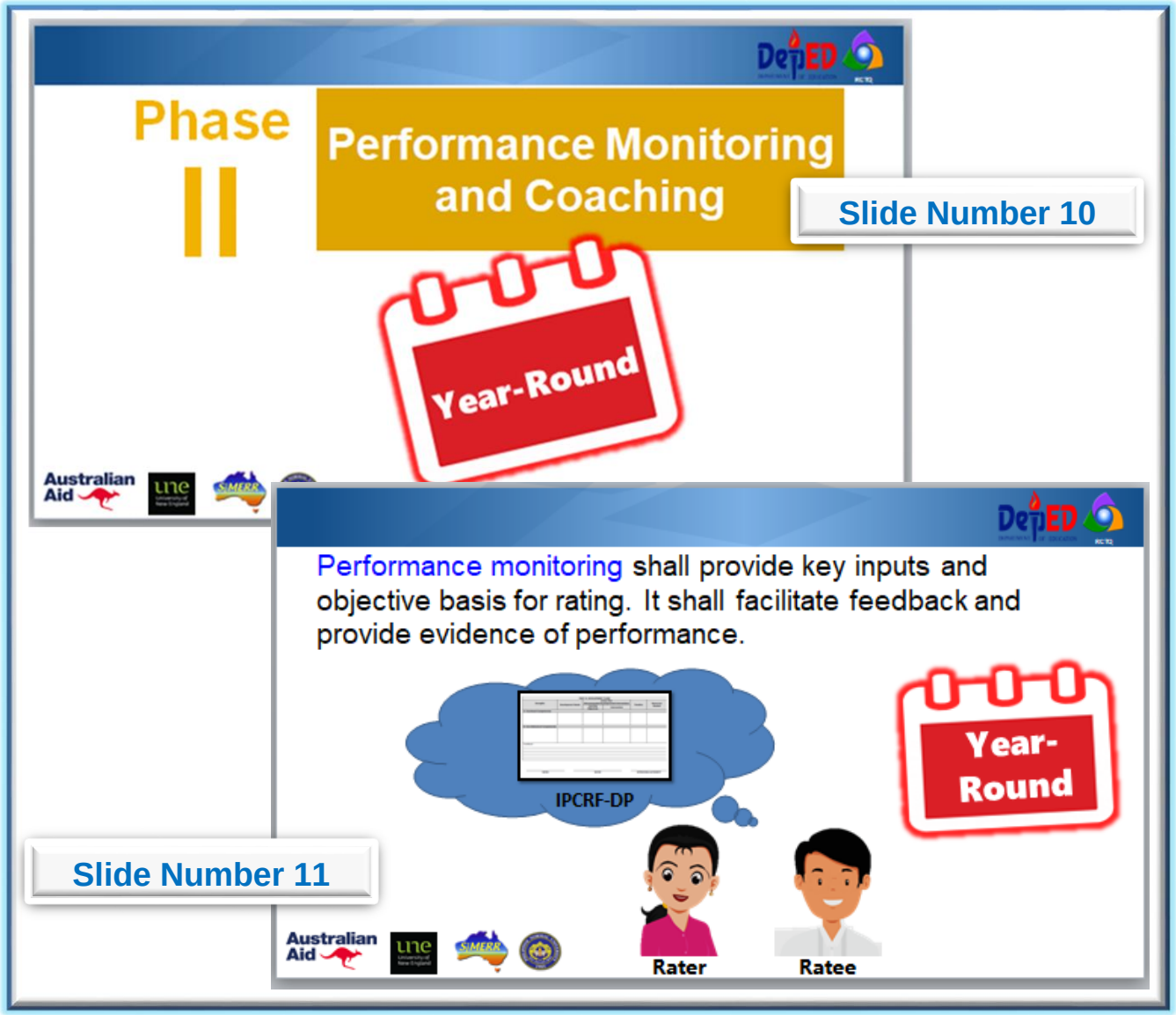
To discuss the activities in Portfolio Preparation and Organization and its timeline

Note to Presenter:

- Emphasize that ratees (teachers) are encouraged to prepare portfolio as early as June to facilitate the gathering and organization of the documents/MOV.
- Note that ratees (teachers) have to prepare two sets of portfolio: (1) Original and (2) photocopy.
- Emphasize that portfolio with photocopied documents is for submission. The portfolio with original documents will be used for counter checking.

.

SLIDE SET 4 – Process of RPMS



Slide Number 10

Purpose of the Slide:

To introduce Phase II of the RPMS Cycle

Note to Presenter:

- Mention that Phase II shall commence after the rater and the ratee committed on the objectives as specified in the IPCRF. The IPCRF must also be signed.
- Emphasize that this should be done throughout the year.

Slide Number 11

Purpose of the Slide:

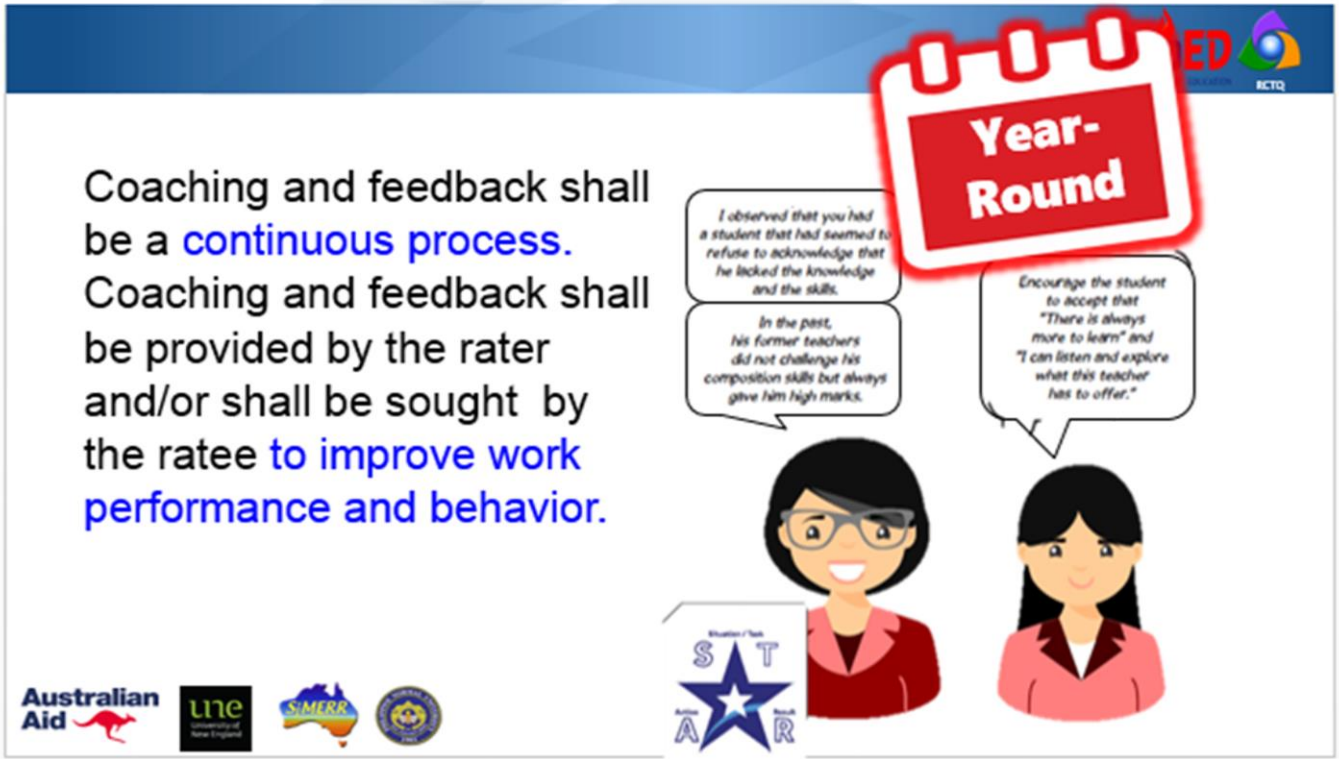
To discuss what performance monitoring is and its purpose

Note to Presenter:

- Note that both the rater and the ratee are responsible to agree to track and record significant details through the use of PMCF.
- Emphasize that significant details are actual events and behaviors in which both positive and negative performances are observed and documented.

SLIDE SET 4 – Process of RPMS

Slide Number 12



Slide Number 12

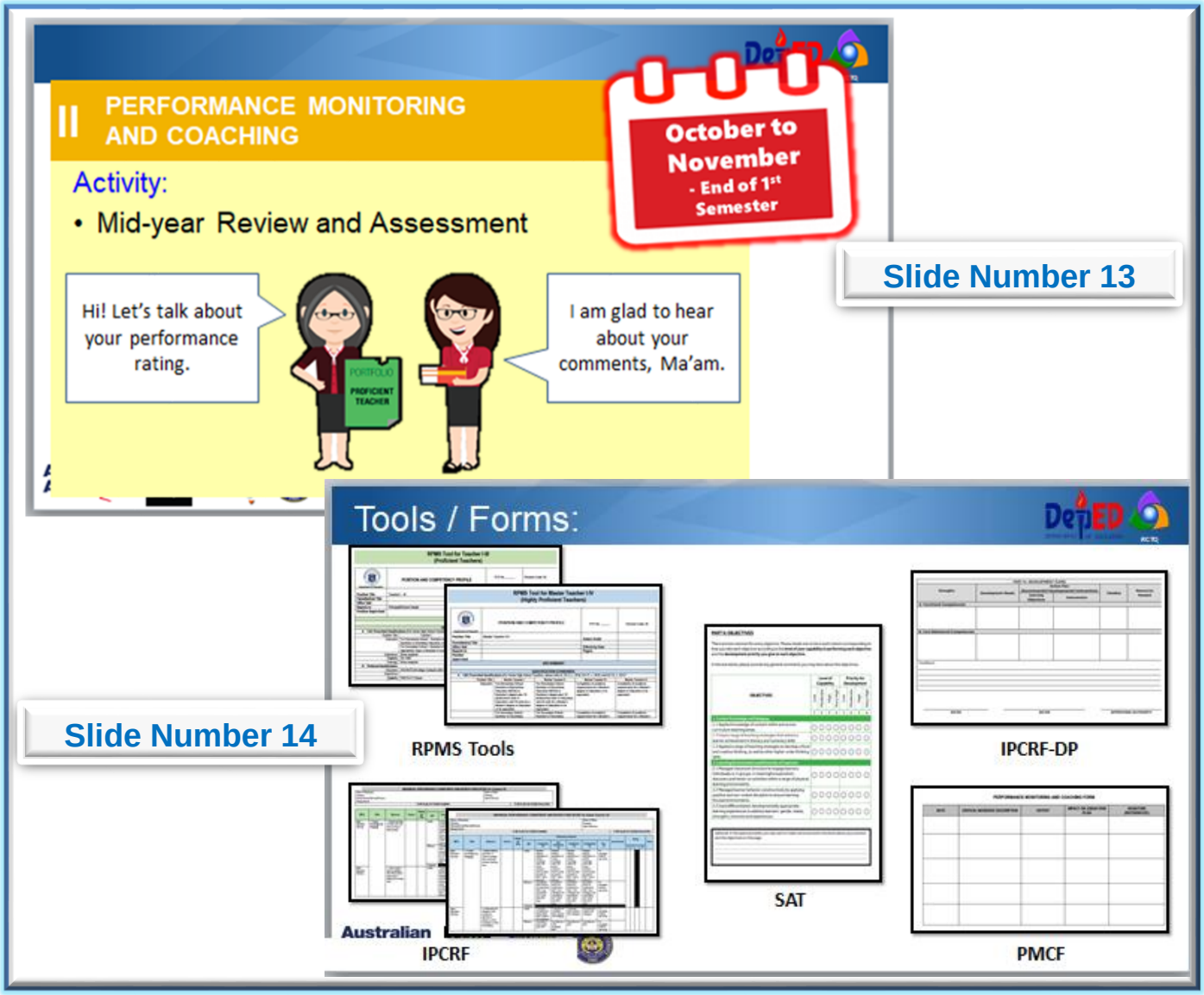
Purpose of the Slide:

To discuss what coaching and feedback is and its purpose

Note to Presenter:

- Discuss that:
  - Coaching and feedback is a continuous process. Coaching and feedback shall be provided by the rater and/or shall be sought by the ratee to improve work performance and behavior.
  - The rater, playing a critical role in the performance monitoring and coaching, shall provide an enabling environment and intervention to improve performance and to manage and develop individual potentials.

SLIDE SET 4 – Process of RPMS



Slide Number 13

Purpose of the Slide:

To discuss the activity in Phase II of the RPMS Cycle

Note to Presenter:

- Emphasize that:
  - A mid-year review is prescribed to determine the progress in achieving the Objectives.
  - During the mid-year review, the rater shall inform the Ratee status of performance.
  - Coaching, feedback and appropriate interventions shall be provided whenever necessary.

Slide Number 14

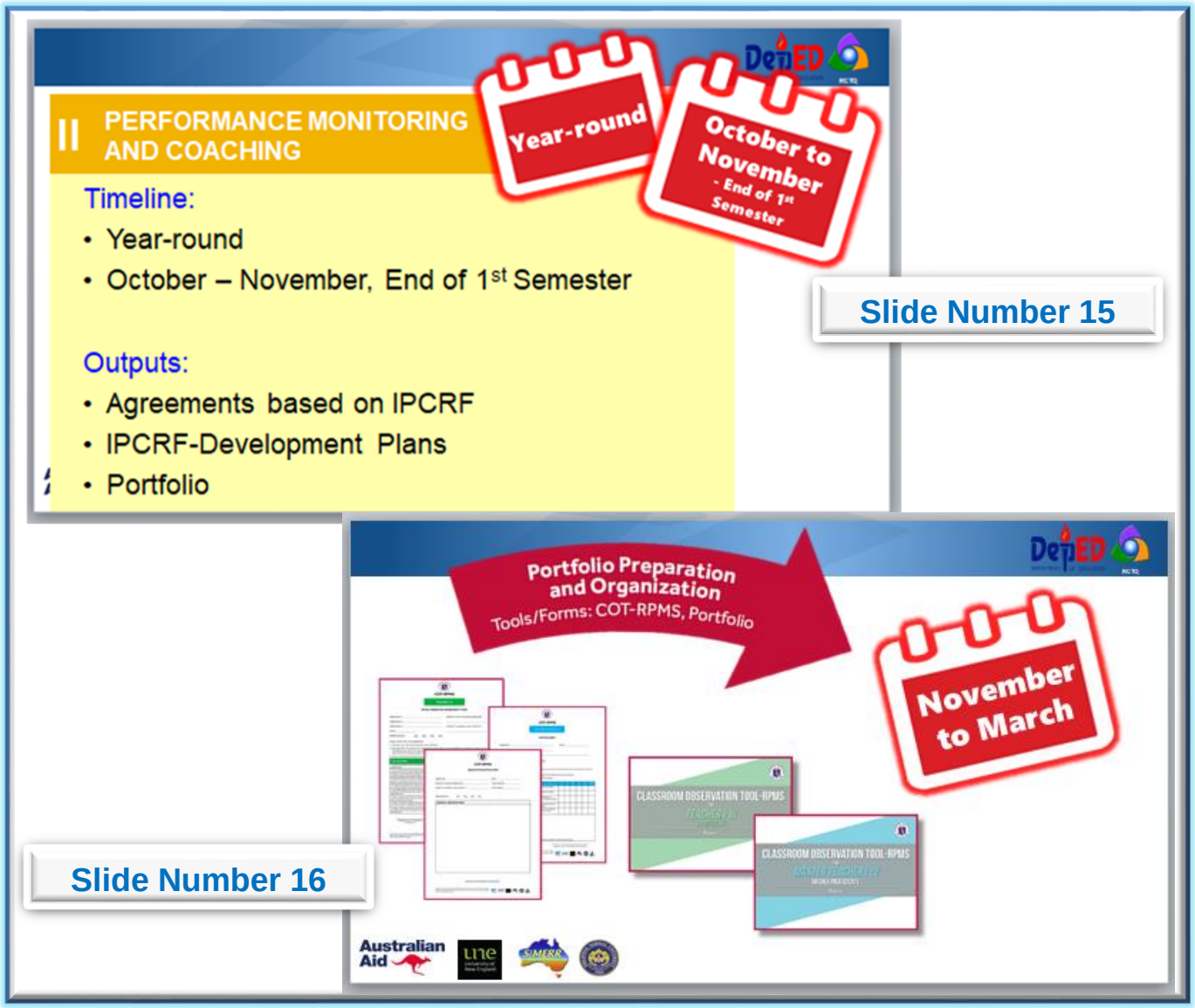
Purpose of the Slide:

To show the different tools/forms used in Phase II, Performance Monitoring and Coaching

Note to Presenter:

- Emphasize that raters and ratees are responsible to familiarize themselves with these tools.

SLIDE SET 4 – Process of RPMS



Slide Number 15

Purpose of the Slide:

To emphasize outputs at the end of Phase II

Note to Presenter:

- Read through the slide.

Slide Number 16

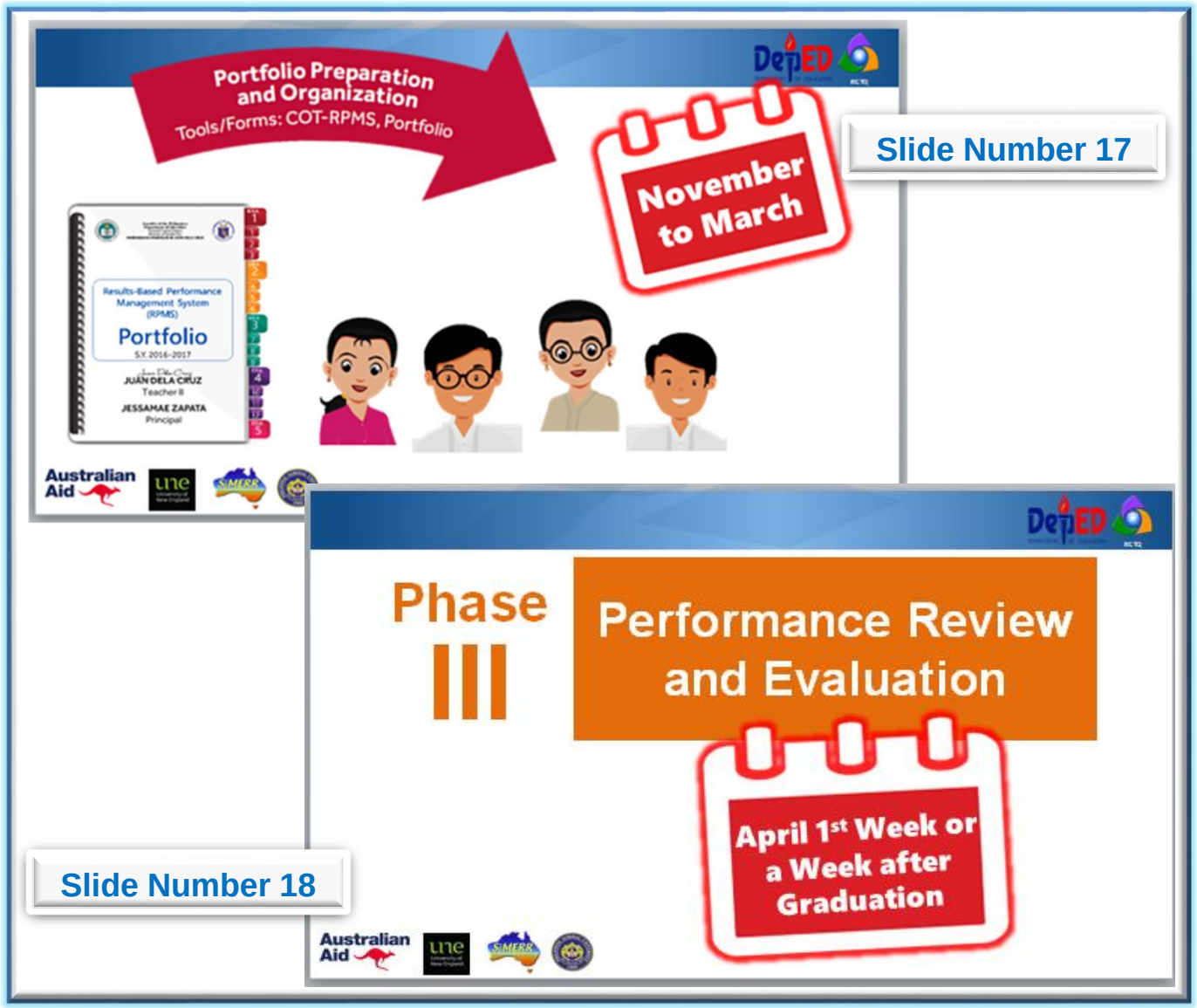
Purpose of the Slide:

To discuss the activities in Portfolio Preparation and Organization and timeline

Note to Presenter:

- Note that:
  - After the Midyear review, classroom observations must resume to complete the four (4) observations.
  - By March, all ratees (teachers) must have already four (4) classroom observation ratings.

SLIDE SET 4 – Process of RPMS



Slide Number 17

Purpose of the Slide:

To discuss the activities in Portfolio Preparation and Organization and timeline

Note to Presenter:

- Note that ratees (teachers) shall continue the gathering and organizing of documents for their portfolio.

Slide Number 18

Purpose of the Slide:

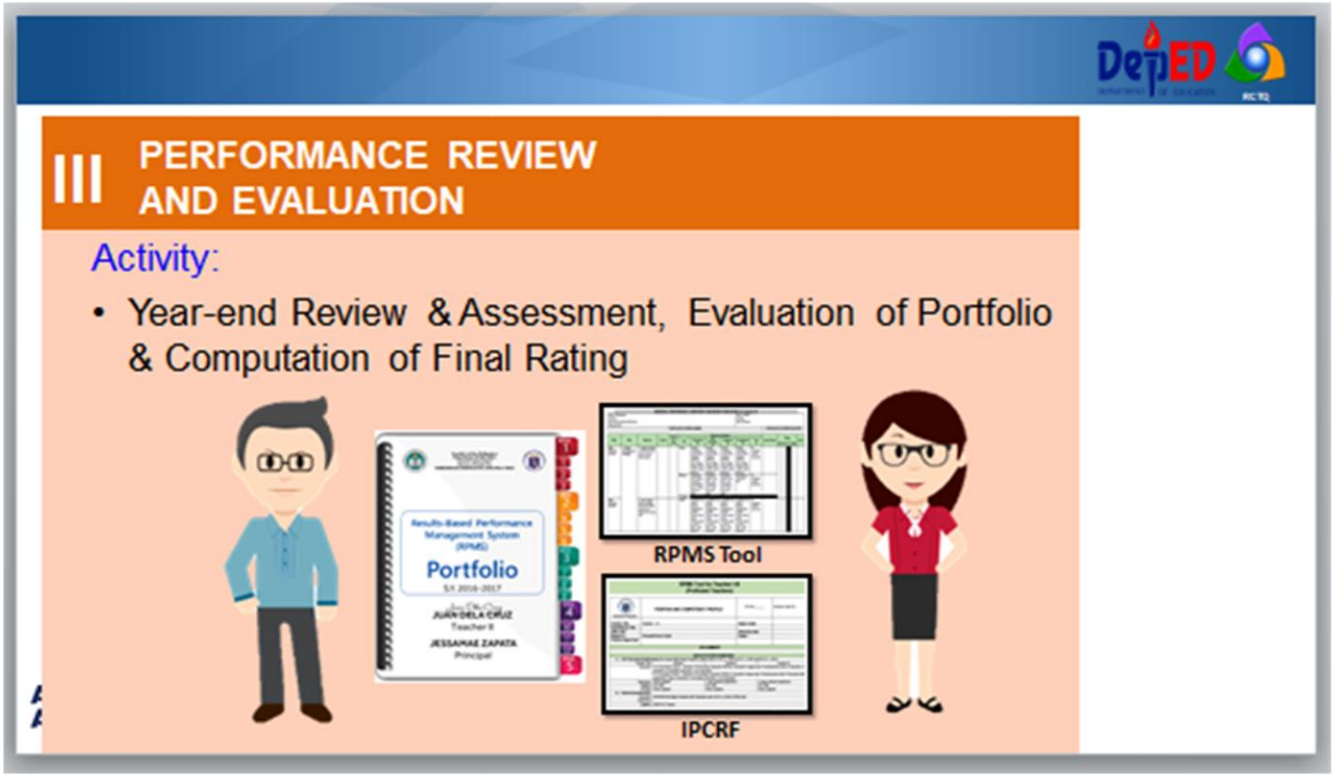
To introduce the Phase III of the RPMS Cycle

Note to Presenter:

- Mention that Phase III shall be done at the end of the performance cycle to assess teachers' performance level based on commitments and measures as contained in the signed IPCRF.
- Highlight that the schedule of Phase III is on April 1st week or a week after graduation.

SLIDE SET 4 – Process of RPMS

Slide Number 19



Slide Number 19

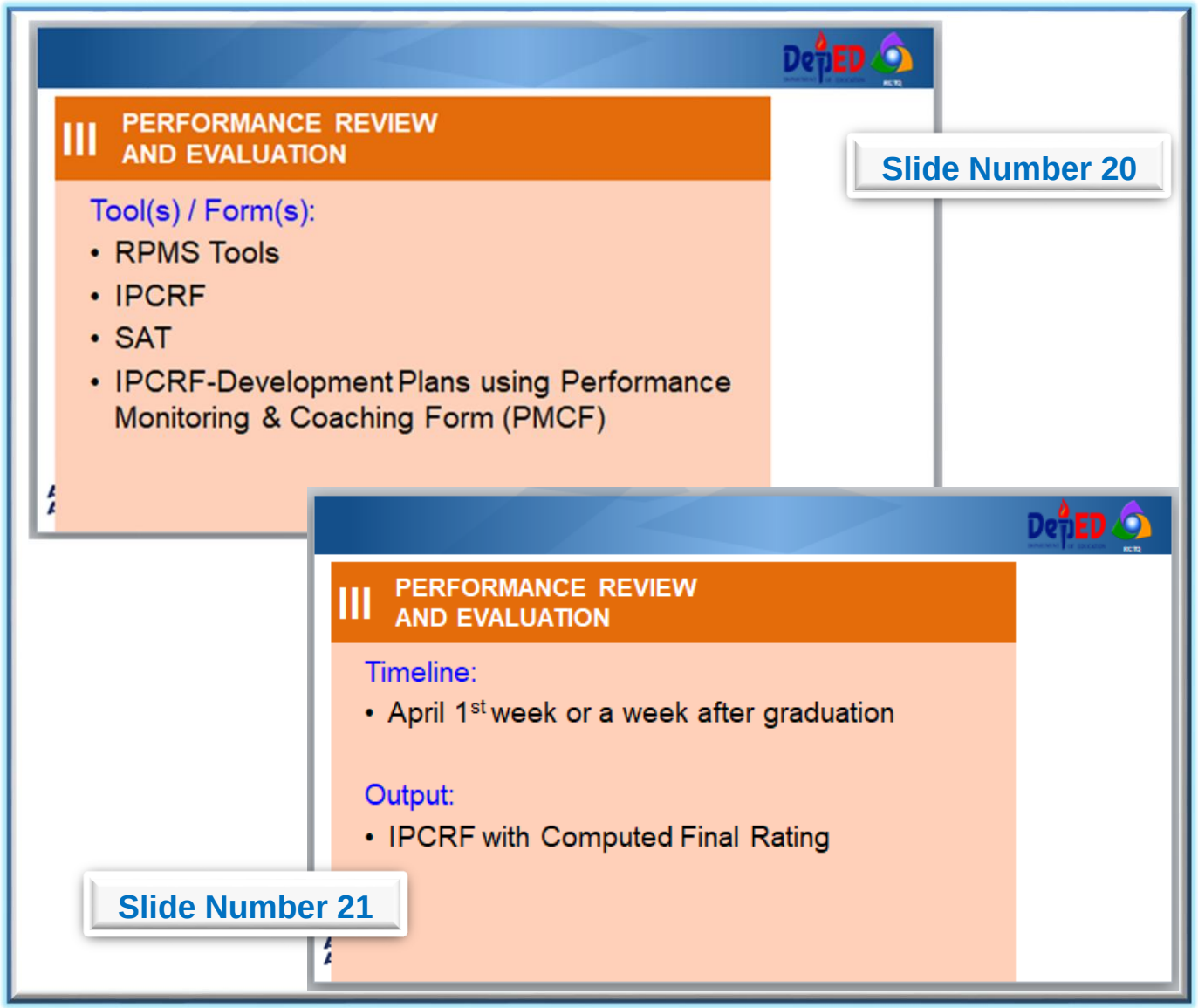
Purpose of the Slide:

To discuss the activity in Phase III

Note to Presenter:

- Highlight that:
  - The rater and the ratee shall discuss and agree on the actual accomplishments and results of the performance commitments and measures made at the beginning of the rating period.
  - They shall pass judgment whether each objective has been achieved or not.
  - The significant incidents as reflected in the Performance Monitoring and Coaching Form (PMCF) shall be considered for the actual results.
  - The rater and the ratee shall reach an agreement by signing the IPCRF.

SLIDE SET 4 – Process of RPMS



Slide Number 20

Purpose of the Slide:

To highlight the different tools/forms used in Phase II.

Note to Presenter:

- Emphasize that raters and ratees are responsible to familiarize themselves with these tools.

Slide Number 21

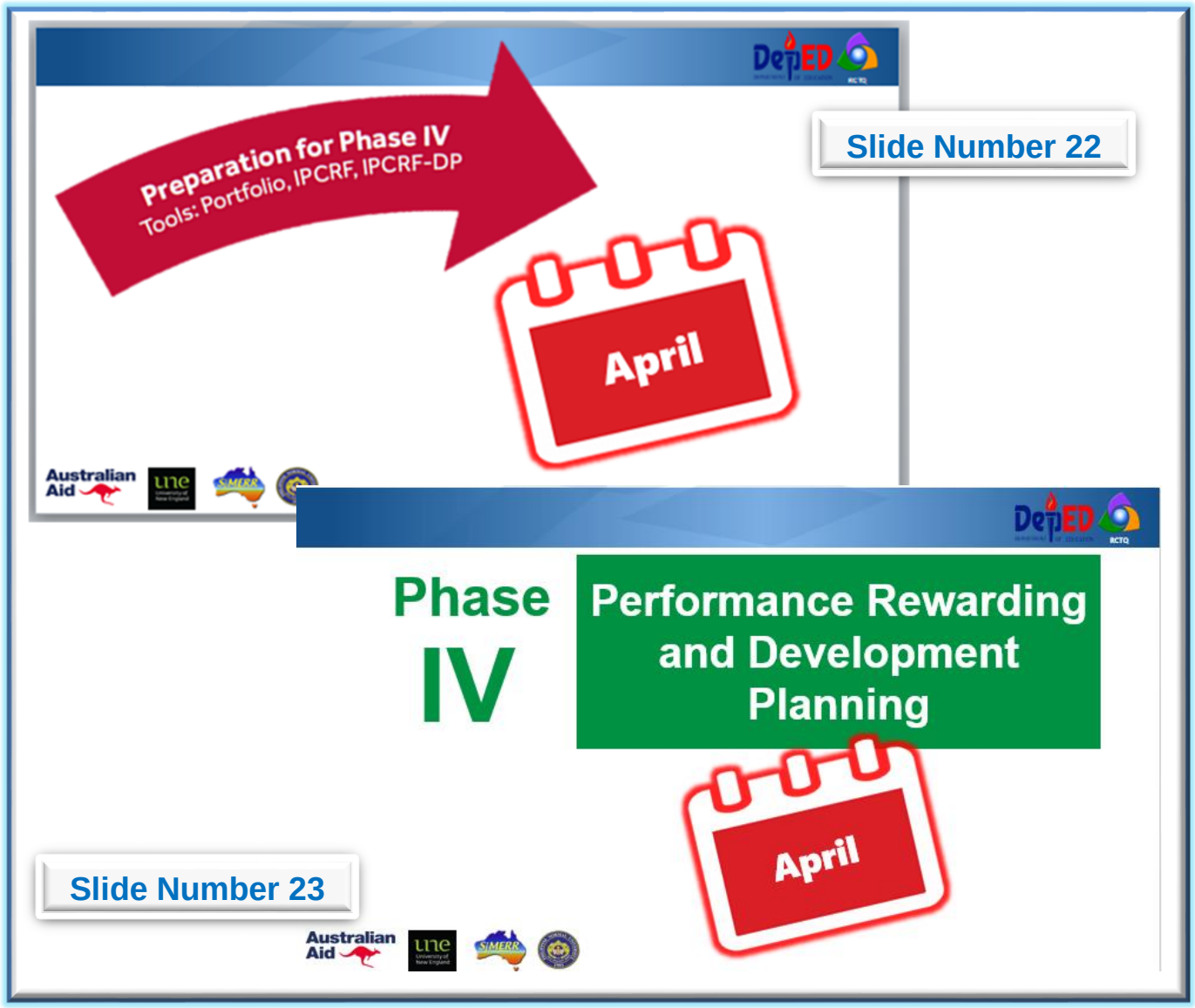
Purpose of the Slide:

To discuss the output in Phase III and its timeline

Note to Presenter:

- Read through the slides.

SLIDE SET 4 – Process of RPMS



Slide Number 22

Purpose of the Slide:

To introduce the preparation for Phase IV and timeline

Note to Presenter:

- Note that in this stage, Raters and Ratees shall prepare for Phase IV. Tools/forms/documents to be used are portfolio, IPCRF, IPCRF-DP.

Slide Number 23

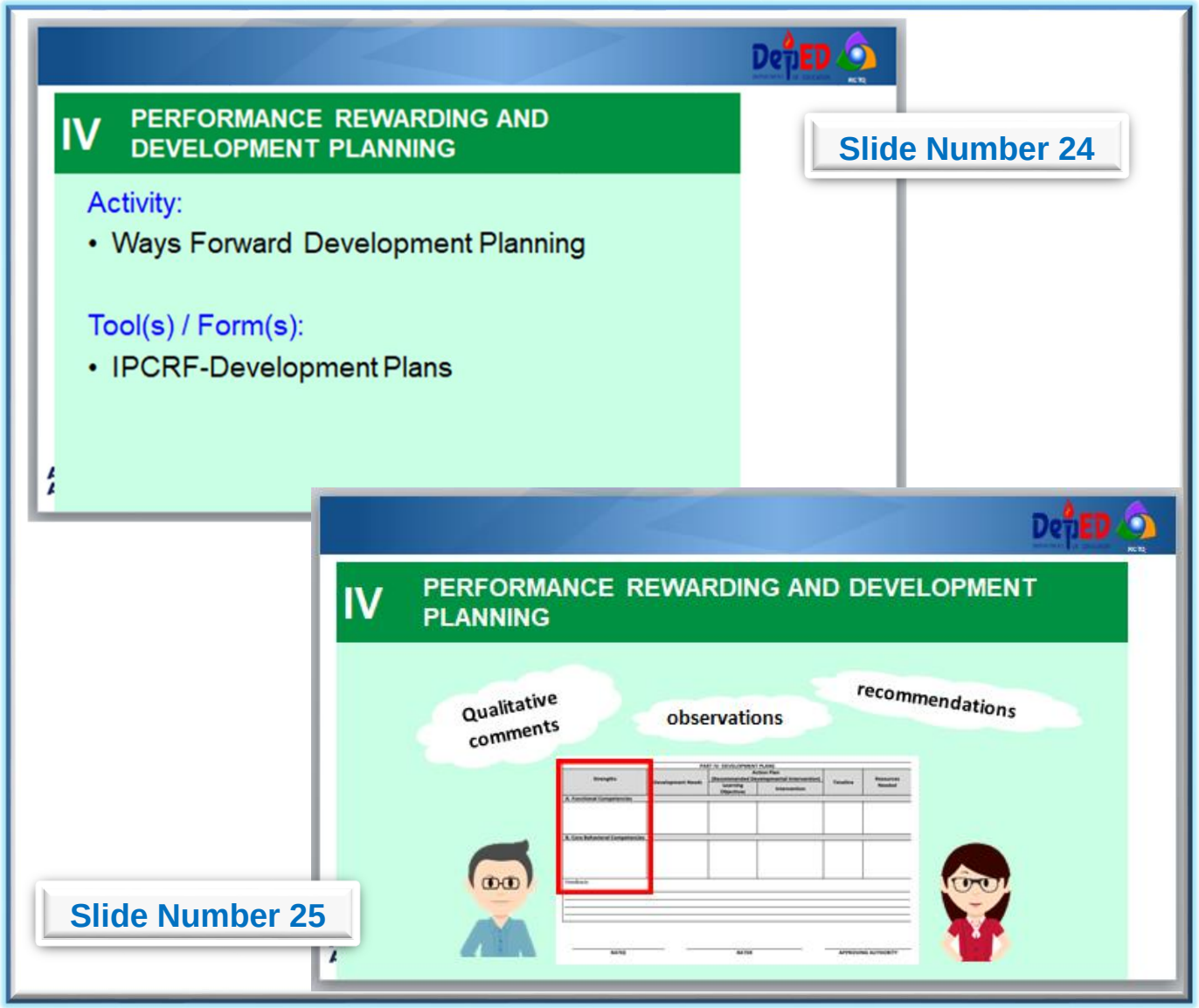
Purpose of the Slide:

To introduce Phase IV of the RPMS Cycle

Note to Presenter:

- Note that in this stage, Raters and Ratees shall prepare for Phase IV. Tools/forms/documents to be used are portfolio, IPCRF, IPCRF-DP.
- Highlight that the schedule of Phase IV is on April.

SLIDE SET 4 – Process of RPMS



Slide Number 24

Purpose of the Slide:

To discuss the activity in Phase IV

Note to Presenter:

- Emphasize that in this phase, the Rater and the Ratee shall discuss ways forward based on the performance of the ratee for the school year.

Slide Number 25

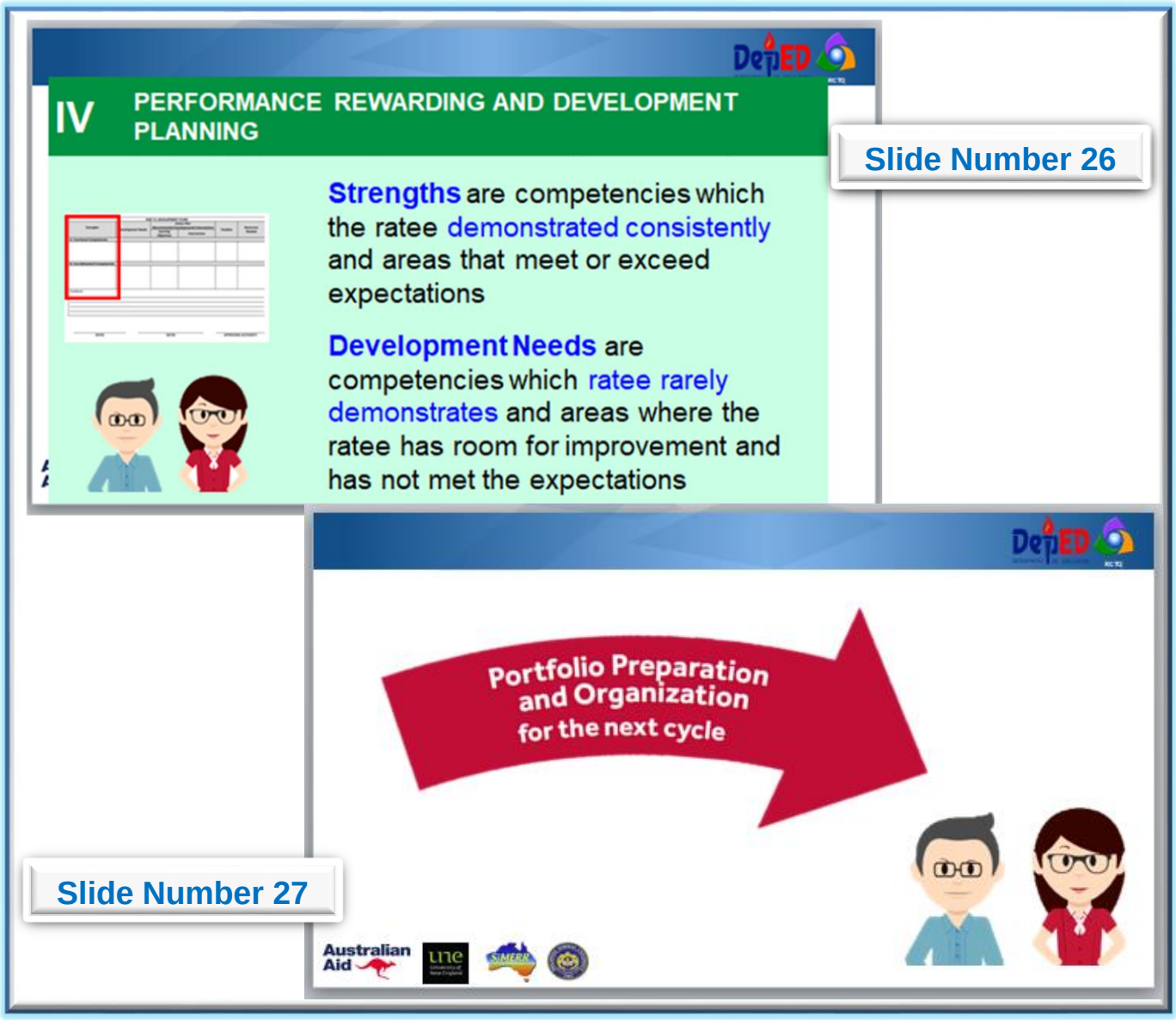
Purpose of the Slide:

To discuss the IPCRF-Development Plan in Phase IV

Note to Presenter:

- Emphasize that the rater shall discuss and provide qualitative comments, observations and recommendations in the ratee's performance commitment, competency assessment and significant incidents which shall be used for training and professional development. These can be written under the strengths and development needs column of the Part IV IPCRF-DP.

SLIDE SET 4 – Process of RPMS



Slide Number 26

Purpose of the Slide:

To define Strengths and Development Needs to be included in the IPCRF-DP for Phase IV

Note to Presenter:

- Emphasize that the rater and ratee shall identify and discuss the ratee's strengths and development needs based on his/her performance for the school year. These Strengths and Development Needs shall be written in the IPCRF-DP.

Slide Number 27

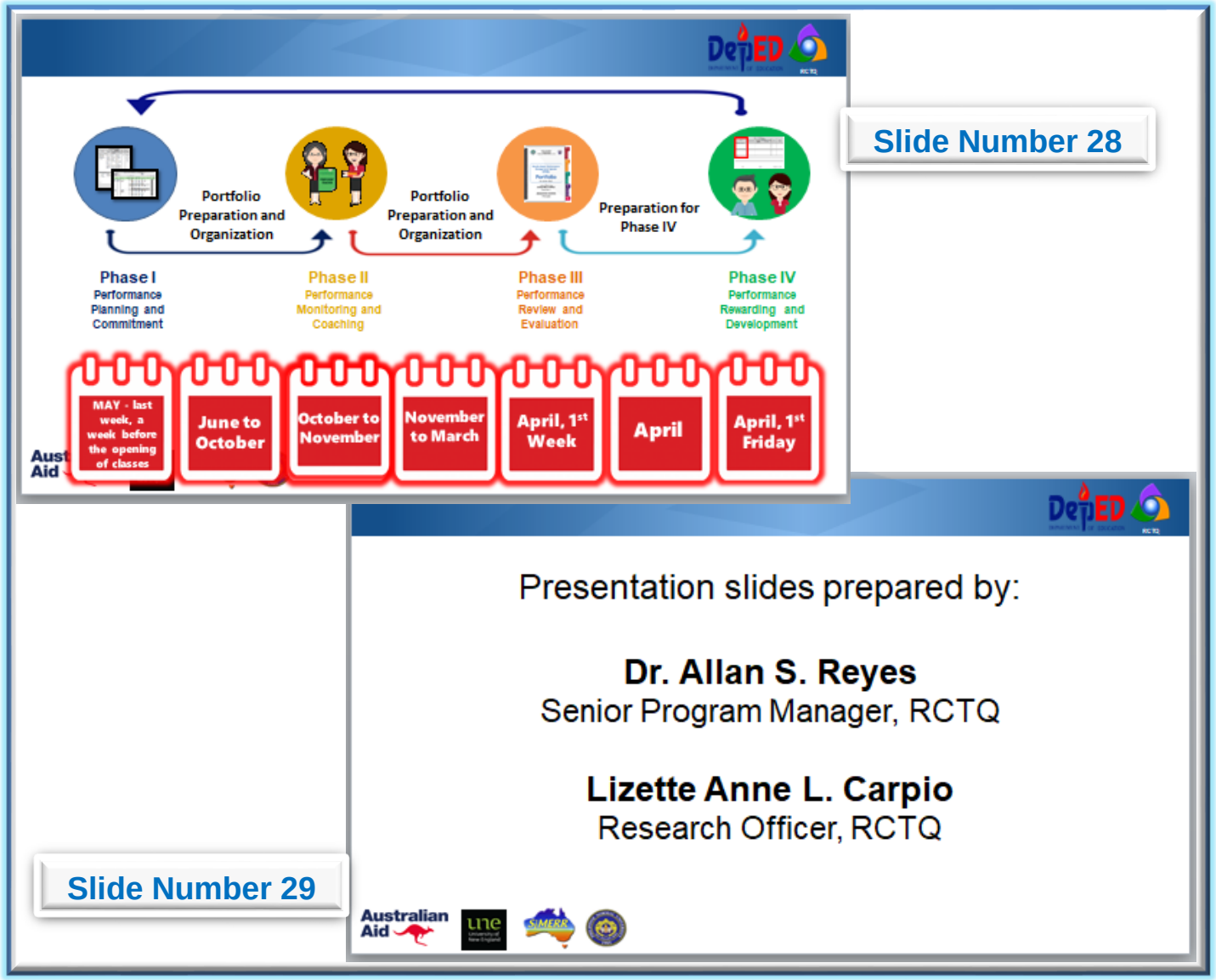
Purpose of the Slide:

To introduce the Portfolio Preparation and Organization for the next cycle

Note to Presenter:

- Emphasize that RPMS is a cycle. Ratees and Raters shall now prepare for the next cycle.

SLIDE SET 4 – Process of RPMS



Slide Number 28

Slide Number 29

Slide Number 28

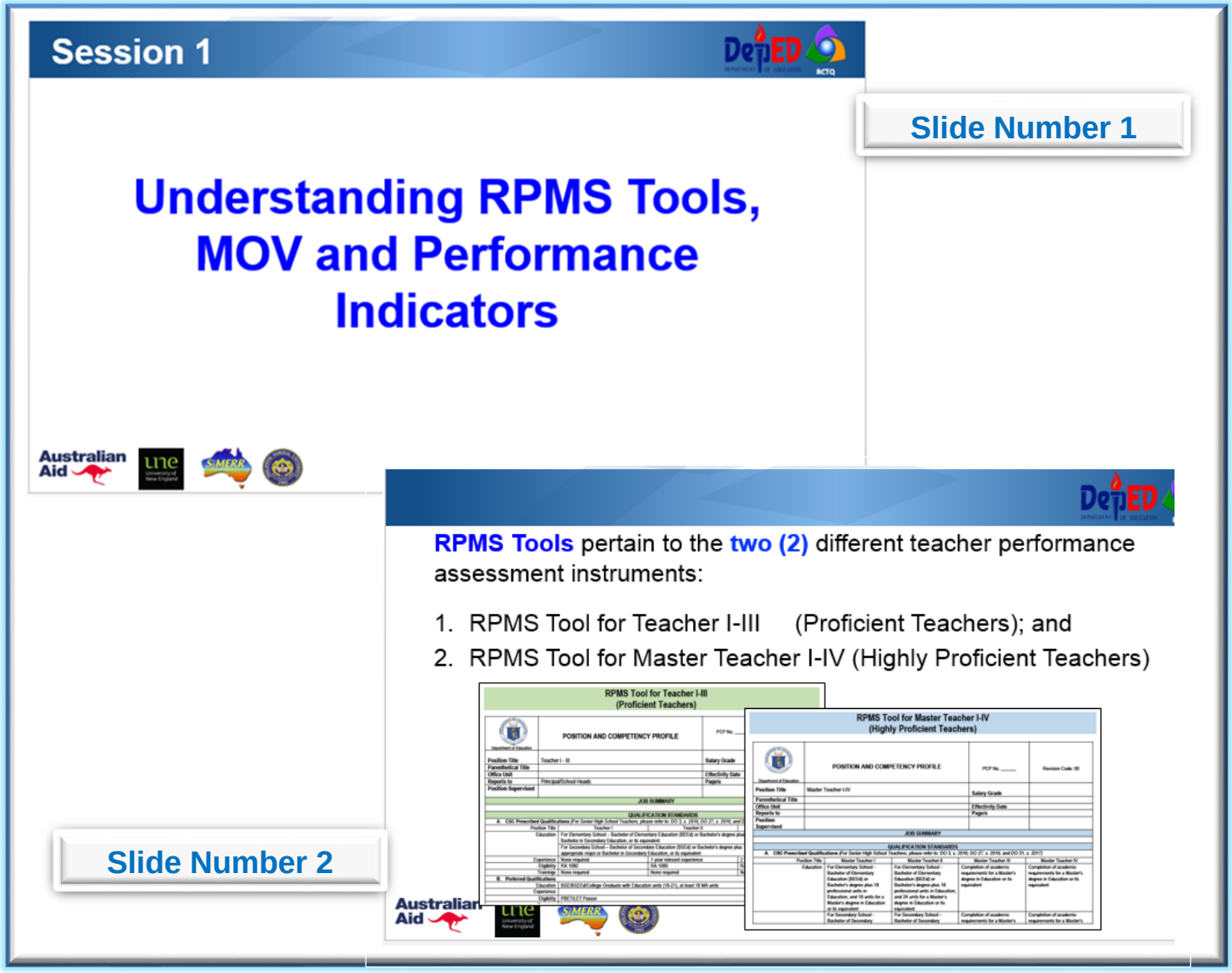
Purpose of the Slide:

To show a summary timeline of the RPMS Cycle

Note to Presenter:

- Note that this slide refers to the summary of the previously discussed slides.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 1

Purpose of the Slide:

To introduce the session on Understanding RPMS Tools and MOV

Notes to Presenter:

- This is a title slide.

Slide Number 2

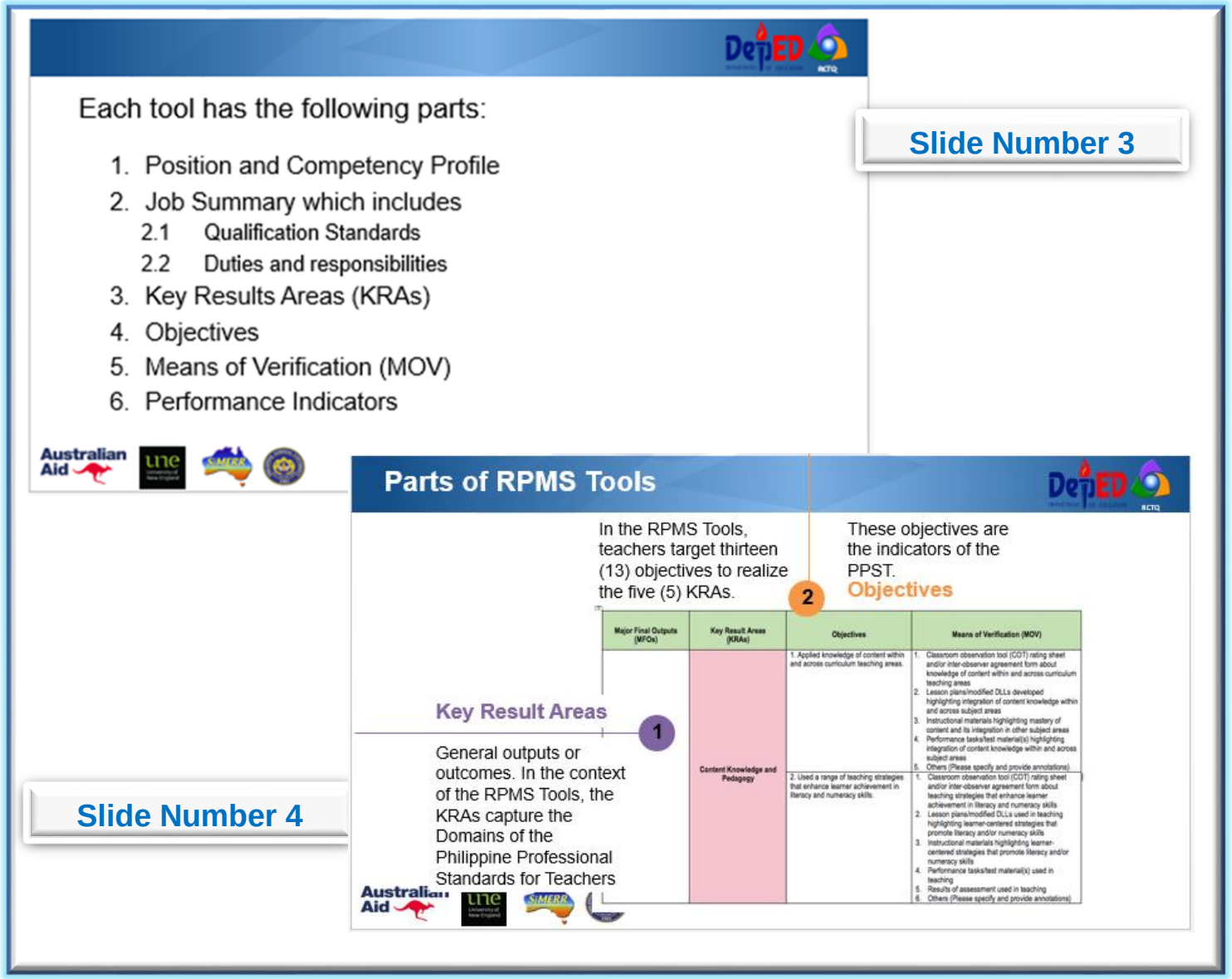
Purpose of the Slide:

To introduce the two (2) RPMS Tools for teachers

Notes to Presenter:

- Emphasize that for S.Y. 2019-2020, only two RPMS tools will be used: RPMS Proficient Tool for Teacher I-III, RPMS Highly Proficient Tool for Master Teachers I-IV.
- Note that the use of a particular RPMS Tool is for us to gauge the performance of the teacher based on the stage they are expected to be in.
- Note that as used in 2018, the same 12 out of 37 Indicators of the PPST will be used for S.Y. 2019-2020.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 3

Purpose of the Slide:

To introduce the parts of the RPMS Tool

Notes to Presenter:

- Enumerate the parts of the tools.
- Note that discussions will follow.

Slide Number 4

Purpose of the Slide:

To show the alignment of RPMS to PPST particularly the Key Results Areas and Objectives

Notes to Presenter:

- Refer participants to RPMS Tool's KRAs and PPST's Domains.
- Emphasize that:
  - Key Results Areas in RPMS are Domains in the PPST;
  - Objectives in the RPMS are Indicators in the PPST.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Slide Number 5

Parts of RPMS Tools

Means of Verification (MOV) 3 list of documents that can show teachers' attainment of objectives.

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

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

Slide Number 5

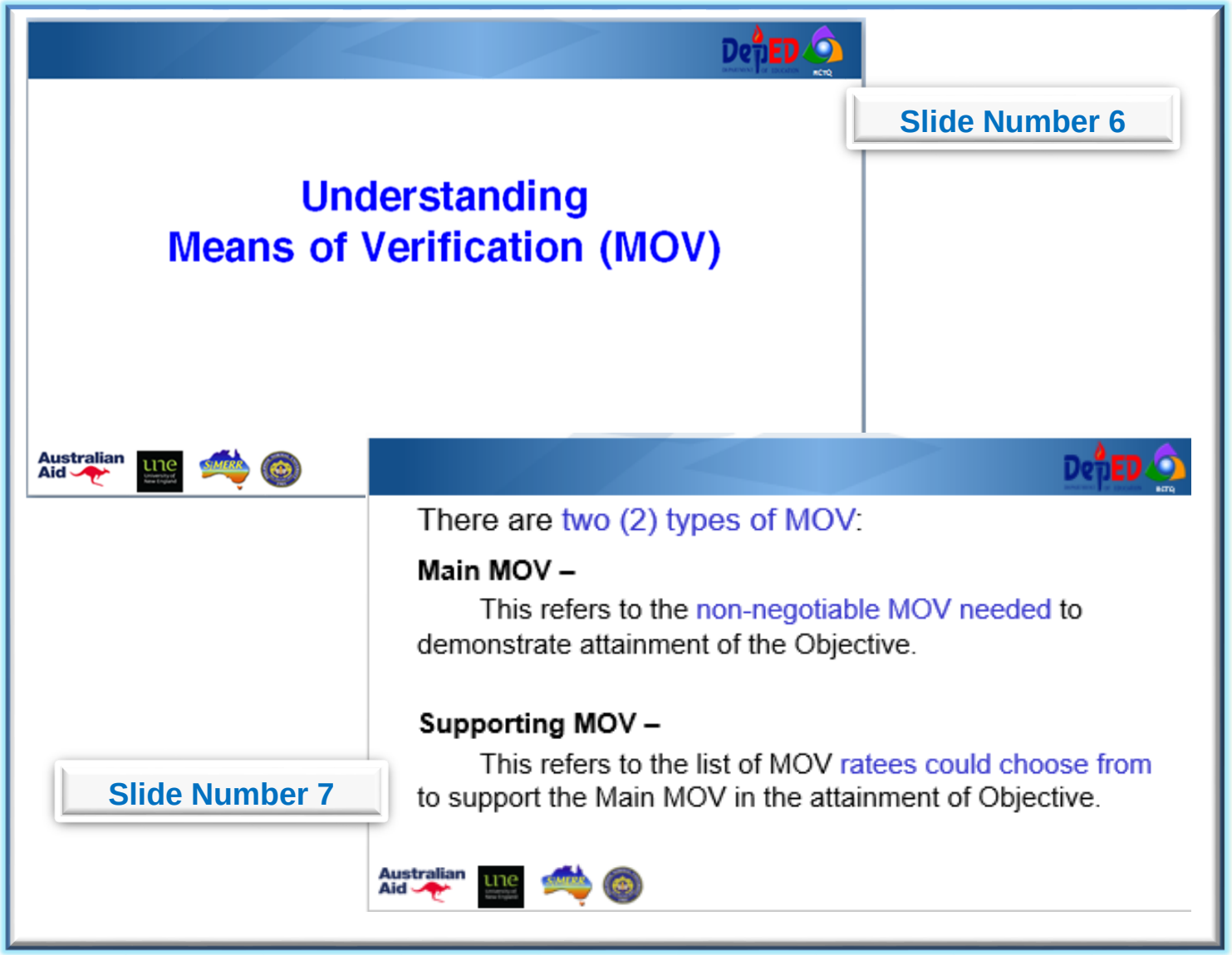
Purpose of the Slide:

To discuss Means of Verification and Performance Indicators

Notes to Presenter:

- Emphasize that:
  - The MOVs are already listed to guide ratees in providing appropriate and valid evidence of attainment of the objectives.
  - **NOT ALL MOV listed are required to be included in the Portfolio.**

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 6

Purpose of the Slide:

To prompt participants on the discussion about Understanding Means of Verification

Notes to Presenter:

- This is a title slide.

Slide Number 7

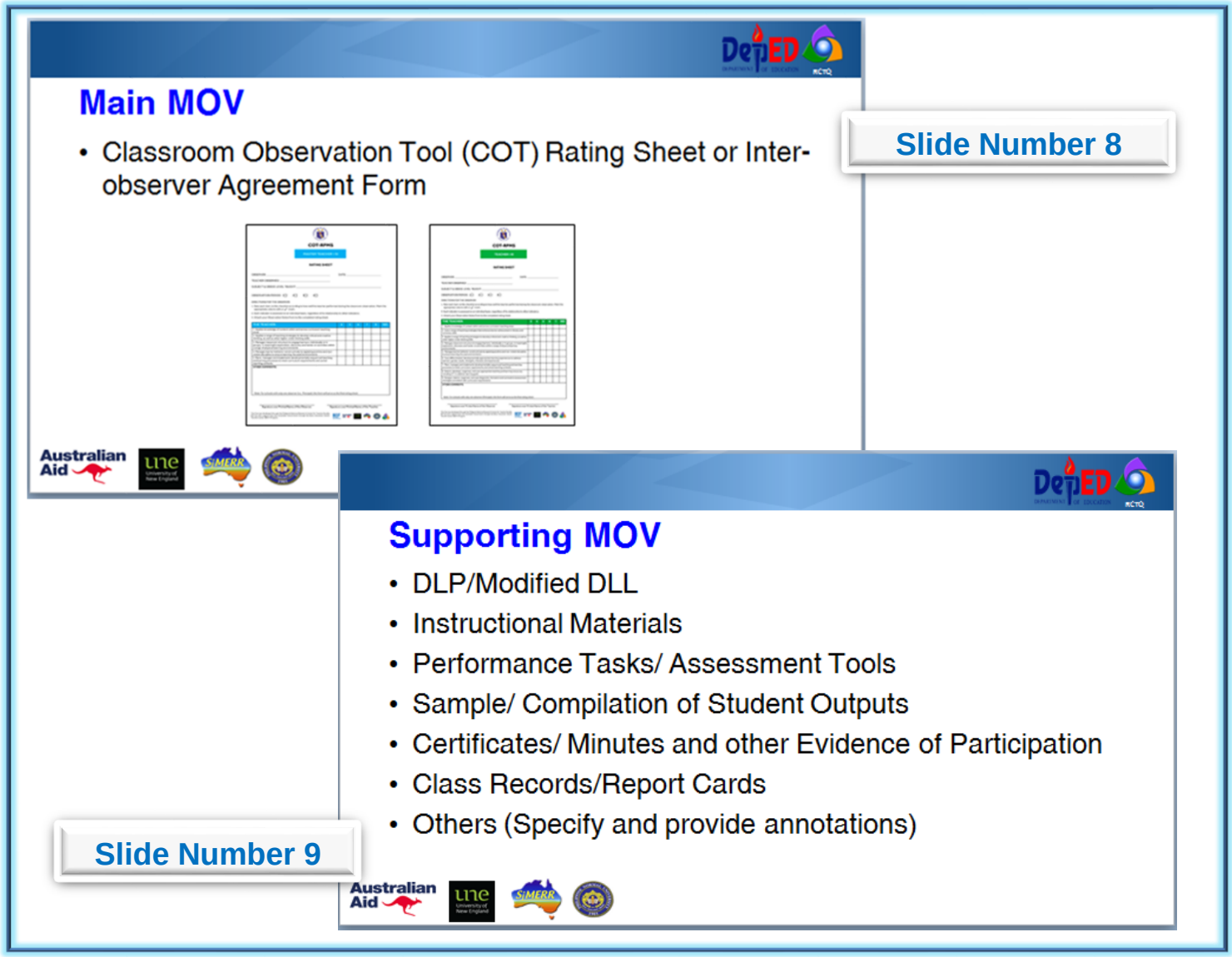
Purpose of the Slide:

To discuss the two types of MOV

Notes to Presenter:

- Emphasize that:
  - **MAIN MOV** is **NON-NEGOTIABLE.** For Classroom Observable objectives, the COT Rating Sheet/Inter-rater Agreement Form is considered as the Main MOV.
  - The list of **Supporting MOV** is like a "menu" in which ratees could choose the appropriate and available MOV to show attainment of objective.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 8

Purpose of the Slide:
To discuss MAIN MOV

Notes to Presenter:
- Emphasize that **MAIN MOV** is **NON-NEGOTIABLE.** For Classroom Observable objectives, the COT Rating Sheet/Inter-rater Agreement Form is considered as the Main MOV.

Slide Number 9

Purpose of the Slide:
To discuss the Supporting MOV

Notes to Presenter:
- Emphasize that:
  - The list of **Supporting MOV** is like a "menu" in which ratees could choose the appropriate and available MOV to show attainment of objective.
  - Ratees **could show other MOV not listed in the tool.** Just remind them that they have to accompany these with Annotations to justify its validity.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Slide Number 10

Objective	COT	DLP	Instructional Materials	Performance Tasks/ Assessment Tools	Sample/ Compilation of Student Outputs	Certificates/ Minutes and other Evidence of Participation	Class Records/ Report Cards
Objective 1							
Objective 2							
Objective 3							
Objective 4							
Objective 5							
Objective 6							
Objective 7							
Objective 8							
Objective 9							
Objective 10							
Objective 11							
Objective 12							
Objective 13							

Remember that one document may be used as MOV or evidence of performance for other objectives.

Slide Number 10

Purpose of the Slide:

To show the summary of possible MOV/document for the 13 Objectives

Notes to Presenter:

- Note that this table shows the summary of MOV per Objective.
- Highlight in the discussion COT as MAIN MOV. Objectives with COT Rating Sheet or Inter-observer agreement form as Main MOV are Classroom Observable.
- Emphasize that this show, that in Objective 1, for example, the main MOV is COT, the rest are just supporting MOV. Ratee just chooses one from the supporting MOV.
- Emphasize that **one document may be used as MOV or evidence for other objectives.** For example, one COT Rating Sheet may be used as MOV for at most 7 Objectives.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Slide Number 11

If an MOV (e.g. COT, DLP/DLL) can be used for other objective

Objective	Main MOV	Supporting MOV	Total Number of Documents
Objective 1	4 COT	4 DLP/DLL or other MOV/documents *(e.g. 4 assessment tools for Objective 10)*	8 documents
Objective 2			
Objective 3			
Objective 4			
Objective 5			
Objective 6			
Objective 7			
Objective 9			
Objective 10			
Objective 8	4 MOV/documents	[redacted]	4 documents
Objective 11	4 MOV/documents		4 documents
Objective 12	4 MOV/documents		4 documents
Objective 13	4 MOV/documents		4 documents
Total	**20 documents**	**4 documents**	**24 documents**

Slide Number 11

Purpose of the Slide:

To emphasize that RPMS does now require too many documentation to get an outstanding rating

Notes to Presenter:

- Emphasize that **one document may be used as MOV or evidence for other objectives.** For example, four (4) COT Rating Sheets may be used as MOV for at most 9 Objectives. The four (4) Supporting MOV for each COT provided may also be used as MOV for the other objectives. In total, for the Classroom Observable Objectives, a **ratee may only have to show 8 documents.**
- Discuss that for non-classroom observable Objectives, a minimum of 4 MOV/documents per objective are non-negotiable to get an Outstanding Rating.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Slide Number 12

If an MOV (e.g. COT, DLP/DLL) can be used for other objective

Objective	Quarter				
	1st	2nd	3rd	4th	Total
Objective 1	1 COT 1 DLP (for Objectives 1, 2, 3, 4, 5, 6, and 7)	1 COT 1 DLP (for Objectives 1, 2, 3, 4, 5, 7, and 9)	1 COT 1 DLP (for Objectives 1, 2, 3, 4, 5, 6, and 7)	1 COT 1 DLP (for Objectives 1, 2, 3, 4, 5, 7, and 10)	8 documents
Objective 2					
Objective 3					
Objective 4					
Objective 5					
Objective 6					
Objective 7					
Objective 9					
Objective 10					
Objective 8	1 MOV	1 MOV	1 MOV	1 MOV	4 documents
Objective 11	1 MOV	1 MOV	1 MOV	1 MOV	4 documents
Objective 12	1 MOV	1 MOV	1 MOV	1 MOV	4 documents
Objective 13	1 MOV	1 MOV	1 MOV	1 MOV	4 documents
Total	6 documents	6 documents	6 documents	6 documents	24 documents

Slide Number 12

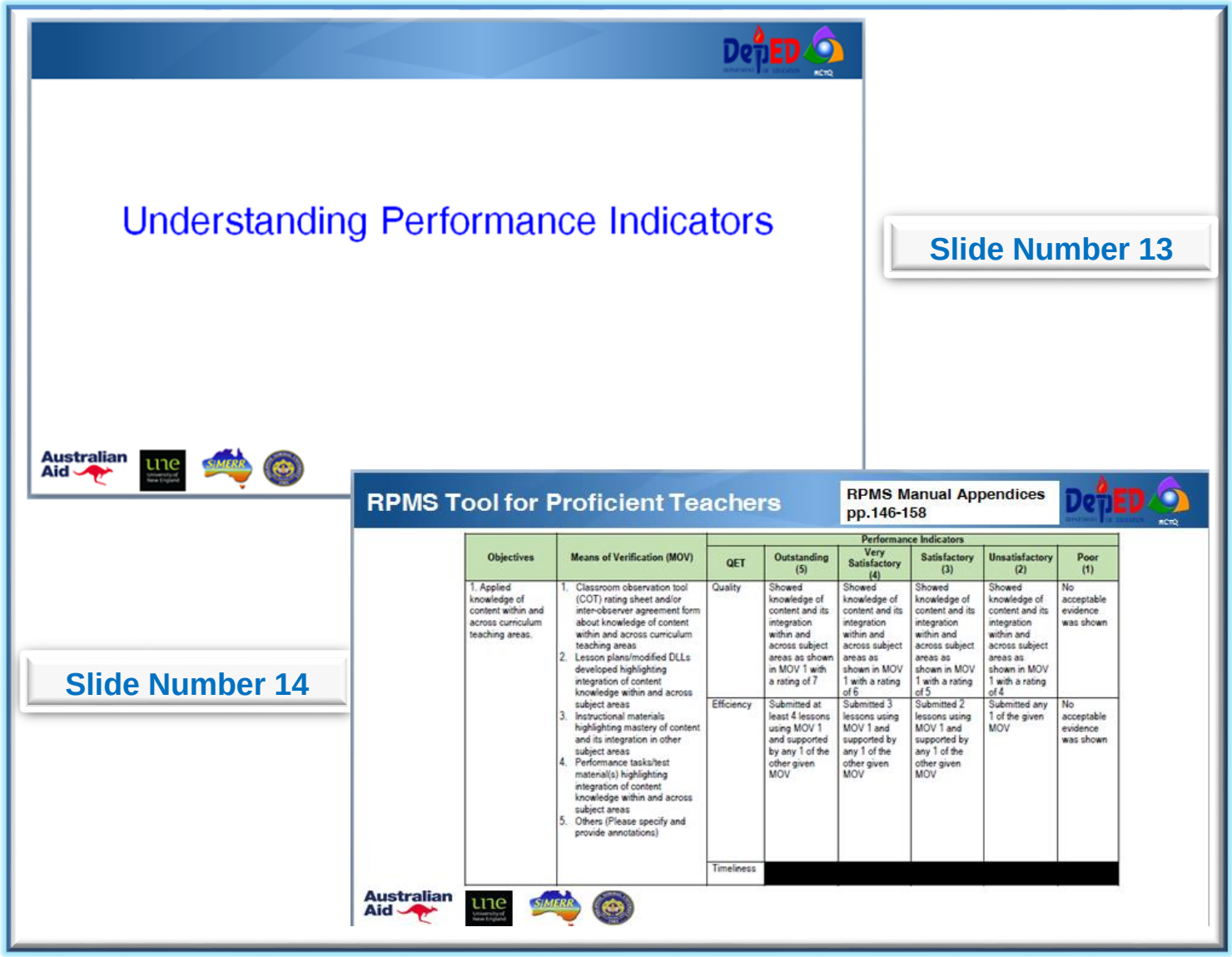
Purpose of the Slide:

To show an example of distribution of MOV across quarters

Notes to Presenter:

- Discuss that:
  - The table shows the same documents but distributed across 4 quarters. A teacher can prepare 6 documents per quarter to complete the 24 documents.
  - The table refers to an **ideal** scenario. In particular, teachers plan ahead such that the DLP is used as supporting MOV for **every objective** in the COT rating for each quarter.
  - The table shows a **minimum** number of documents needed to get an outstanding rating. Depending on the efficiency of teachers in targeting the objectives, the number of documents needed may be **more**.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



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

Slide Number 13

Purpose of the Slide:

To prompt participants on the discussion on Understanding Performance Indicators

Notes to Presenter:

- This is a title slide.

Slide Number 14

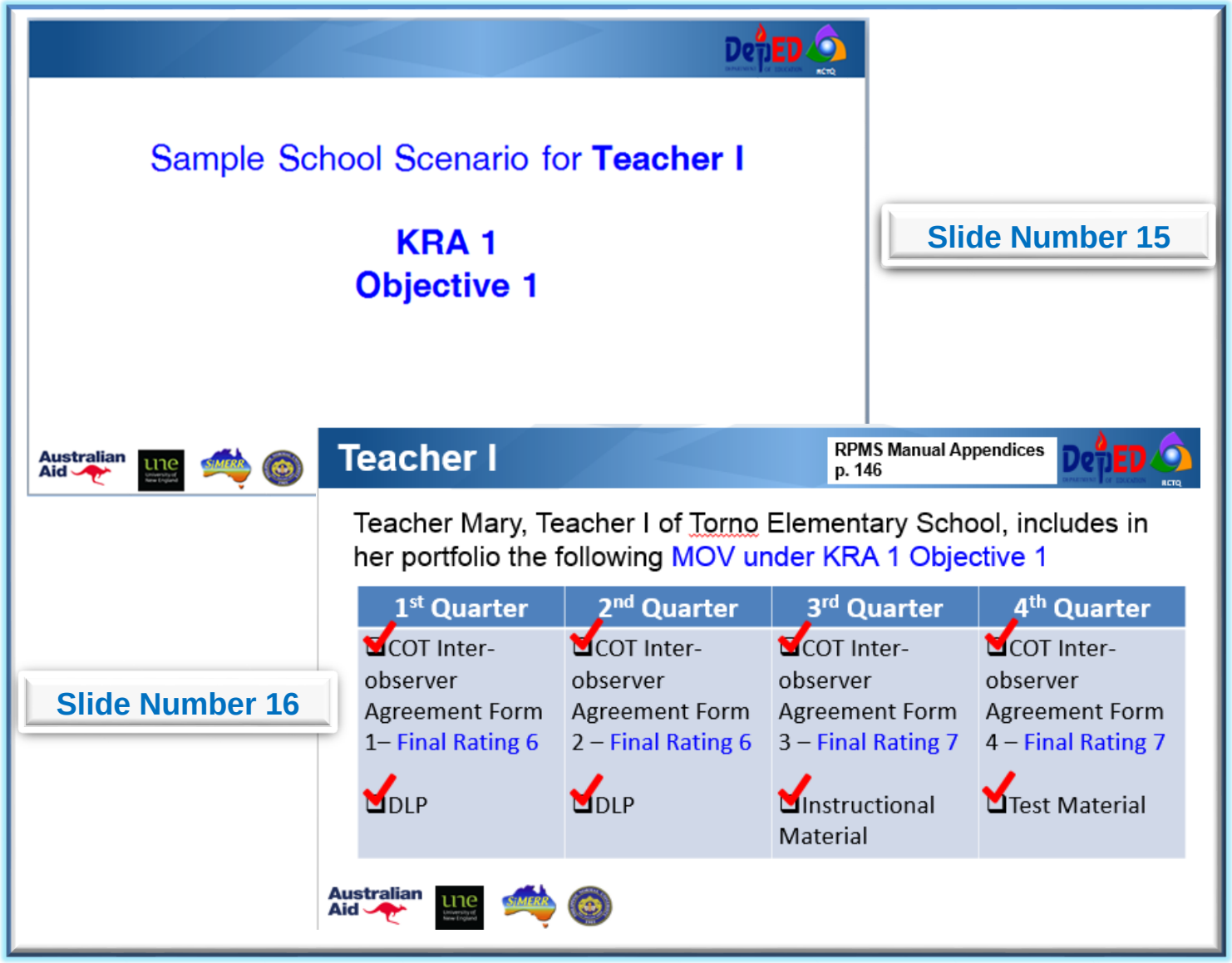
Purpose of the Slide:

To show a sample of the RPMS Tool

Notes to Presenter:

- Ask the participants refer to their RPMS Manual Appendices pages 146-158 for copy of the RPMS Tool for Proficient Teachers.
- Emphasize that both the raters and ratees should be familiar with the RPMS Tool.
- Give the participants 2 minutes to browse and familiarize themselves with the RPMS Tool.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 15

Purpose of the Slide:

To discuss varied scenarios

Notes to Presenter:

- This is a title slide.

Slide Number 16

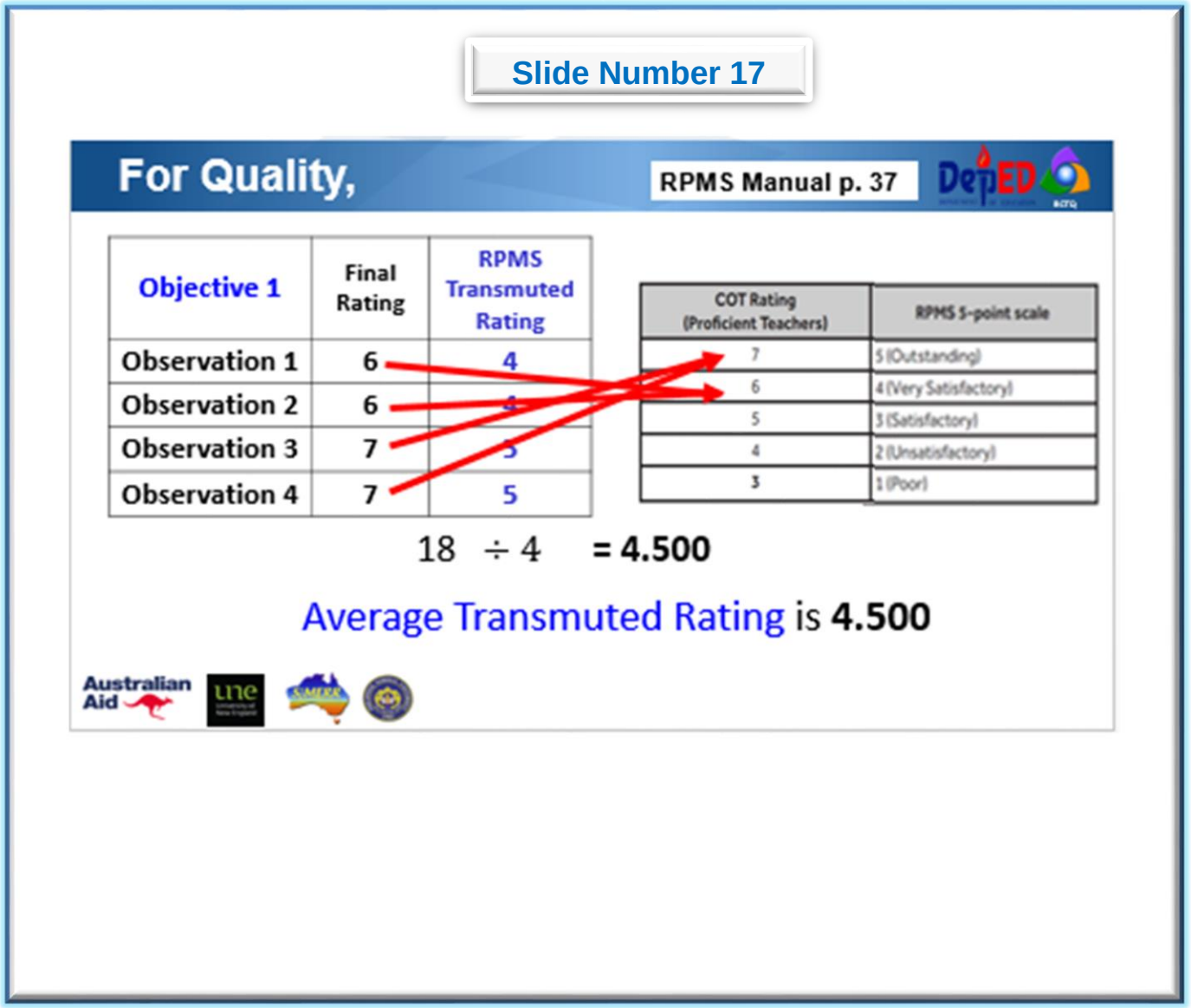
Purpose of the Slide:

To show sample scenario of Teacher I submitting MOV for Objective 1

Notes to Presenter:

- Refer participants to page 146 of RPMS Manual Appendices.
- Ask participants whether each of the MOV Teacher Mary included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 17

Purpose of the Slide:

To show the computation of Teacher Mary's performance for Quality

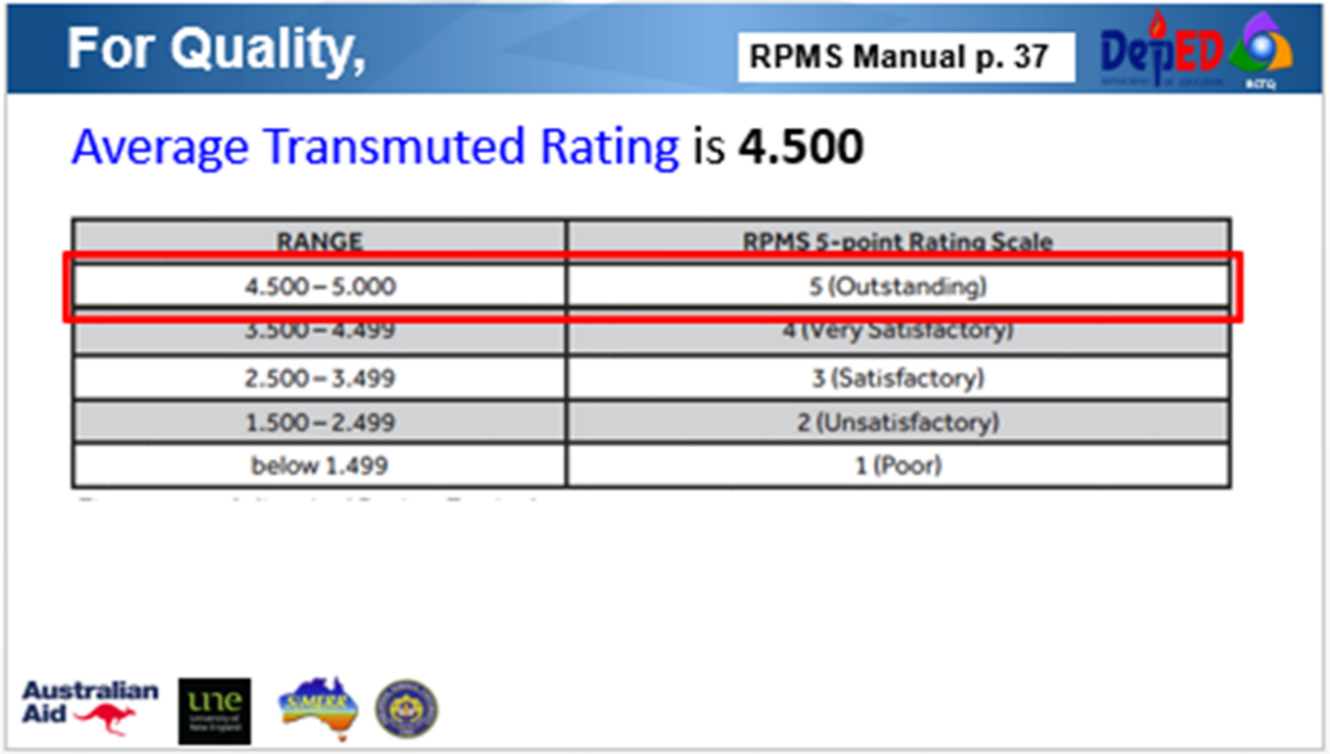
Notes to Presenter:

Show the step by step procedure of transmuting and computing the rating of Teacher Mary for Quality.

- Transmute each Classroom Observation Final Rating for Objective 1 with RPMS 5-point scale:
  - Observation 1 with a Final Rating of 6 has a transmuted RPMS 5-point scale of 4 (Very Satisfactory)
  - Observation 2 with a Final Rating of 6 has a transmuted RPMS 5-point scale of 4 (Very Satisfactory)
  - Observation 3 with a Final Rating of 7 has a transmuted RPMS 5-point scale of 5 (Outstanding)
  - Observation 4 with a Final Rating of 7 has a transmuted RPMS 5-point scale of 5 (Outstanding)
- Get the average transmuted rating:
  - 4 + 4 + 5 + 5 = 18
  - 18 ÷ 4 = 4.500

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Slide Number 18



Slide Number 18

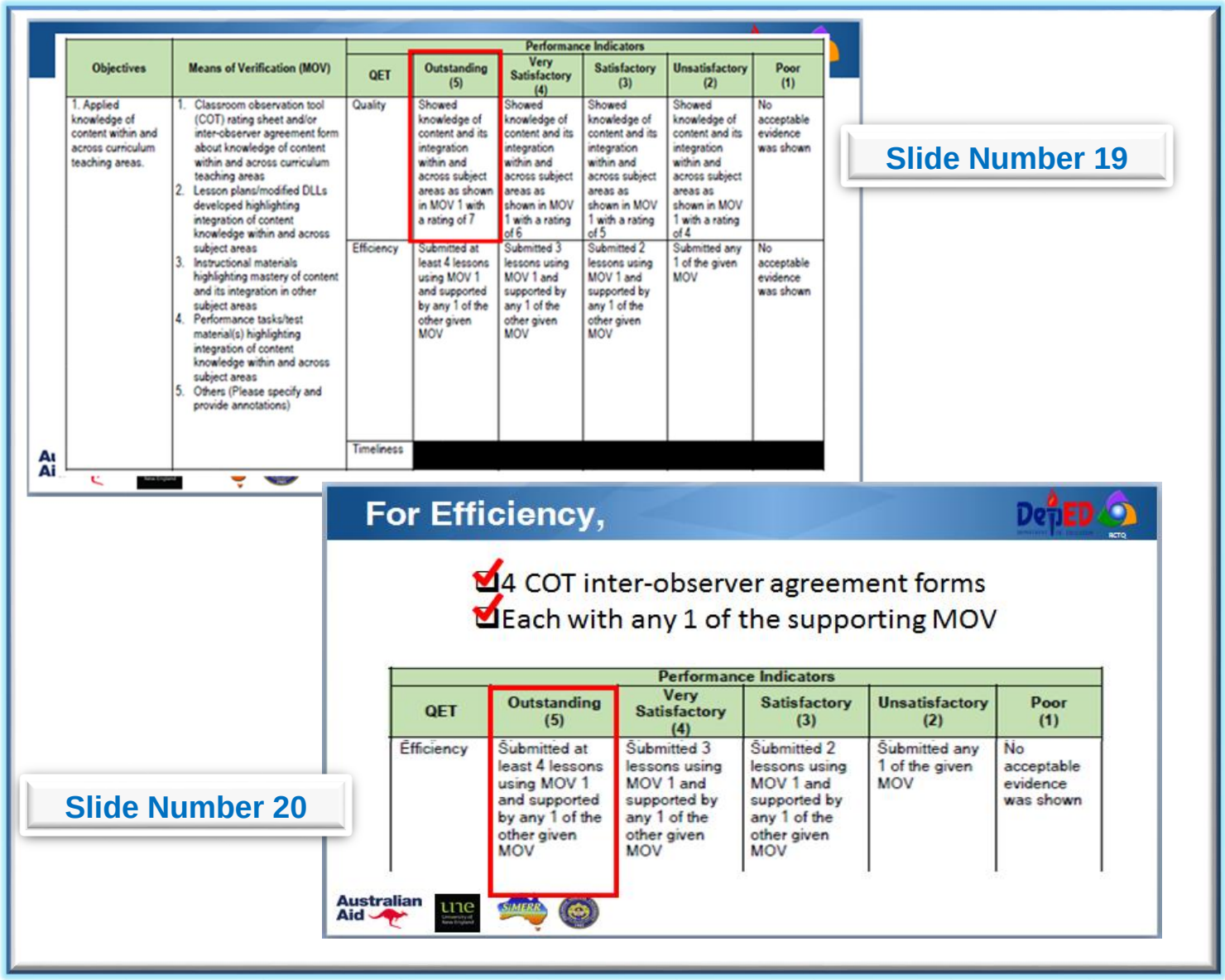
Purpose of the Slide:

To show the average transmuted rating range with its corresponding RPMS 5-point Rating Scale

Notes to Presenter:

- The Average Transmuted Rating of Teacher Mary is 4.500. Referring to the RPMS 5-point Rating Scale it falls under 5, Outstanding.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



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

Slide Number 19

Slide Number 20

Slide Number 19

Purpose of the Slide:

To show the description of Outstanding Performance Indicator for Quality in KRA 1, Objective 1 of the RPMS Tool for Proficient Teachers

Notes to Presenter:

- Note:
  - There is alignment between Performance Indicator and the objective.
  - MOV presented and submitted should be showing alignment and attainment of the objectives to be valid. In the case of Teacher Mary, she showed this through her Classroom Observations.

Slide Number 20

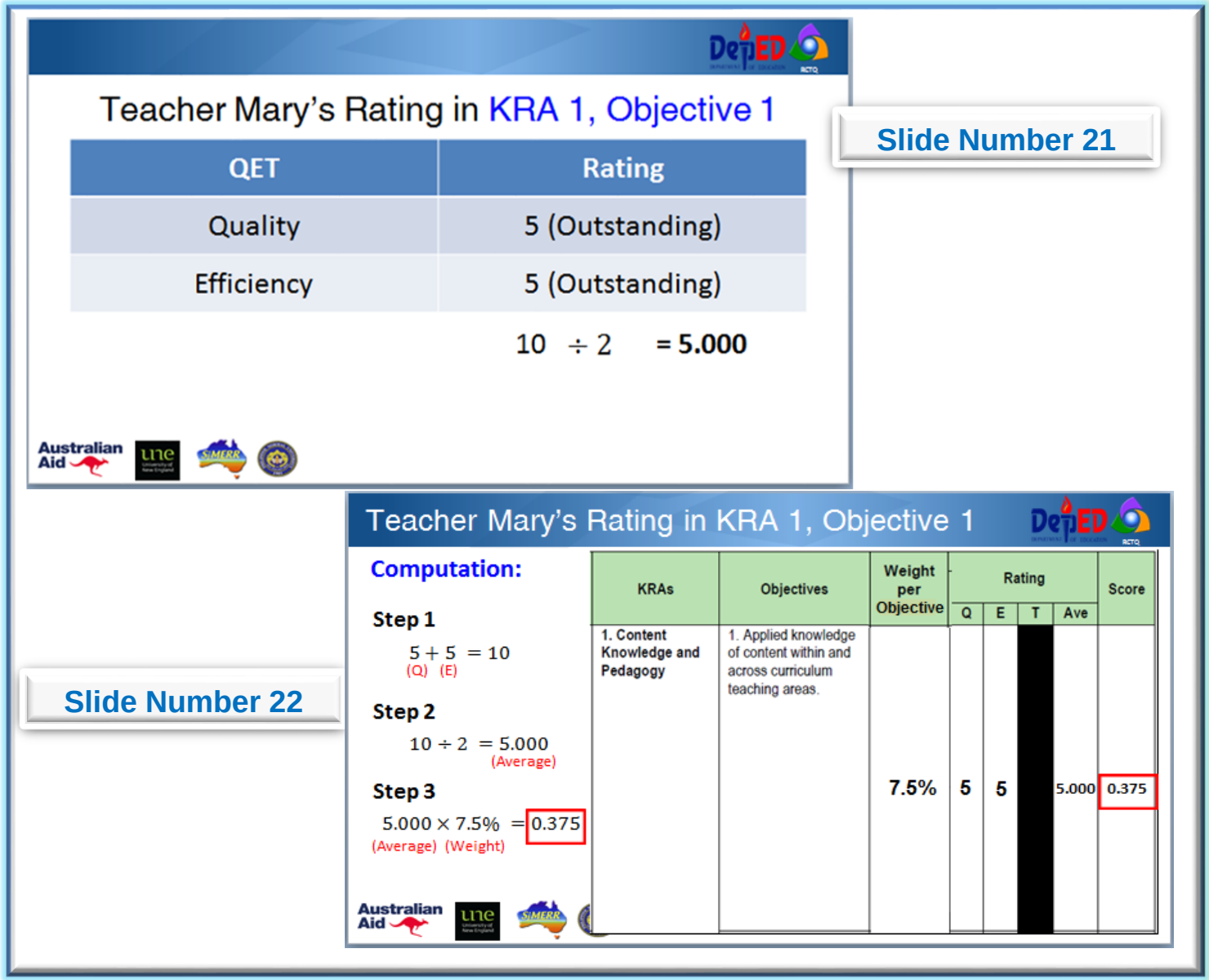
Purpose of the Slide:

To show the Rating of Teacher Mary for Efficiency in KRA 1, Objective 1 of the RPMS Tool for Proficient Teachers

Notes to Presenter:

- Decide on the validity of the MOV presented by Teacher Mary. Click "next button" for the appearance of check marks.
- Refer to the Performance Indicators for Efficiency. Identify the appropriate rating of Teacher Mary based on the descriptions.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 21

Purpose of the Slide:

To show the summary of Teacher Mary's rating in KRA 1, Objective 1

Notes to Presenter:

- Show the step-by-step process of computing the rating for KRA 1, Objective 1:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000
- Note that there is no Timeliness. Refer to the RPMS Tool for Proficient Teachers, Objective 1, page 146.

Slide Number 22

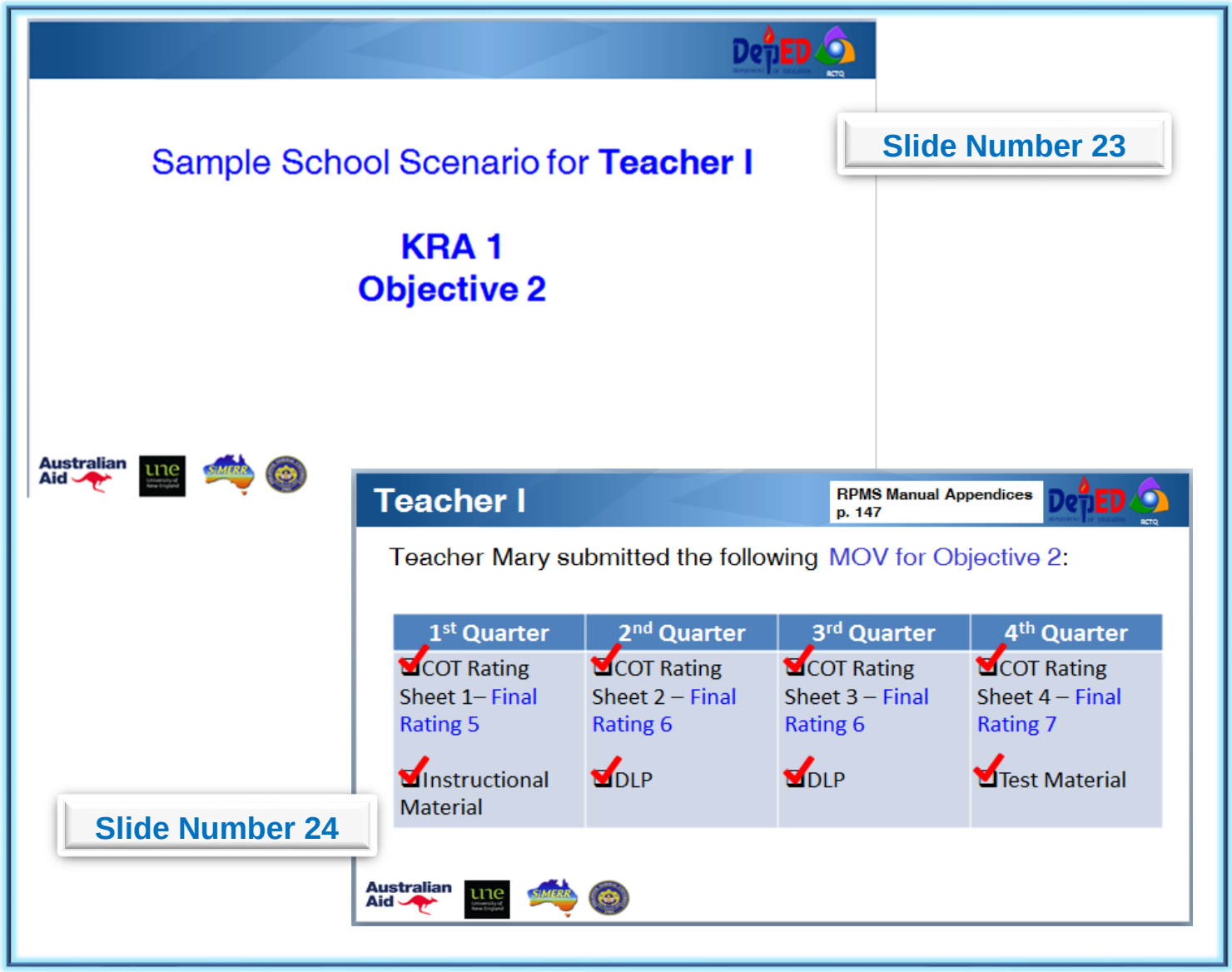
Purpose of the Slide:

To show the computation of Teacher Mary's score in KRA 1, Objective 1 for her IPCRF

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 1, Objective 1:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000 (Average)
  - 5.000 (Average) x 7.5% (Weight of Objective) = 0.375
- Note that for the PPST-based RPMS, IPCRF tools are standardized. Weight per KRA and Objective is indicated and standardized.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 23

Purpose of the Slide:

To prompt participants on a scenario of Teacher I submitting MOV for Objective 2

Notes to Presenter:

- This is a title slide.

Slide Number 24

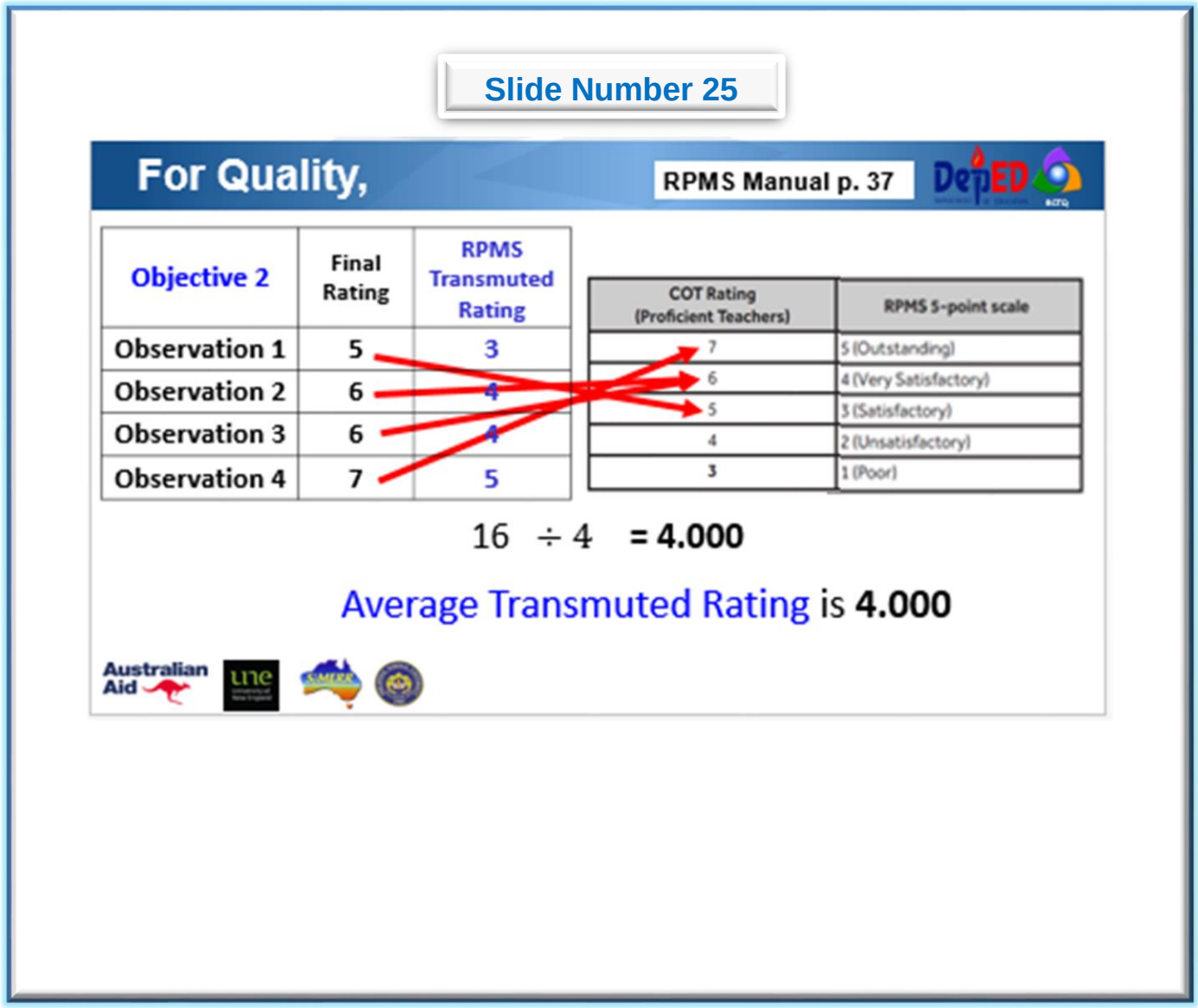
Purpose of the Slide:

To show sample scenario of Teacher I collecting MOV for Objective 2

Notes to Presenter:

- Refer participants to page 147 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Mary included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 25

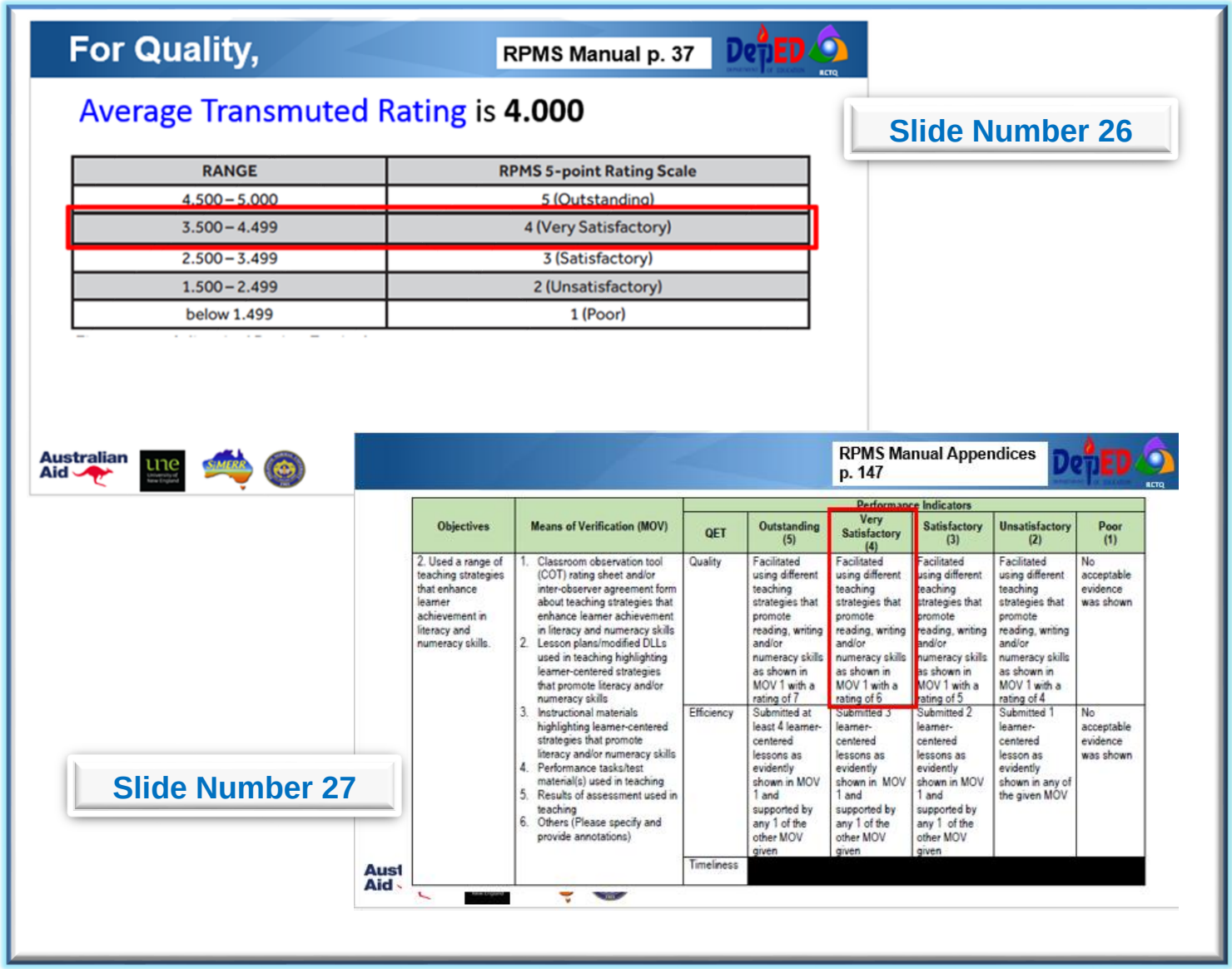
Purpose of the Slide:

To show the computation of Teacher Mary's performance for Quality

Notes to Presenter:

- Show the step by step procedure of transmuting and computing the rating of Teacher Mary for Quality, KRA 1, Objective 2:
  - Transmute each Classroom Observation Final Rating for Objective 2 with RPMS 5-point scale:
    - Observation 1 with a Final Rating of 5 has a transmuted RPMS 5-point scale of 3 (Satisfactory)
    - Observation 2 with a Final Rating of 6 has a transmuted RPMS 5-point scale of 4 (Very Satisfactory)
    - Observation 3 with a Final Rating of 6 has a transmuted RPMS 5-point scale of 4 (Very Satisfactory)
    - Observation 4 with a Final Rating of 7 has a transmuted RPMS 5-point scale of 5 (Outstanding)
  - Get the average transmuted rating:
    - 3 + 4 + 4 + 5 = 16
    - 16 ÷ 4 = 4.000

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 26

Purpose of the Slide:

To show the average transmuted rating range with its corresponding RPMS 5-point Rating Scale

Notes to Presenter:

- The Average Transmuted Rating of Teacher Mary is 4.000. Referring to the RPMS 5-point Rating Scale it falls under 4, Very Satisfactory.

Slide Number 27

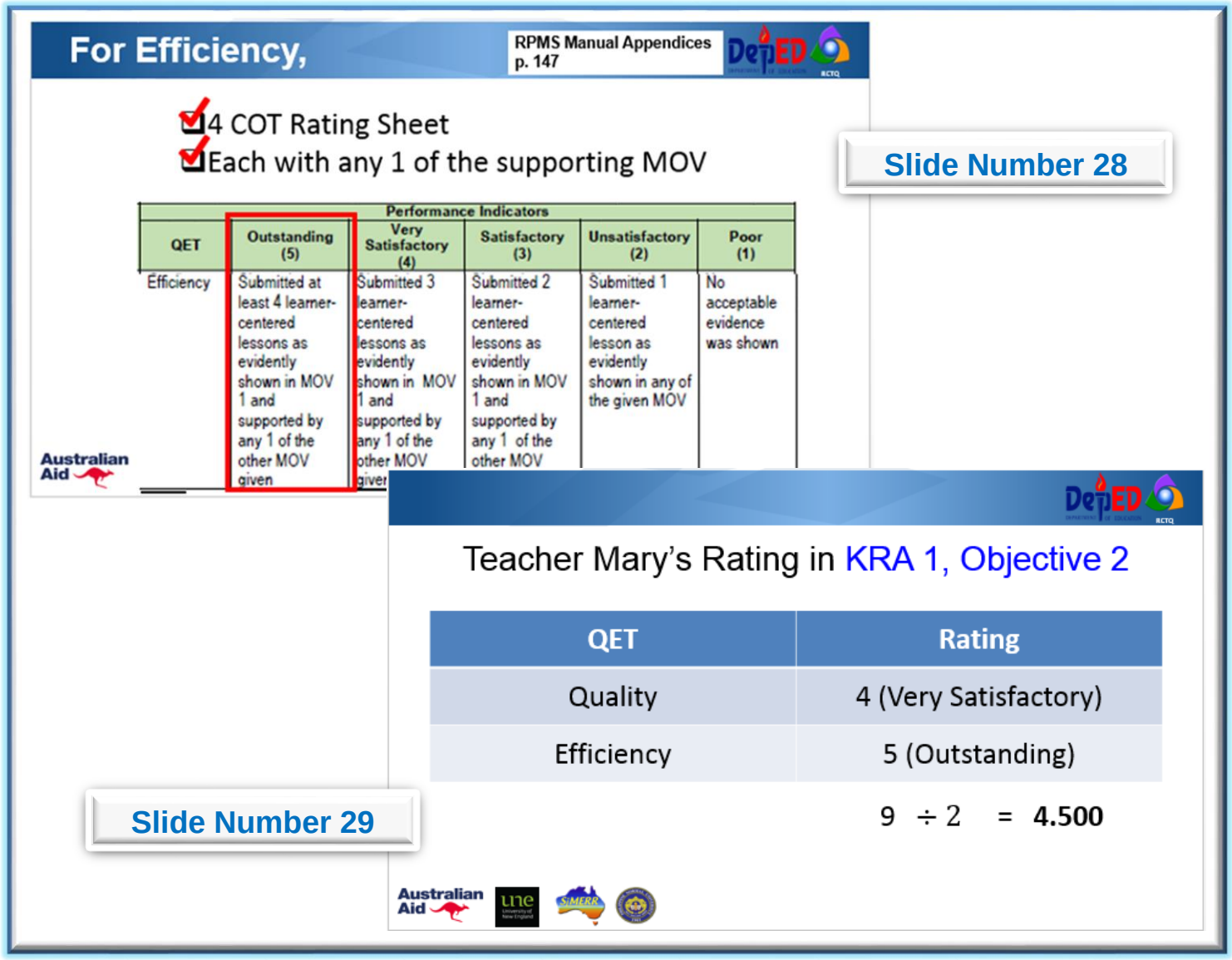
Purpose of the Slide:

To show the description of Very Satisfactory Performance Indicator for Quality in KRA 1, Objective 2 of the RPMS Tool for Proficient Teachers

Notes to Presenter:

- Note the alignment of the description to Objective 2. MOV presented and submitted should be showing alignment and attainment of the objectives to be valid. In the case of Teacher Mary, she showed this through her Classroom Observations.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 28

Purpose of the Slide:

To identify the rating of Teacher Mary for Efficiency in KRA 1, Objective 2 of the RPMS Tool for Proficient Teachers

Notes to Presenter:

- Decide for the validity of the MOV presented by Teacher Mary. Click next button for the appearance of check marks.
- Refer to the Performance Indicators for Efficiency. Identify the appropriate rating of Teacher Mary based on the descriptions.

Slide Number 29

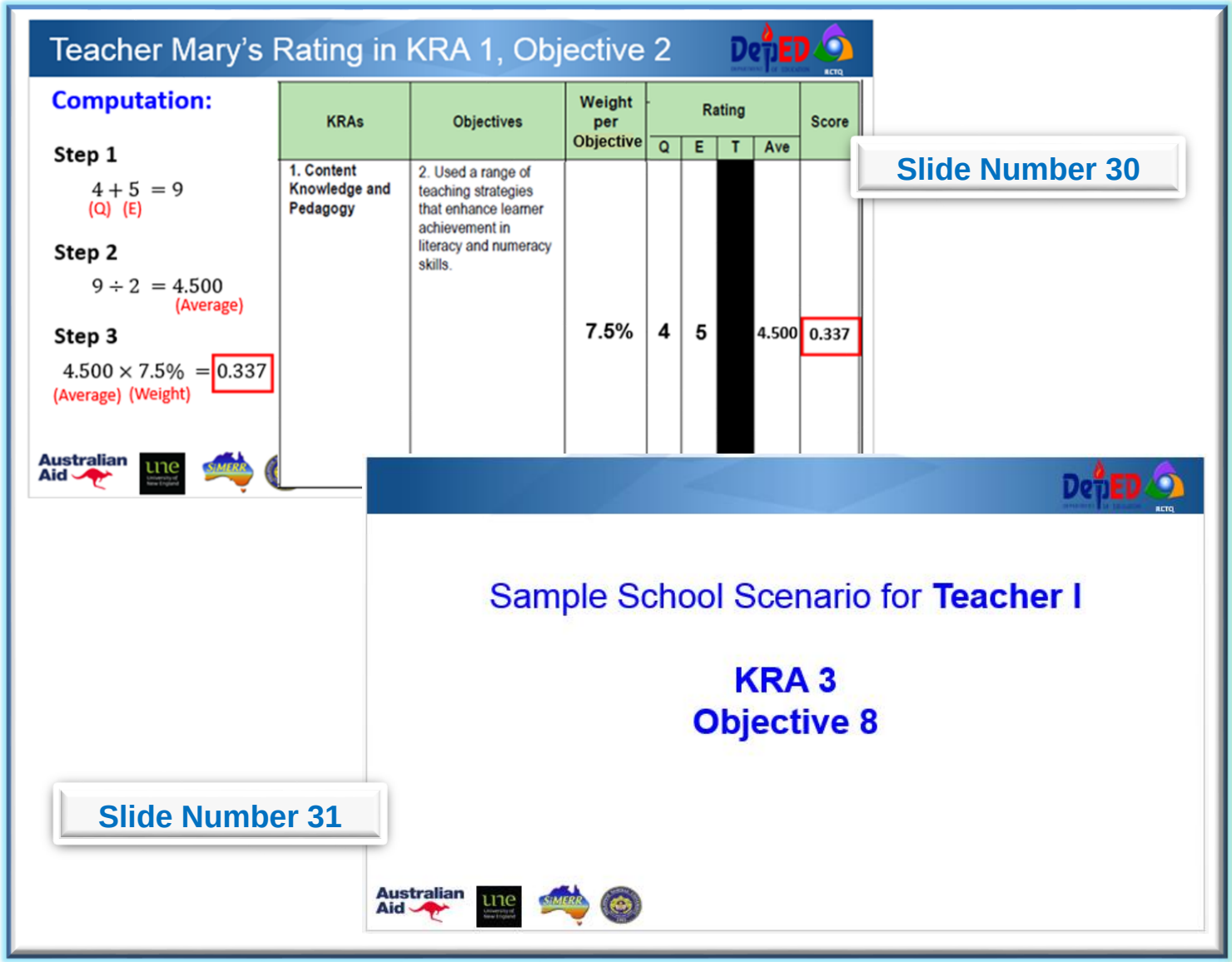
Purpose of the Slide:

To show the summary of Teacher Mary's rating in KRA 1, Objective 2

Notes to Presenter:

- Show the step-by-step process of computing the rating for KRA 1, Objective 2:
  - 4 (Quality) + 5 (Efficiency) = 10
  - 9 ÷ 2 = 4.500
- Note that there is no Timeliness. Refer to the RPMS Tool for Proficient Teachers, Objective 2, page 147.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 30

Purpose of the Slide:

To show the computation of KRA 1 Objective 2 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 1, Objective 2:
  - 4 (Quality) + 5 (Efficiency) = 9
  - 9 ÷ 2 = 4.500 (Average)
  - 4.500 (Average) x 7.5% (Weight of Objective) = 0.337
- Note that for the PPST-based RPMS, IPCRF tools are standardized. Weight per KRA and Objective is indicated and standardized.

Slide Number 31

Purpose of the Slide:

To prompt participants on a scenario of Teacher I submitting MOV for Objective 8

Notes to Presenter:

- This is a title slide.
- Note that Objective 8 in the RPMS Proficient tool is non-classroom observable objective.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Teacher I

RPMS Manual Appendices p. 153

Teacher Mary submitted the following MOV for Objective 8, KRA 3:

- ☑ 1 Personal notes on LAC/FGD session with proof of attendance
- ☑ 2 Minutes of LAC/FGD sessions on use of teacher and learner feedback to enrich teaching practice with proof of attendance

Slide Number 32

For Quality and Efficiency,

RPMS Manual Appendices p. 153

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

Slide Number 33

Slide Number 32

Purpose of the Slide:

To show sample scenario of Teacher I submitting MOV for Objective 8, KRA 3

Notes to Presenter:

- Refer participants to page 153 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Mary included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

Slide Number 33

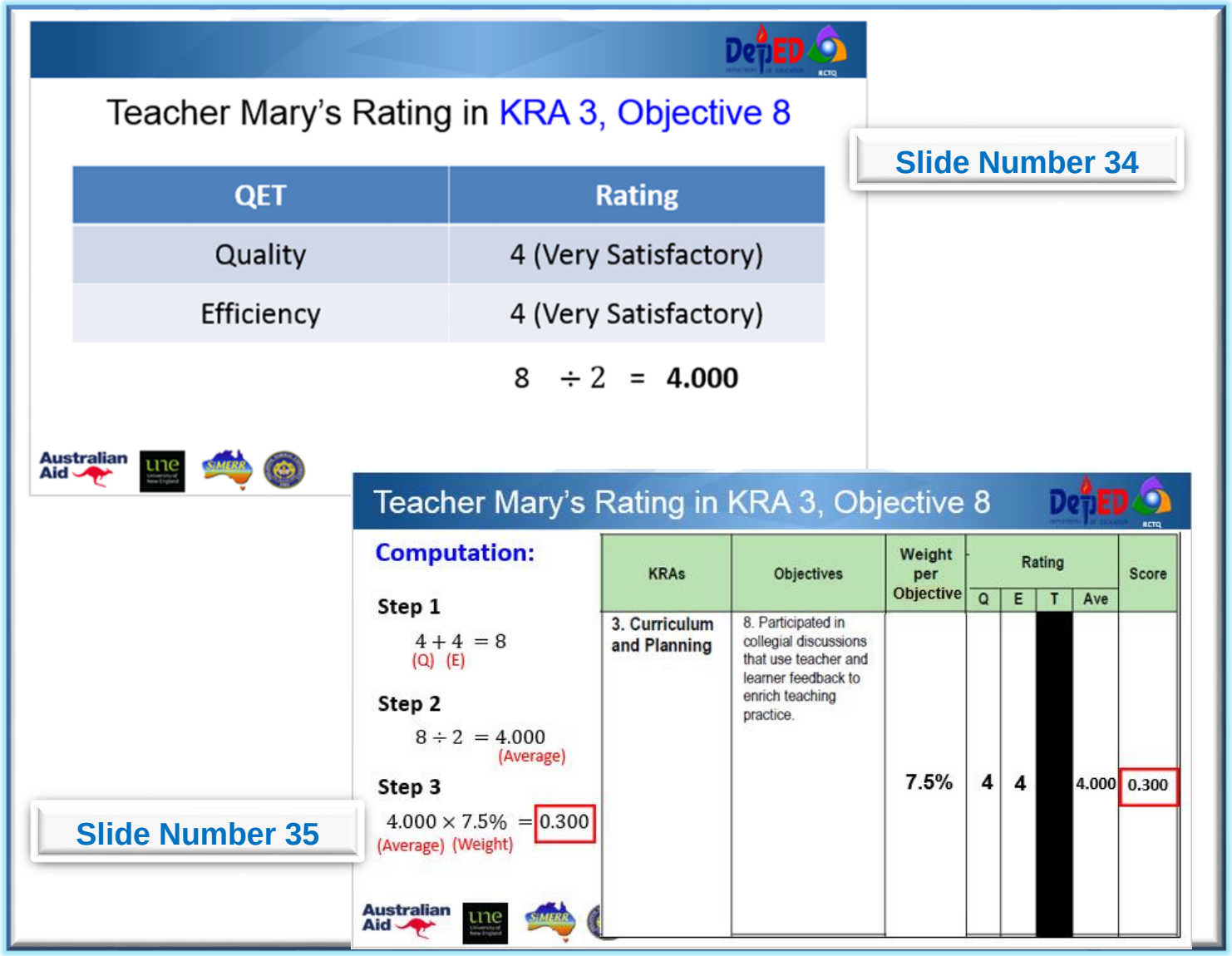
Purpose of the Slide:

To identify the performance rating of Teacher Mary for Quality and Efficiency

Notes to Presenter:

- Note that this Objective is non-classroom observable. Ask the participants which Performance Rating will Teacher Mary get.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 34

Purpose of the Slide:

To show the summary of Teacher Mary's rating in KRA 3, Objective 8

Notes to Presenter:

- Show the step-by-step process of computing the rating for KRA 3, Objective 8:
  - 4 (Quality) + 4 (Efficiency) = 8
  - 8 ÷ 2 = 4.000
- Note that there is no Timeliness. Refer to the RPMS Tool for Proficient Teachers, Objective 8, page 153.

Slide Number 35

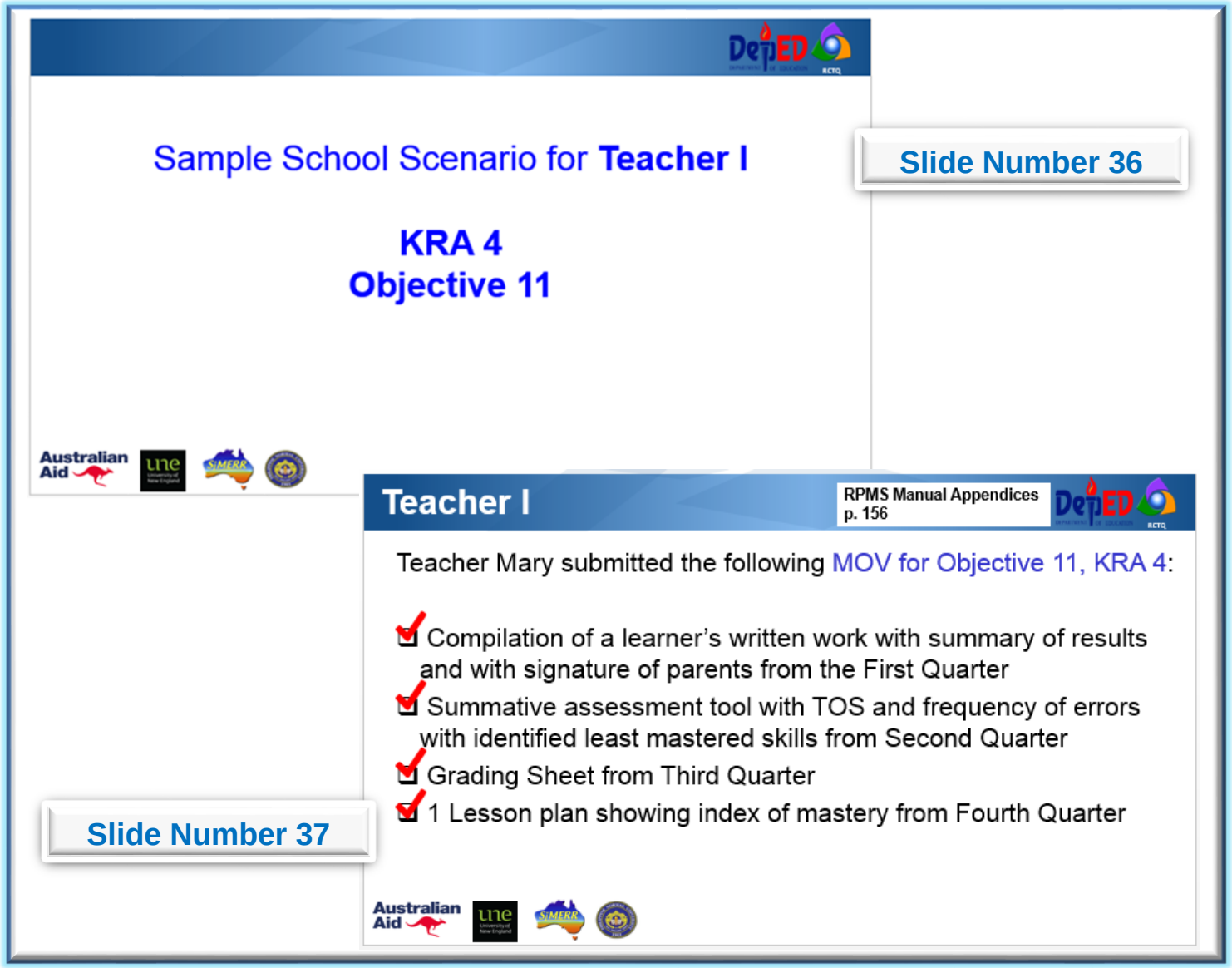
Purpose of the Slide:

To show the computation of KRA 3 Objective 8 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 3, Objective 8:
  - 4 (Quality) + 4 (Efficiency) = 8
  - 8 ÷ 2 = 4.000 (Average)
  - 4.000 (Average) x 7.5% (Weight of Objective) = 0.300

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 36

Purpose of the Slide:

To prompt participants on a scenario of Teacher I submitting MOV for Objective 11

Notes to Presenter:

- This is a title slide.
- Note that Objective 11 is non-classroom observable objective.

Slide Number 37

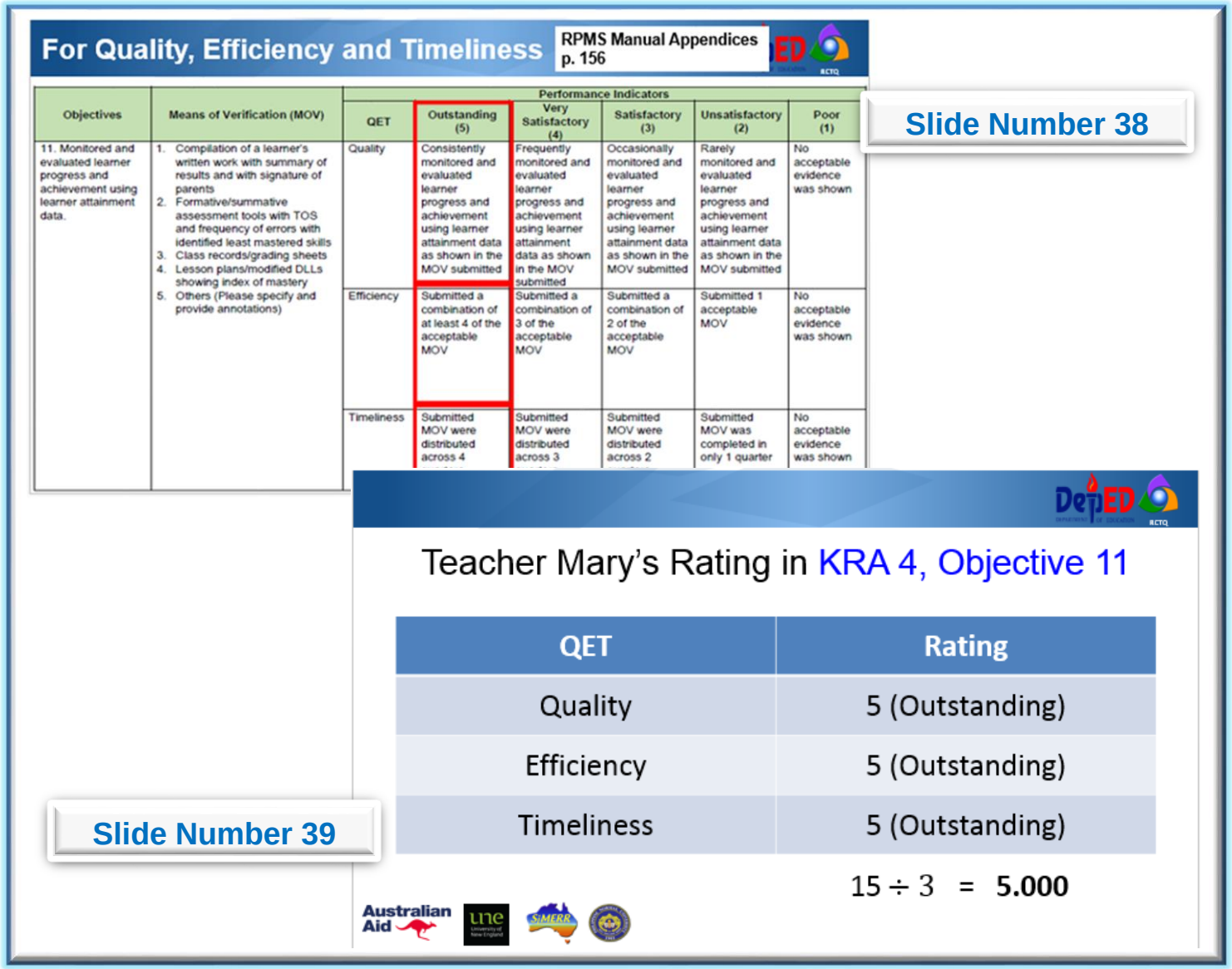
Purpose of the Slide:

To show sample scenario of Teacher I submitting MOV for Objective 11, KRA 4

Notes to Presenter:

- Refer participants to page 156 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Mary included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



For Quality, Efficiency and Timeliness — RPMS Manual Appendices p. 156

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

Slide Number 38

Teacher Mary's Rating in KRA 4, Objective 11

QET	Rating
Quality	5 (Outstanding)
Efficiency	5 (Outstanding)
Timeliness	5 (Outstanding)

15 ÷ 3 = **5.000**

Slide Number 39

Slide Number 38

Purpose of the Slide:

To identify the performance rating of Teacher Mary for Quality and Efficiency

Notes to Presenter:

- Note that this Objective is non-classroom observable. Ask the participants which Performance Rating will Teacher Mary get.

Slide Number 39

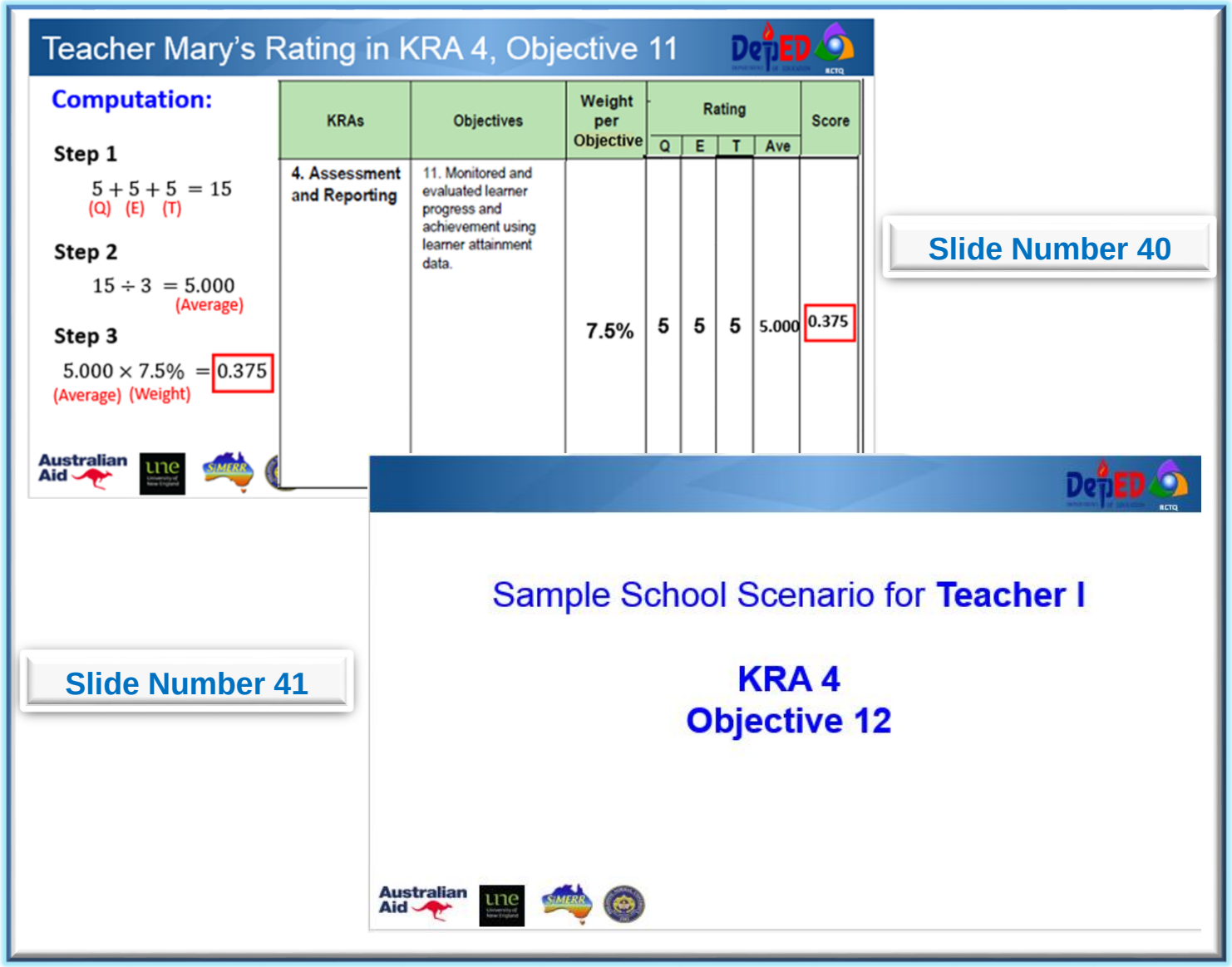
Purpose of the Slide:

To show the summary of Teacher Mary's rating in KRA 3, Objective 11

Notes to Presenter:

- Show the step-by-step process of computing the rating for KRA 4, Objective 11:
  - 5 (Quality) + 5 (Efficiency) + 5 (Timeliness) = 15
  - 15 ÷ 3 = 5.000

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 40

Purpose of the Slide:

To show the computation of KRA 4 Objective 11 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 4, Objective 11:
  - 5 (Quality) + 5 (Efficiency) + (Timeliness) = 15
  - 15 ÷ 3 = 5.000 (Average)
  - 5.000 (Average) x 7.5% (Weight of Objective) = 0.375

Slide Number 41

Purpose of the Slide:

To prompt participants on a scenario of Teacher I submitting MOV for Objective 12

Notes to Presenter:

- This is a title slide.
- Note that Objective 12 is a non-classroom observable objective.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Teacher I

RPMS Manual Appendices p. 157

Teacher Mary submitted the following MOV for Objective 12, KRA 4:

- ☑ 3 samples of corrected test papers of the same 3 learners in the same learning area with parent's signature and date of receipt from the First Quarter
- ☑ Minutes of PTA meetings from First to Fourth Quarter with proof of parents'/guardians' attendance
- ☑ Report cards with parents' or guardian's signature from First to Fourth Quarter supported by minutes of meeting
- ☑ Anecdotal record showing entries per quarter

Slide Number 42

For Quality, Efficiency and Timeliness

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

Slide Number 43

Slide Number 42

Purpose of the Slide:

To identify the performance rating of Teacher Mary for Quality, Efficiency and Timeliness

Notes to Presenter:

- Note that this Objective is a non-classroom observable. Ask the participants which Performance Rating will Teacher Mary get.

Slide Number 43

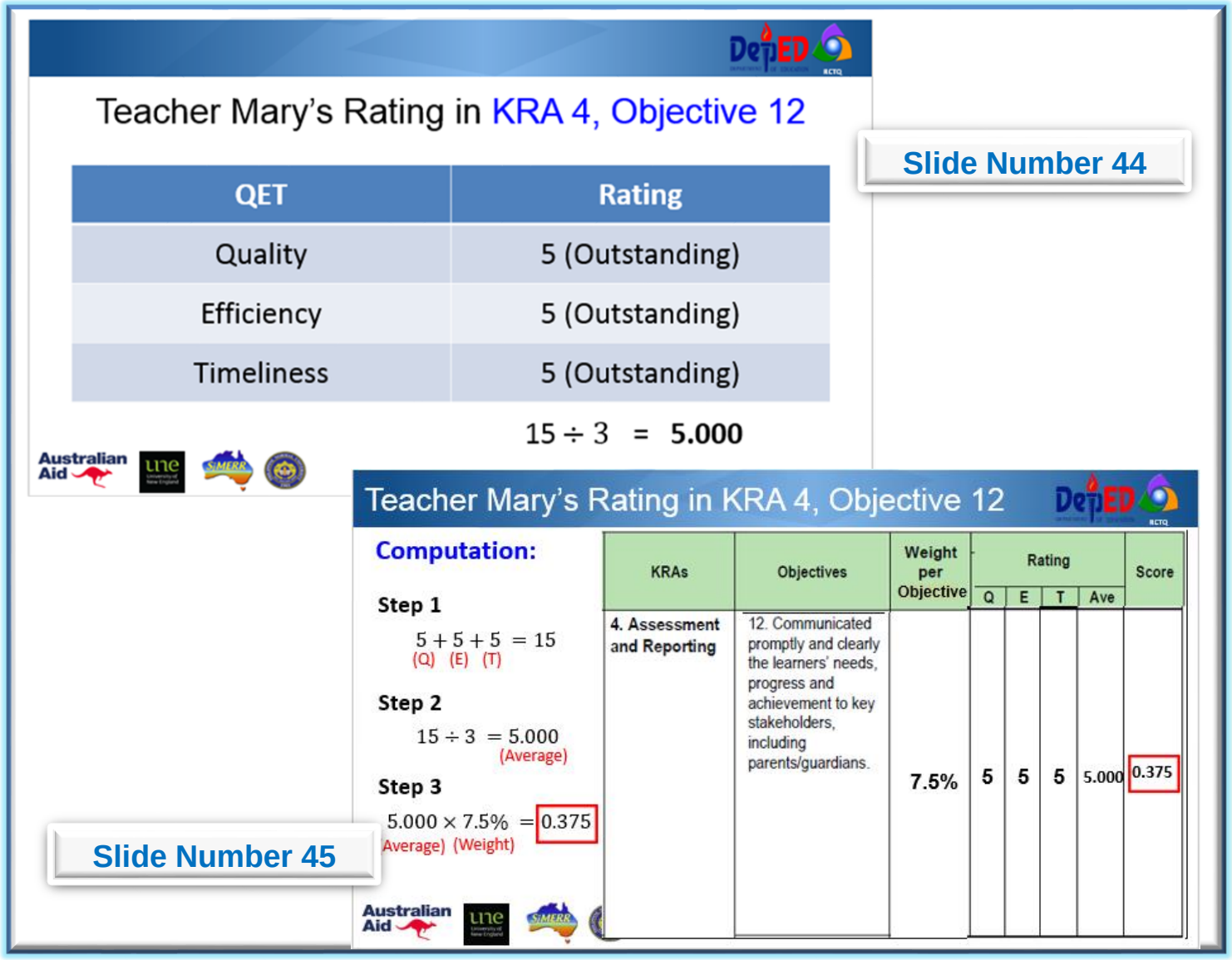
Purpose of the Slide:

To identify the performance rating of Teacher Mary for Quality, Efficiency and Timeliness

Notes to Presenter:

- Note that this Objective is a non-classroom observable. Ask the participants which Performance Rating will Teacher Mary get.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 44

Purpose of the Slide:

To show the summary of Teacher Mary's rating in KRA 4, Objective 12

Notes to Presenter:

- Refer to the RPMS Tool for Proficient Teachers, Objective 12, page 157.
- Show the step-by-step process of computing the rating for KRA 4, Objective 12:
  - 5 (Quality) + 5 (Efficiency) + 5 (Timeliness) = 15
  - 15 ÷ 3 = 5.000

Slide Number 45

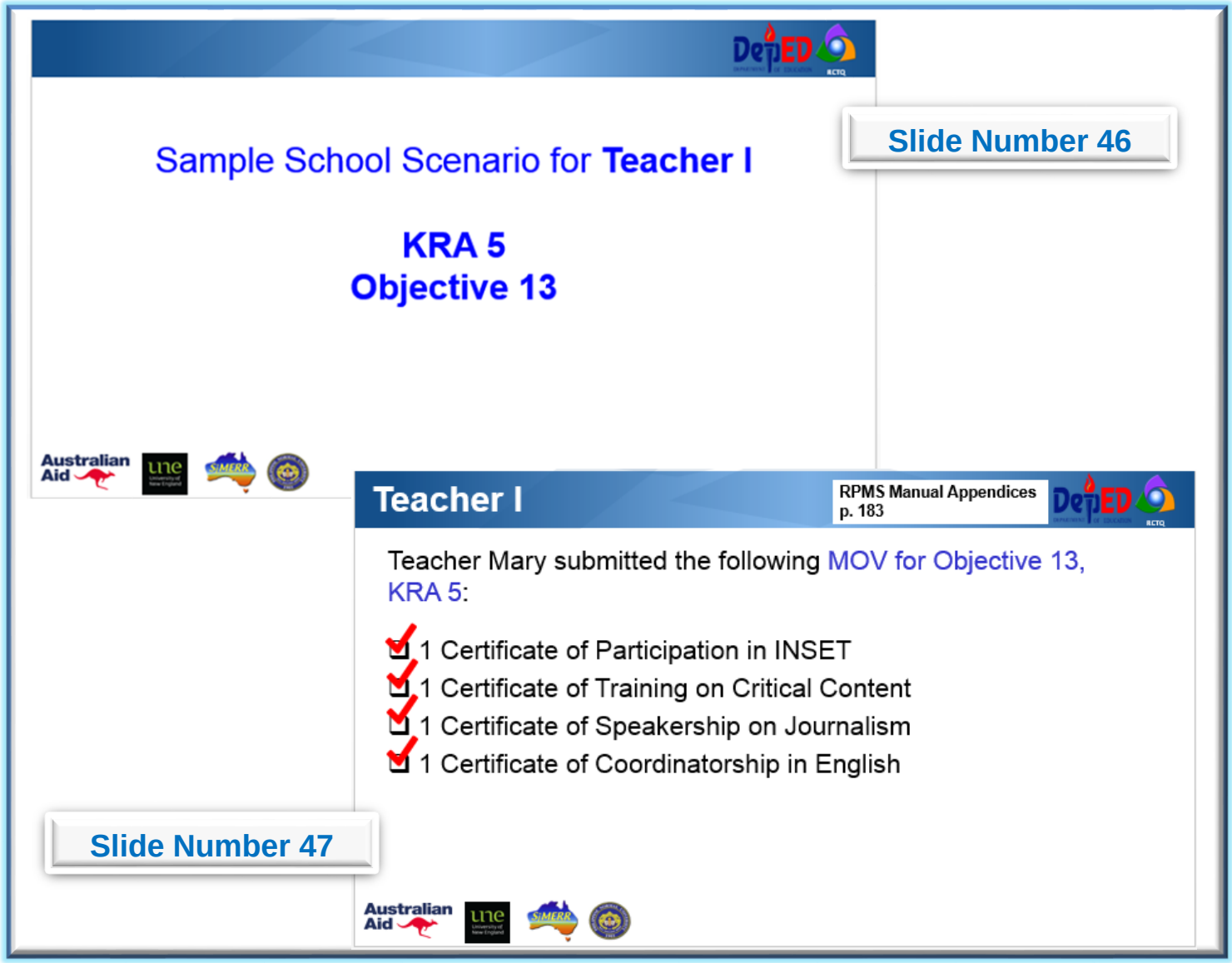
Purpose of the Slide:

To show the computation of KRA 4 Objective 12 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 4, Objective 12:
  - 5 (Quality) + 5 (Efficiency) + 5 (Timeliness) = 15
  - 15 ÷ 3 = 5.000 (Average)
  - 5.000 (Average) x 7.5% (Weight of Objective) = 0.375

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 46

Purpose of the Slide:

To show sample scenario of Teacher I submitting MOV for Objective 13, KRA 5

Notes to Presenter:

- Refer participants to page 183 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Mary included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

Slide Number 47

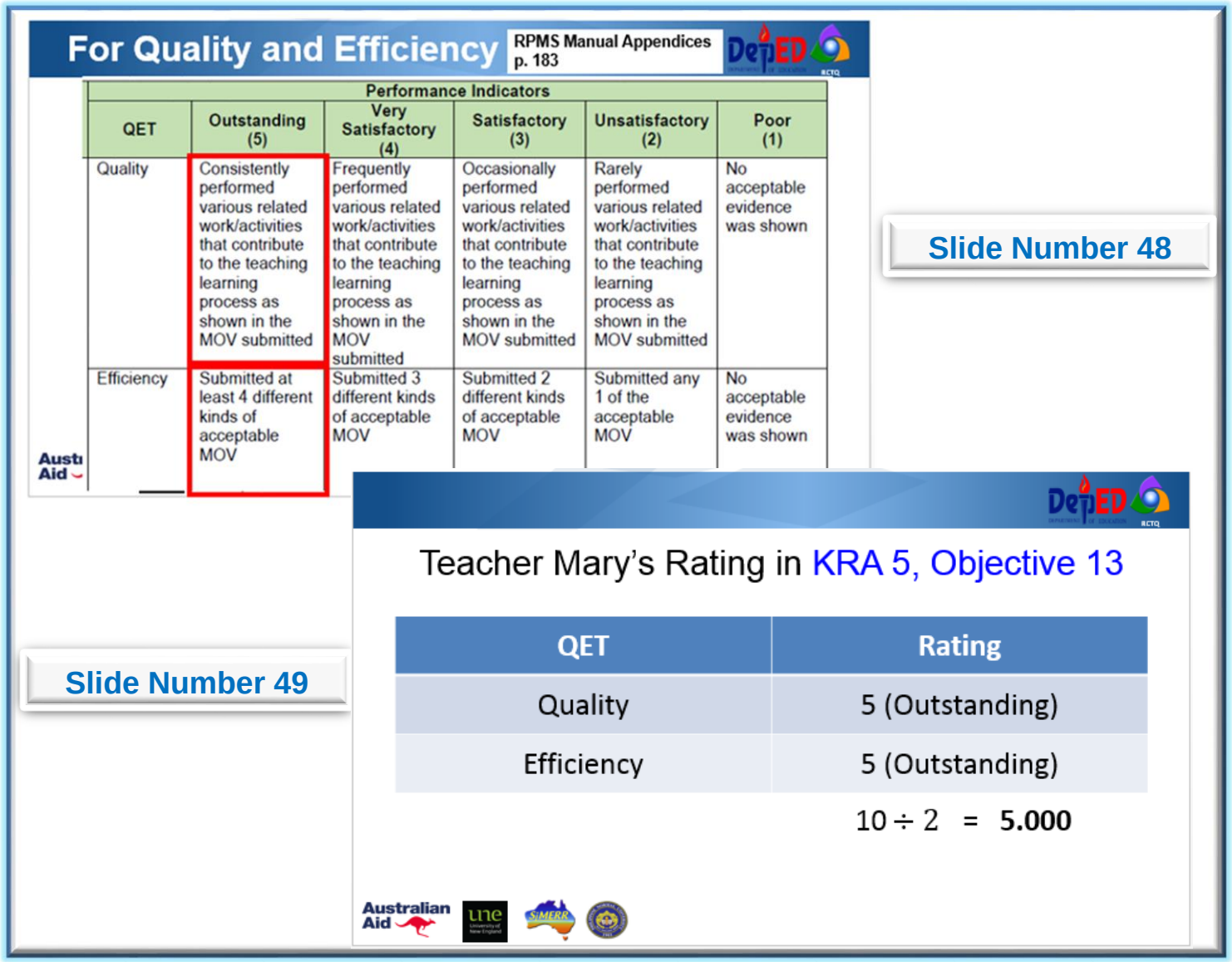
Purpose of the Slide:

To show sample scenario of Teacher I submitting MOV for Objective 13, KRA 5

Notes to Presenter:

- Refer participants to page 183 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Mary included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 48

Purpose of the Slide:

To identify the performance rating of Teacher Mary for Quality and Efficiency

Notes to Presenter:

- Note that this Objective is non-classroom observable. Ask the participants which Performance Rating will Teacher Mary get.

Slide Number 49

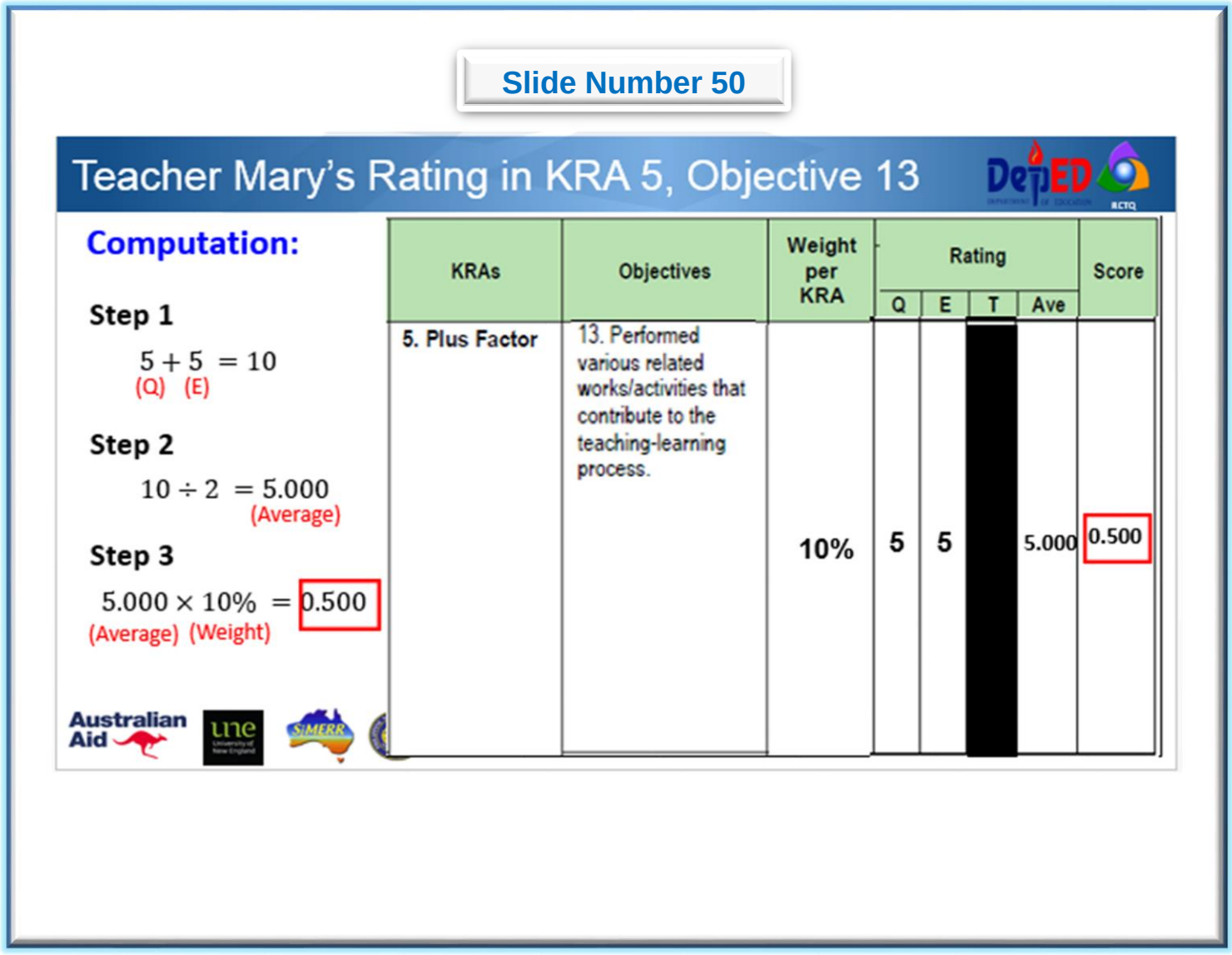
Purpose of the Slide:

To show the summary of Teacher Mary's rating in KRA 5, Objective 13

Notes to Presenter:

- Refer to the RPMS Tool for Proficient Teachers, Objective 13, page 183.
- Show the step-by-step process of computing the rating for KRA 5, Objective 13:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 50

Purpose of the Slide:

To show the computation of KRA 5 Objective 13 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 5, Objective 13:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000 (Average)
  - 5.000 (Average) x 10% (Weight of Objective) = 0.500
- Note that Objective 13, Plus Factor, has a weight of 10%.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

Slide Number 51

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
1	22.5%	Objective 1	7.5%	5	5	-	5	0.375
		Objective 2	7.5%	4	5	-	4.5	0.337
		Objective 3	7.5%	5	5	-	5	0.375
2	22.5%	Objective 4	7.5%	4	4	-	4	0.300
		Objective 5	7.5%	5	5	-	5	0.375
		Objective 6	7.5%	4	5	-	4.5	0.337
3	22.5%	Objective 7	7.5%	5	4	-	4.5	0.337
		Objective 8	7.5%	4	4	-	4	0.300
		Objective 9	7.5%	5	5	-	5	0.375

Slide Number 51

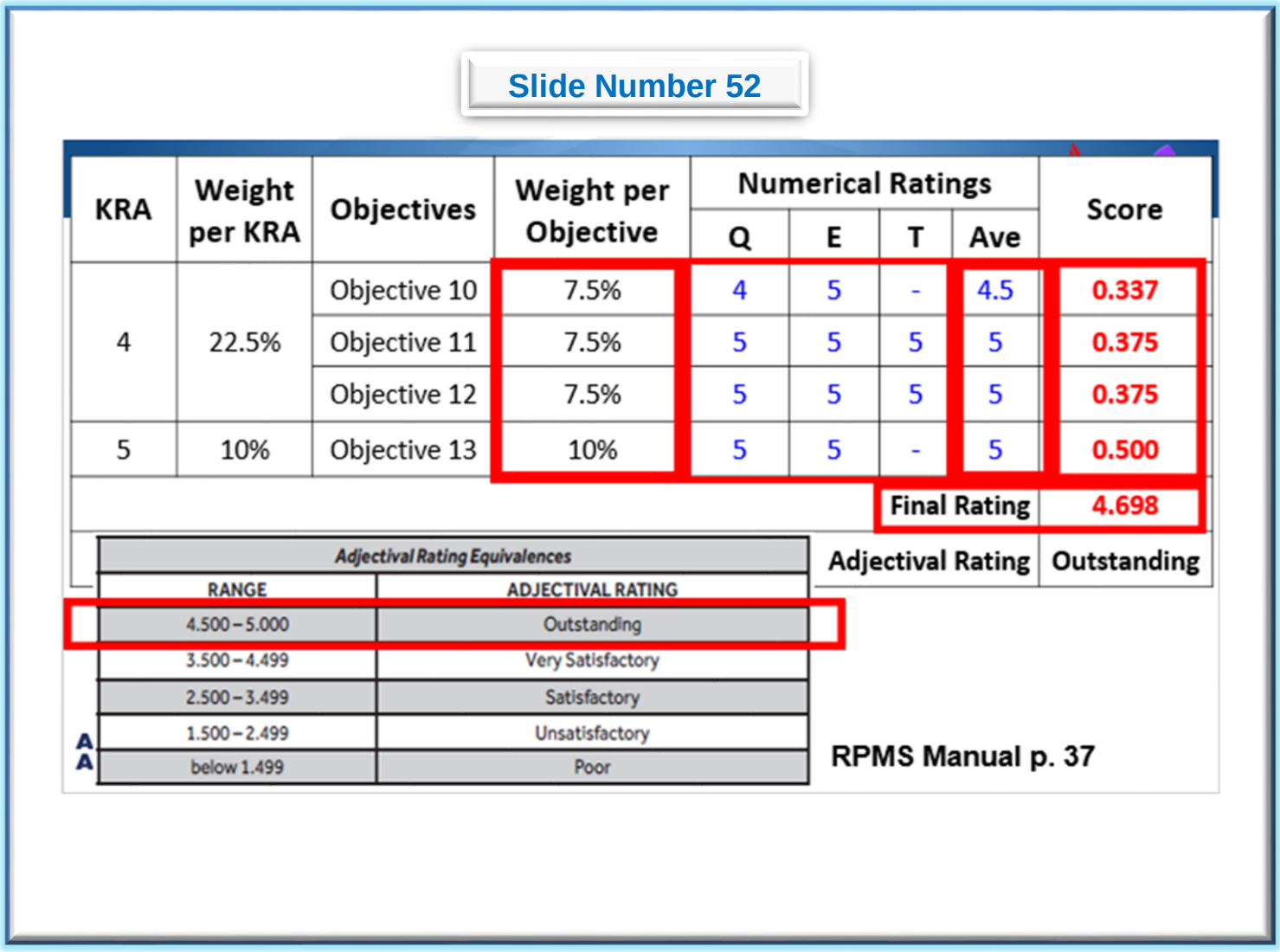
Purpose of the Slide:

To show a computation for Portfolio Rating

Notes to Presenter:

- Emphasize that each objective shall be assigned with 7.5% weight, which means each KRA will have an equal weight of 22.5%. The Plus Factor KRA, which consists of only one objective, will be assigned with 10% weight.
- Show the step-by-step computation of Portfolio Rating:
  - Under the column Numerical Ratings, write your ratings for QET.
  - Get the average of QET.
  - Multiply the weight per Objective with the QET average to fill in the SCORE column. The scores shall be three (3) decimal places.
  - Add all the scores to compute for the Final Rating, which is also in three (3) decimal places.
  - Determine the adjectival rating equivalent of the Final Rating.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 52

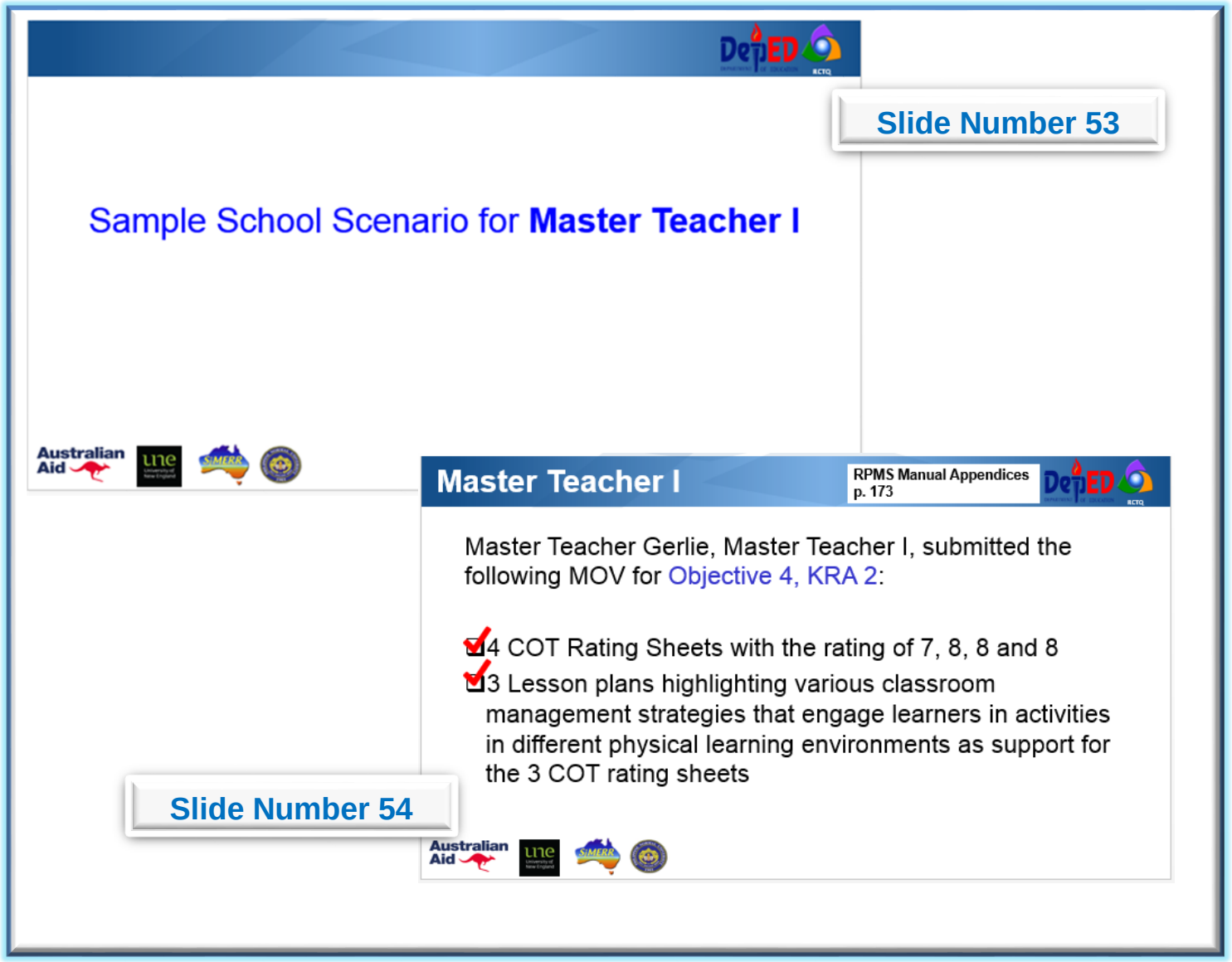
Purpose of the Slide:

To show a computation for Portfolio Rating

Notes to Presenter:

- Show the step-by-step computation of Portfolio Rating:
  - Under the column Numerical Ratings, write your ratings for QET.
  - Get the average of QET.
  - Multiply the weight per Objective with the QET average to fill in the SCORE column. The scores shall be three (3) decimal places.
  - Add all the scores to compute for the Final Rating, which is also in three (3) decimal places.
  - Determine the adjectival rating equivalent of the Final Rating.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 53

Purpose of the Slide:

To give another scenario understanding the Performance Indicators

Notes to Presenter:

- This is a title slide.

Slide Number 54

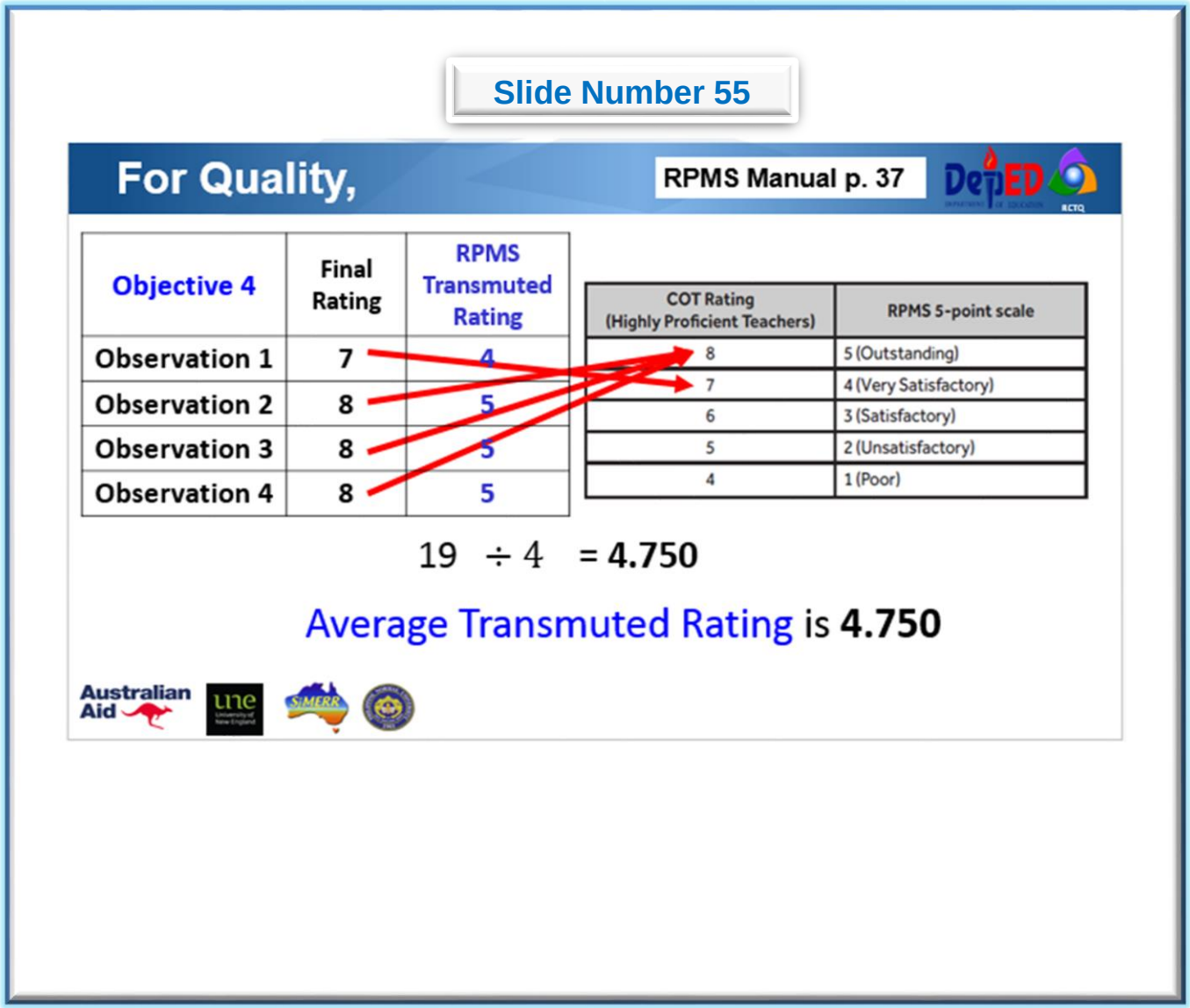
Purpose of the Slide:

To show sample scenario of Master Teacher I collecting MOV for Objective 4

Notes to Presenter:

- Refer participants to page 173 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Gerlie included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 55

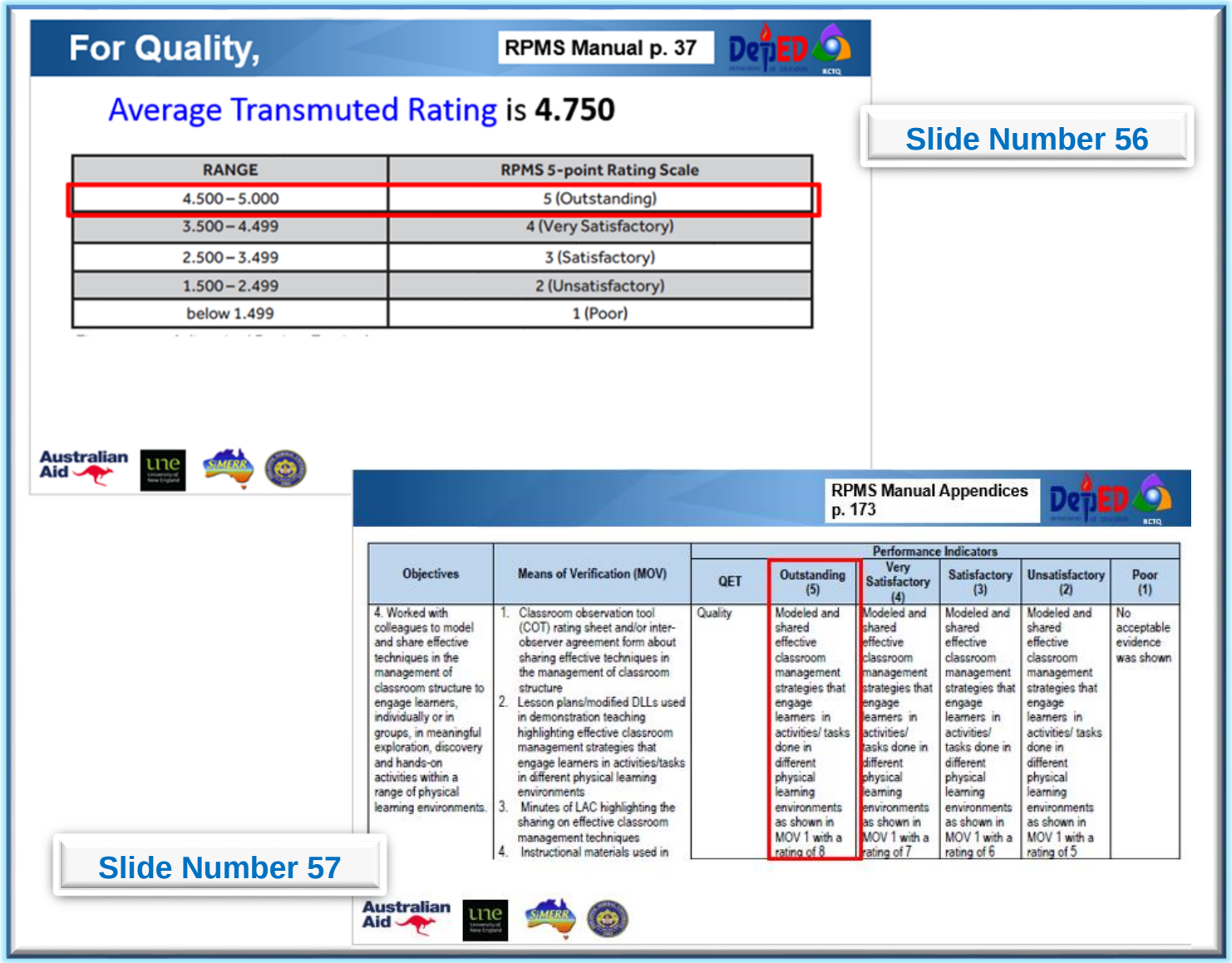
Purpose of the Slide:

To show the computation of Teacher Gerlie's performance for Quality

Notes to Presenter:

- Show the step by step procedure of transmuting and computing the rating of Teacher Gerlie for Quality, KRA 2, Objective 4:
  - Transmute each Classroom Observation Final Rating for Objective 4 with RPMS 5-point scale:
    - Observation 1 with a Final Rating of 7 has a transmuted RPMS 5-point scale rating of 4 (Very Satisfactory)
    - Observation 2 with a Final Rating of 8 has a transmuted RPMS 5-point scale rating of 5 (Outstanding)
    - Observation 3 with a Final Rating of 8 has a transmuted RPMS 5-point scale rating of 5 (Outstanding)
    - Observation 4 with a Final Rating of 8 has a transmuted RPMS 5-point scale rating of 5 (Outstanding)
    - Get the average transmuted rating:
      - 4 + 5 + 5 + 5 = 19
      - 19 ÷ 4 = 4.750

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 56

Purpose of the Slide:

To show the average transmuted rating range with its corresponding RPMS 5-point Rating Scale

Notes to Presenter:

- The Average Transmuted Rating of Teacher Gerlie is 4.750. Referring to the RPMS 5-point Rating Scale, it falls under 5, Outstanding.

Slide Number 57

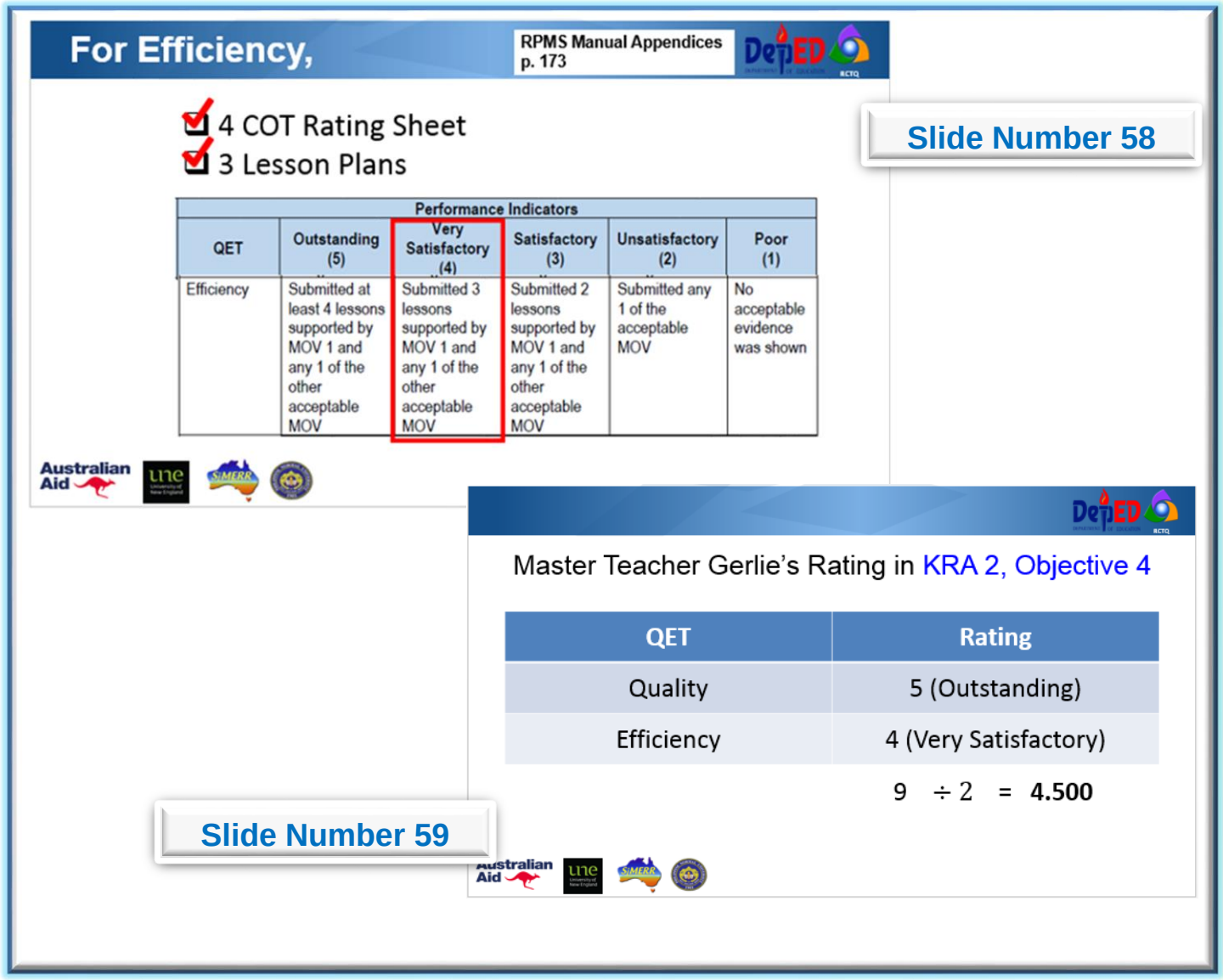
Purpose of the Slide:

To show the description of Very Satisfactory Performance Indicator for Quality in KRA 2, Objective 4 of the RPMS Tool for Highly Proficient Teachers

Notes to Presenter:

- Emphasize that the MOV presented and submitted should be showing alignment and attainment of the objectives to be valid. In the case of Teacher Gerlie, she showed this through her Classroom Observations.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 58

Purpose of the Slide:

To identify the Rating of Teacher Gerlie for Efficiency in KRA 2, Objective 4 of the RPMS Tool for Highly Proficient Teachers

Notes to Presenter:

- Decide for the validity of the MOV presented by Teacher Gelie. Click next button for the appearance of check marks.
- Refer to the Performance Indicators for Efficiency. Identify the appropriate rating of Teacher Gerlie based on the descriptions.

Slide Number 59

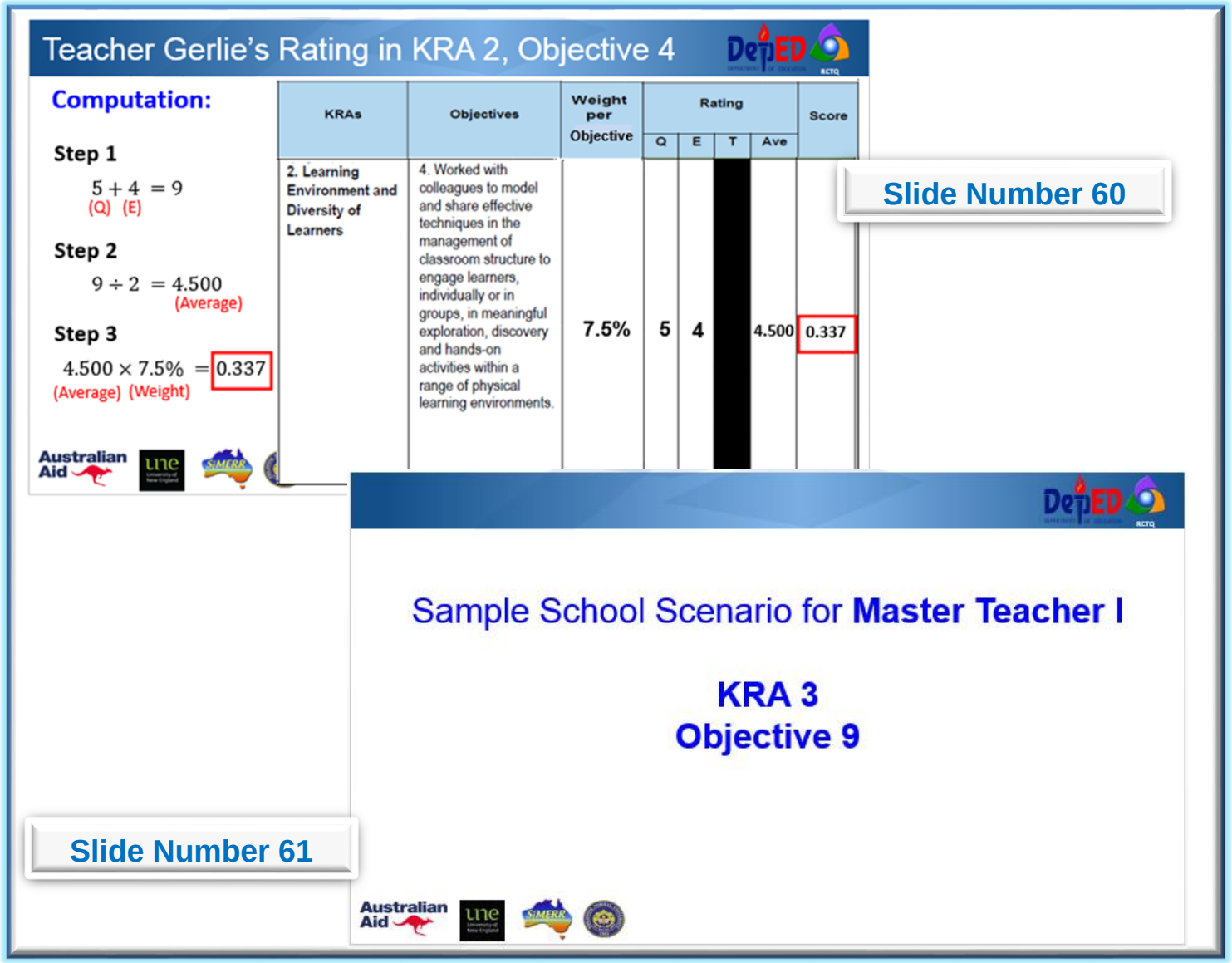
Purpose of the Slide:

To show the summary of Teacher Gerlie's rating in KRA 2, Objective 4

Notes to Presenter:

- Note that there is no Timeliness. Refer to the RPMS Tool for Highly Proficient Teachers, Objective 4, page 173.
- Show the step-by-step process of computing the rating for KRA 2, Objective 4:
  - 5 (Quality) + 4 (Efficiency) = 9
  - 9 ÷ 2 = 4.500

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 60

Purpose of the Slide:

To show the computation of KRA 2 Objective 4 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 2, Objective 4:
  - 5 (Quality) + 4 (Efficiency) = 9
  - 9 ÷ 2 = 4.500 (Average)
  - 4.500 (Average) x 7.5% (Weight of Objective) = 0.337

Slide Number 61

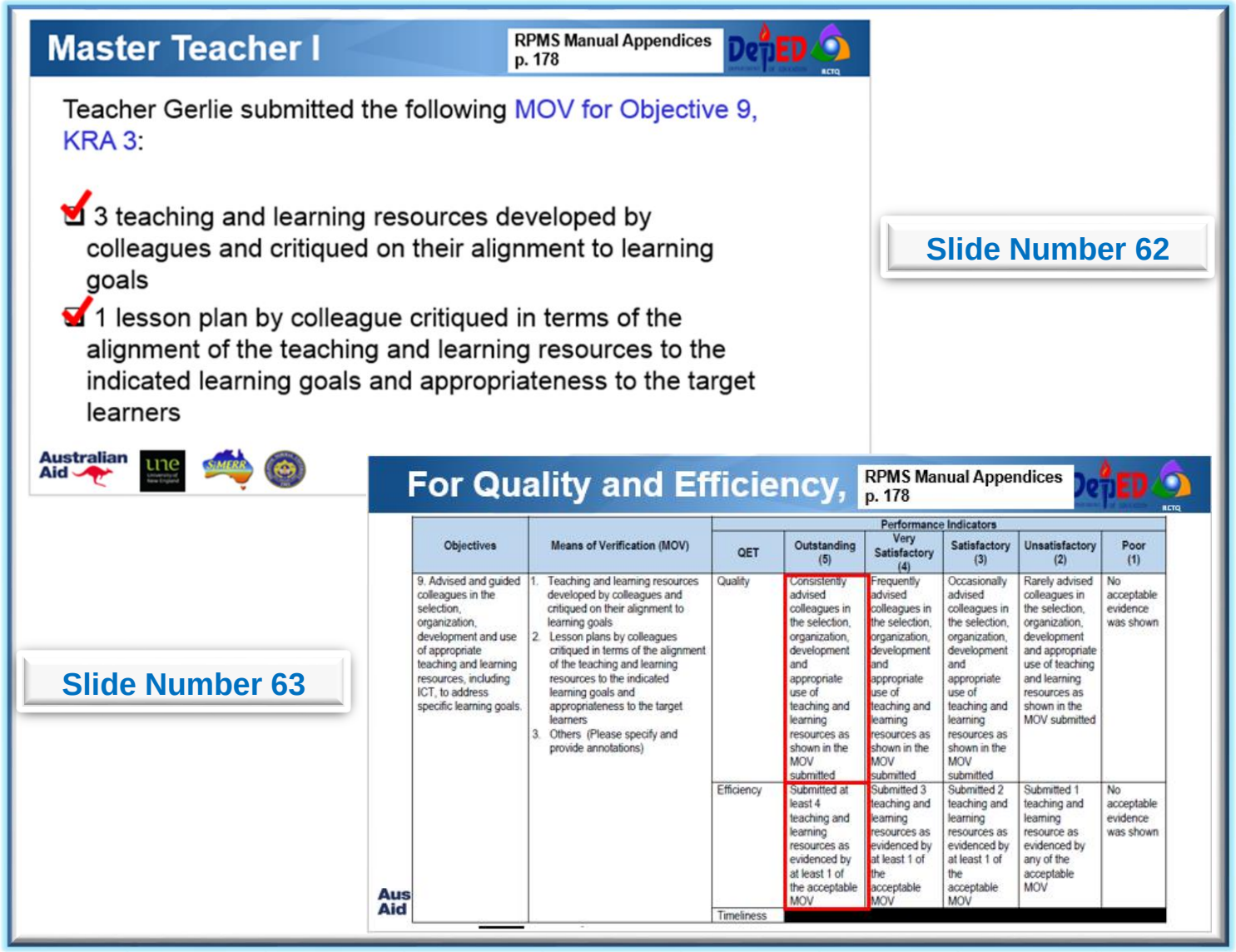
Purpose of the Slide:

To prompt participants on a scenario of Master Teacher I submitting MOV for Objective 9

Notes to Presenter:

- This is a title slide.
- Note that Objective 9 is a non-classroom observable objective.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 62

Purpose of the Slide:

To show sample scenario of Master Teacher I submitting MOV for Objective 9, KRA 3

Notes to Presenter:

- Refer participants to page 178 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Gerlie included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

Slide Number 63

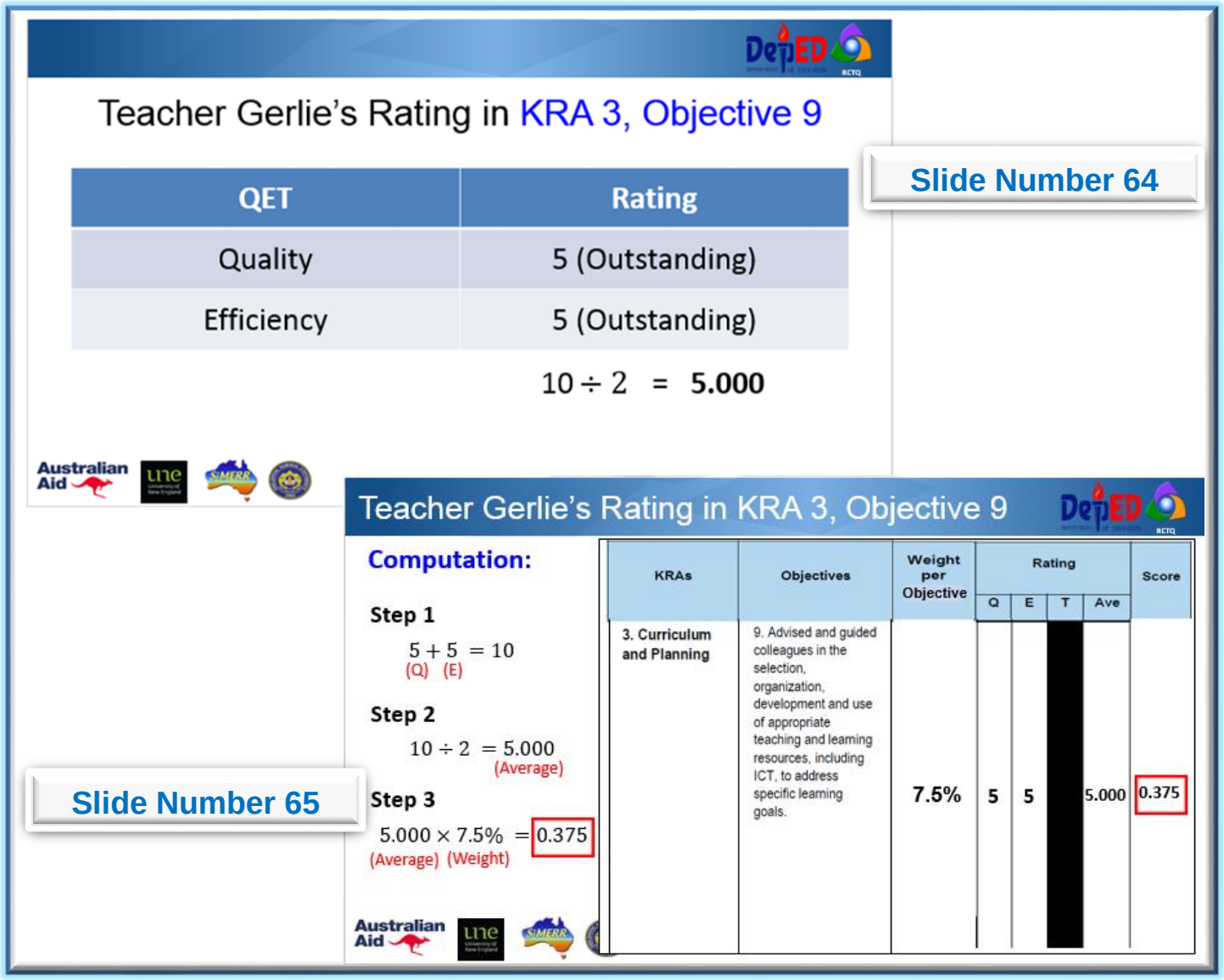
Purpose of the Slide:

To identify the performance rating of Teacher Gerlie for Quality and Efficiency

Notes to Presenter:

- Note that this Objective is non-classroom observable. Ask the participants which Performance Rating will Teacher Gerlie get.

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 64

Purpose of the Slide:

To show the summary of Teacher Gerlie's rating in KRA 3, Objective 9

Notes to Presenter:

- Note that there is no Timeliness. Refer to the RPMS Tool for Highly Proficient Teachers, Objective 9, page 178.

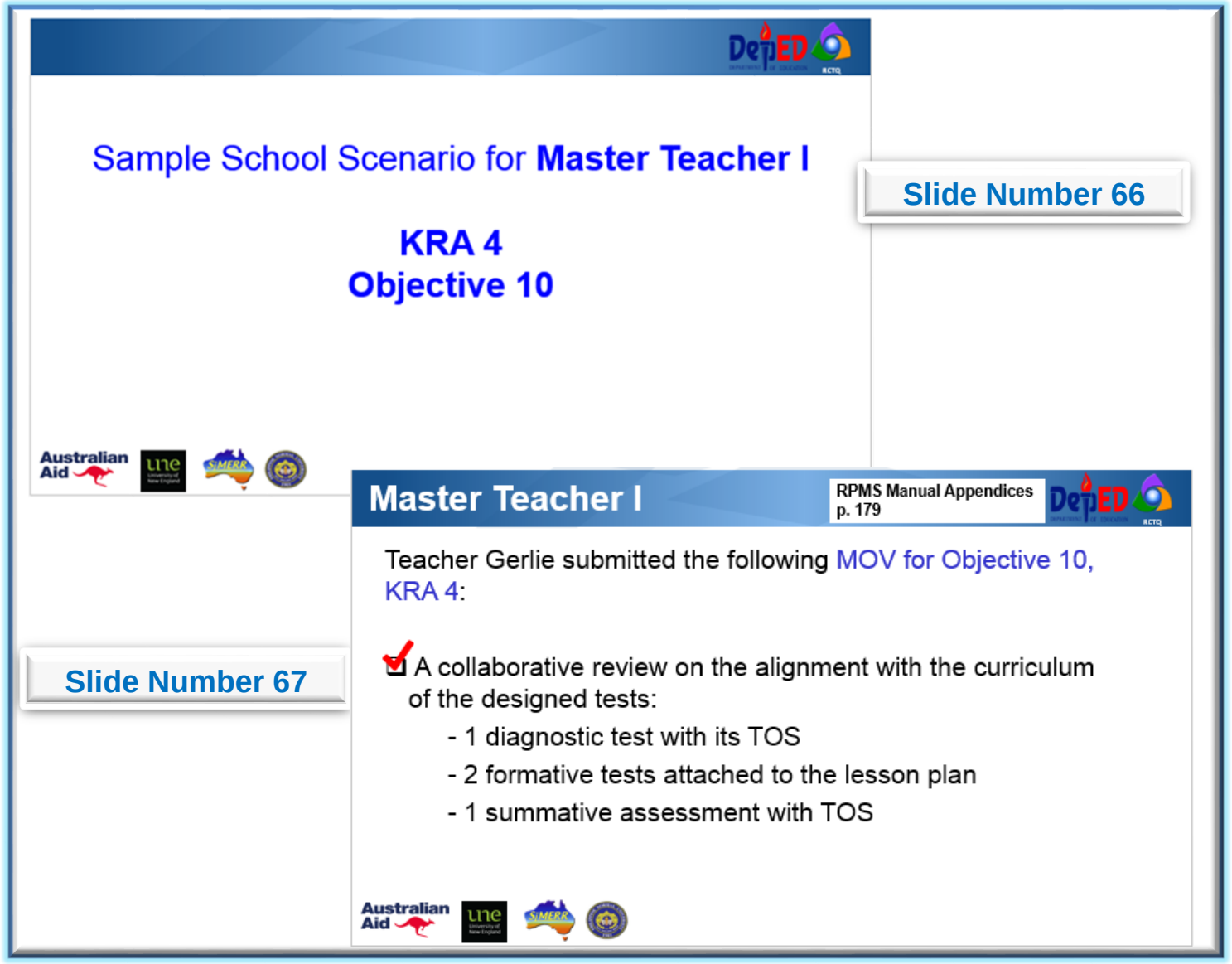
Slide Number 65

Purpose of the Slide:

To show the computation of KRA 3 Objective 9 with the given ratings

Notes to Presenter:

- Show a step-by-step computation of Teacher Mary's score in KRA 3, Objective 9:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000 (Average)
  - 5.000 (Average) x 7.5% (Weight of Objective) = 0.375



Slide Number 66

Purpose of the Slide:

To prompt participants on a scenario of Master Teacher I submitting MOV for Objective 10

Notes to Presenter:

- This is a title slide.
- Note that Objective 10 is non-classroom observable objective.

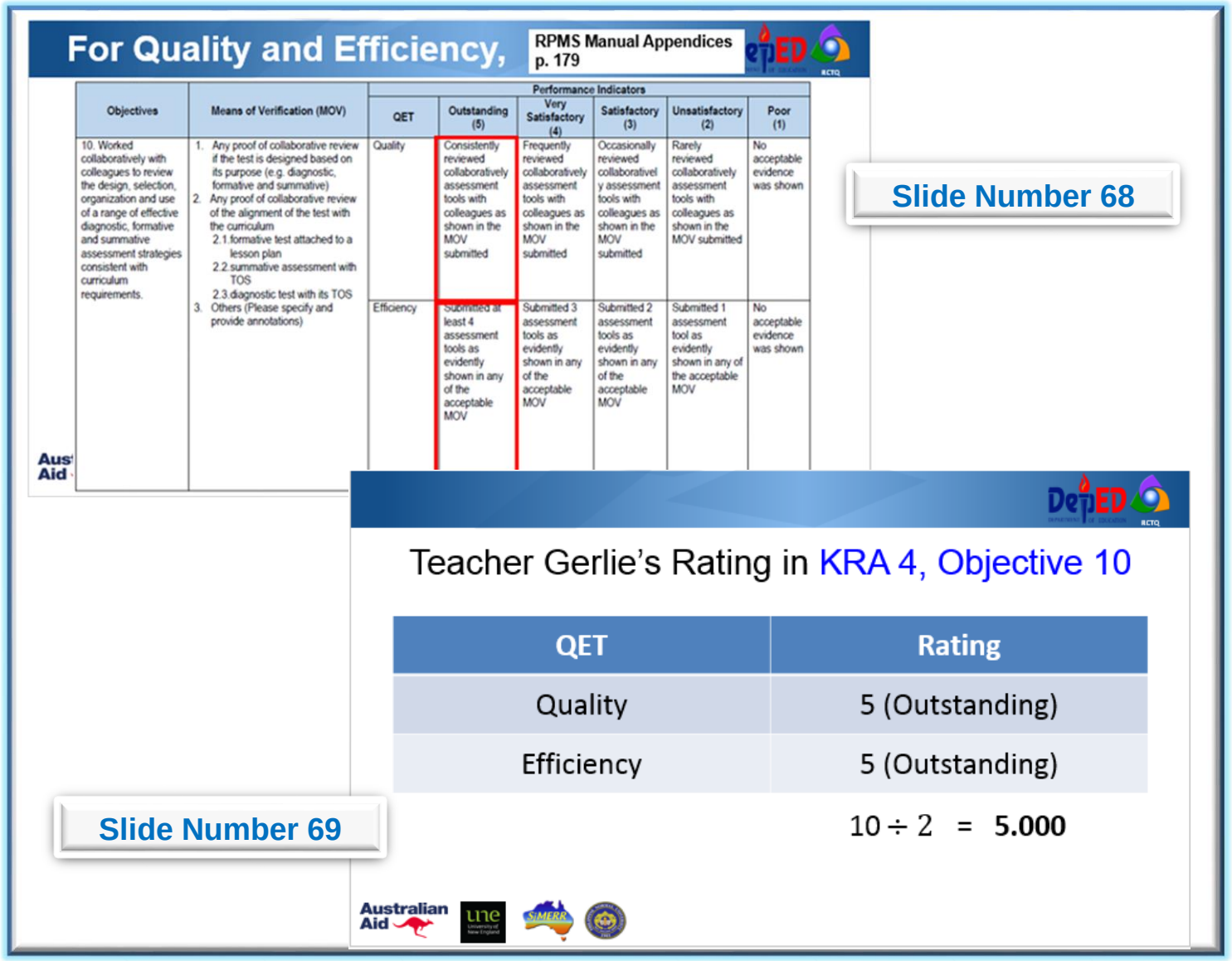
Slide Number 67

Purpose of the Slide:

To show sample scenario of Master Teacher I submitting MOV for Objective 10, KRA 4

Notes to Presenter:

- Refer participants to page 179 of RPMS Manual Appendices.
- Ask participants if each of the MOV Teacher Gerlie included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.



For Quality and Efficiency, RPMS Manual Appendices p. 179

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

Slide Number 68

Teacher Gerlie's Rating in KRA 4, Objective 10

QET	Rating
Quality	5 (Outstanding)
Efficiency	5 (Outstanding)

$10 \div 2 = 5.000$

Slide Number 69

Slide Number 68

Purpose of the Slide:

To identify the performance rating of Teacher Gerlie for Quality

Notes to Presenter:

- Note that this Objective is non-classroom observable. Ask the participants which Performance Rating will Teacher Gerlie get.

Slide Number 69

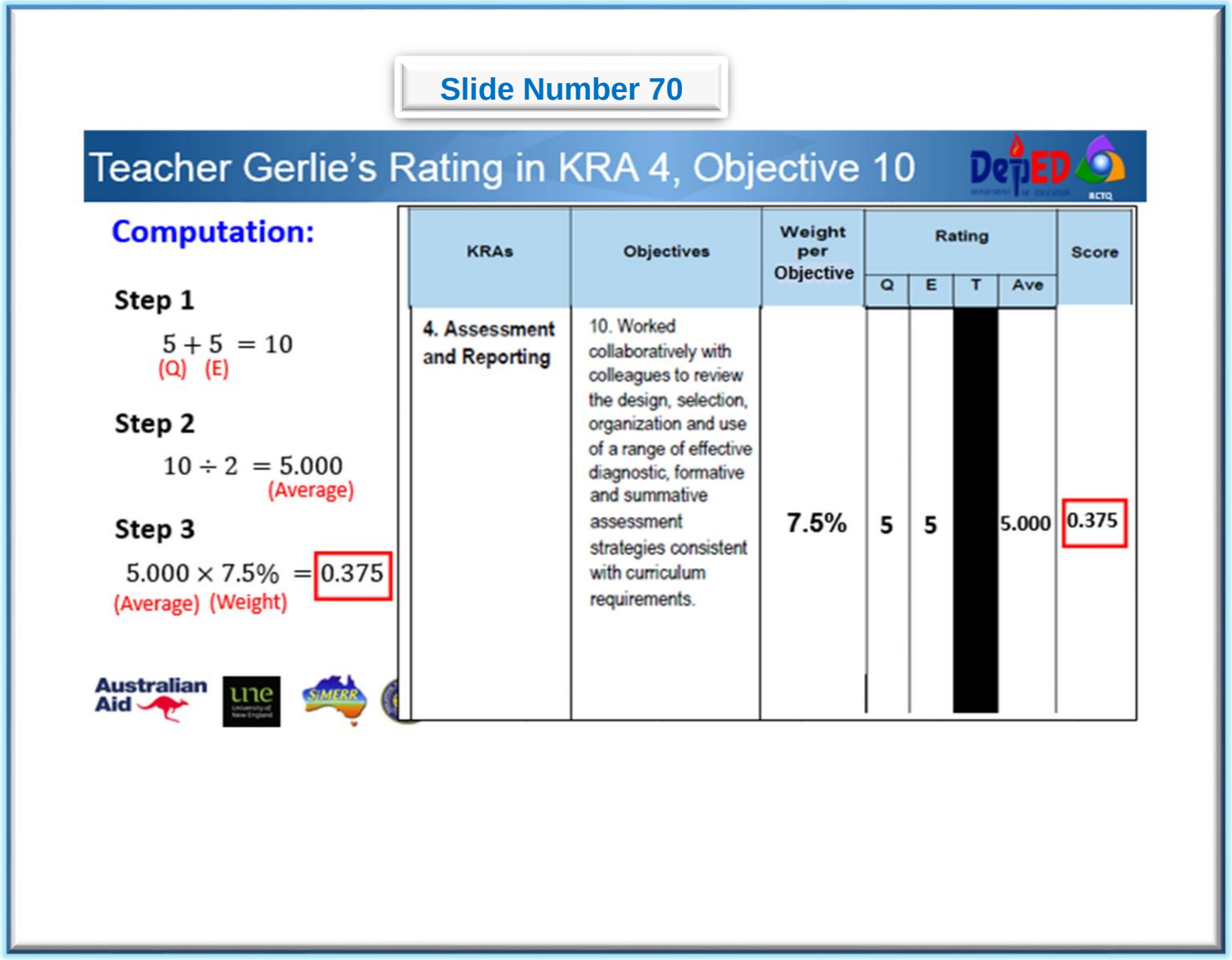
Purpose of the Slide:

To show the summary of Teacher Gerlie's rating in KRA 4, Objective 10

Notes to Presenter:

- Note that there is no Timeliness. Refer to the RPMS Tool for Highly Proficient Teachers, Objective 10, page 179.
- Show the step-by-step process of computing the rating for KRA 4, Objective 10:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000

SLIDE SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Slide Number 70

Purpose of the Slide:

To show the computation of KRA 3 Objective 9 with the given ratings

Notes to Presenter:

- Show the step by step computation to get the score of Teacher Gerlie in KRA 3, Objective 9:
  - 5 (Quality) + 5 (Efficiency) = 10
  - 10 ÷ 2 = 5.000 (Average)
  - 5.000 (Average) x 7.5% (Weight of Objective) = 0.375

Slide Number 71

Questions?

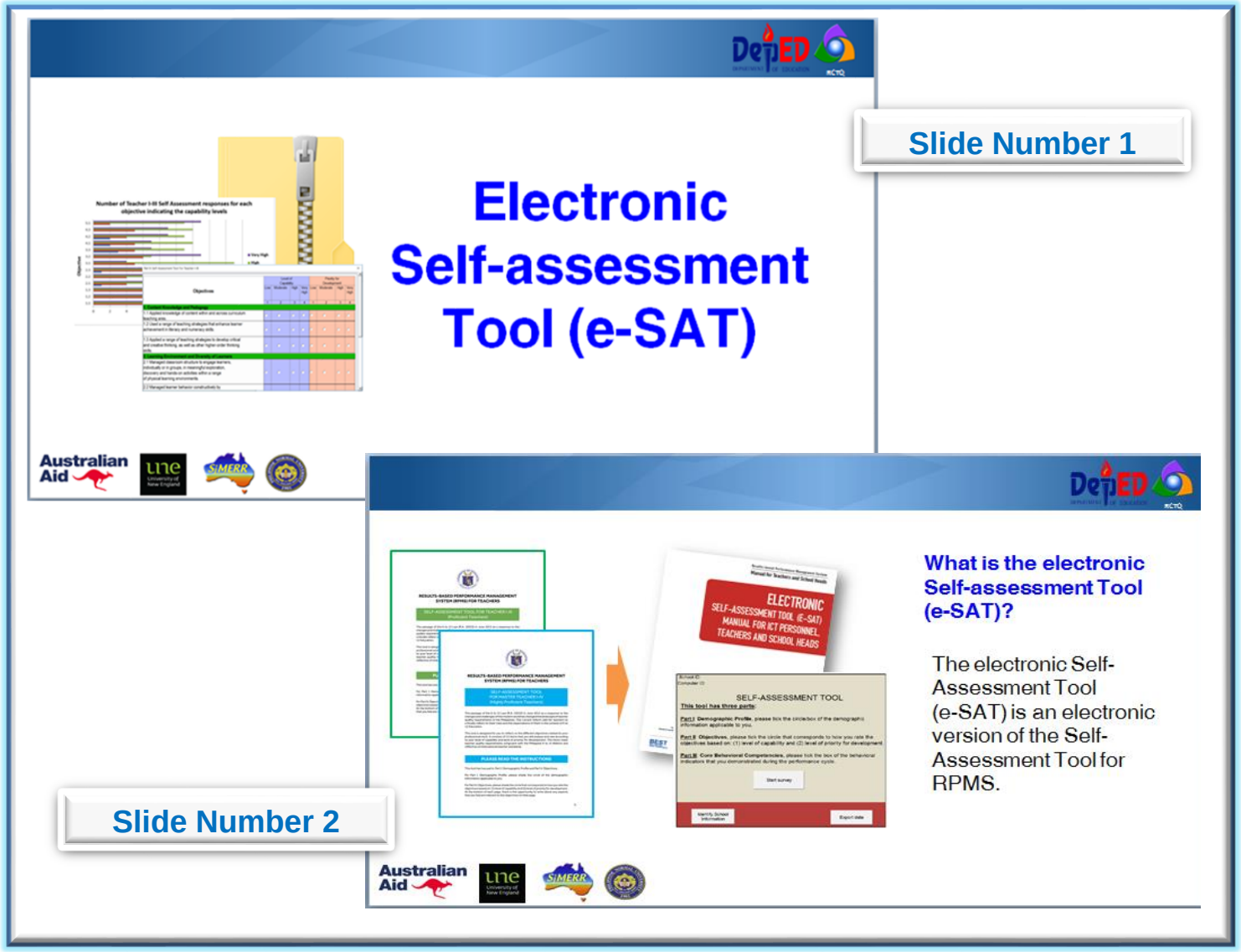
Slide Number 72

Presentation slides prepared by:

Dr. Allan S. Reyes
Senior Program Manager, RCTQ

Lizette Anne L. Carpio
Research Officer, RCTQ

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 1

Purpose of the Slide:

To prompt participants on Electronic SAT (e-SAT)

Notes to Presenter:

- This is a title slide.

Slide Number 2

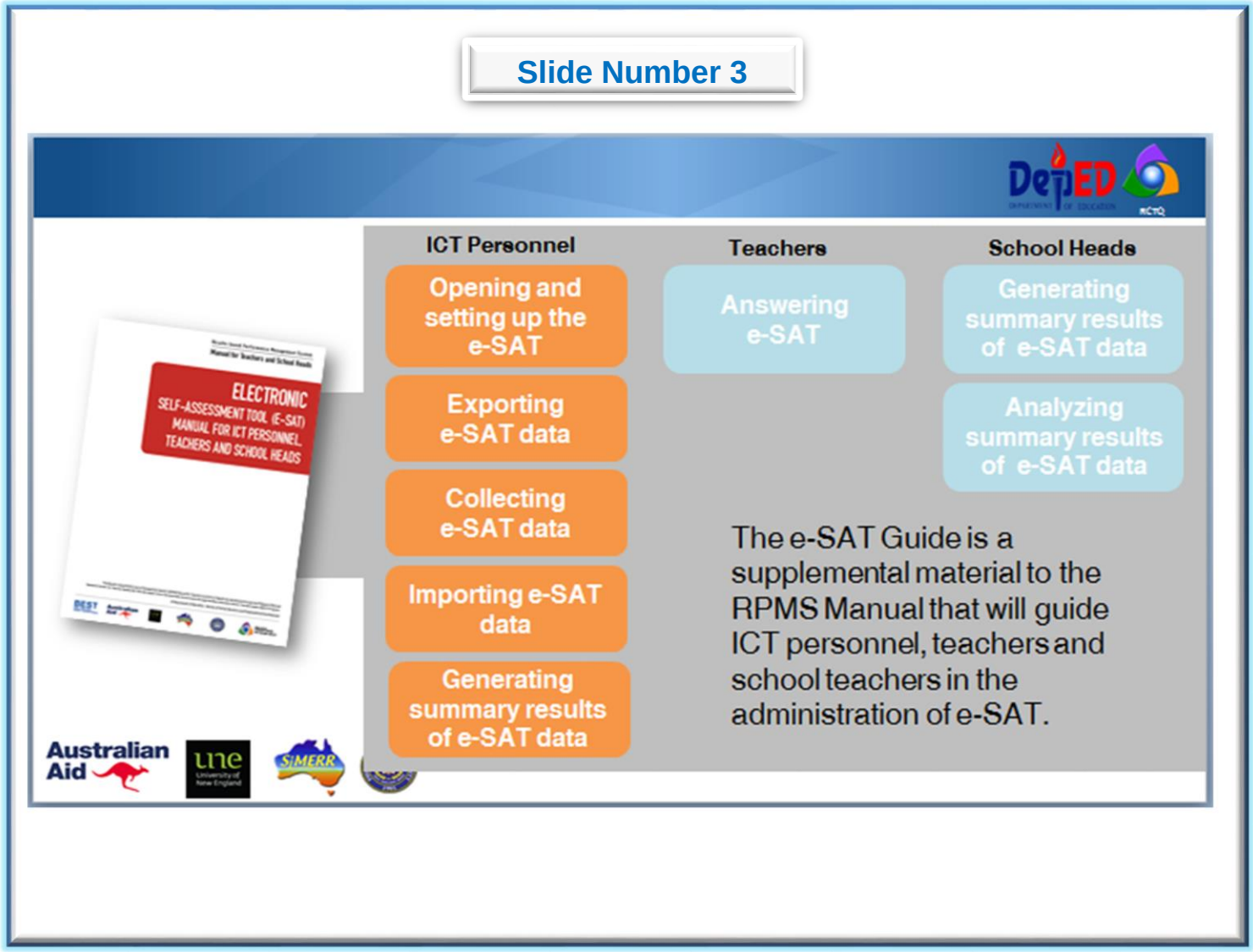
Purpose of the Slide:

To introduce the electronic SAT

Notes to Presenter:

- Note that the e-SAT is the electronic version of the SAT for RPMS.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 3

Purpose of the Slide:

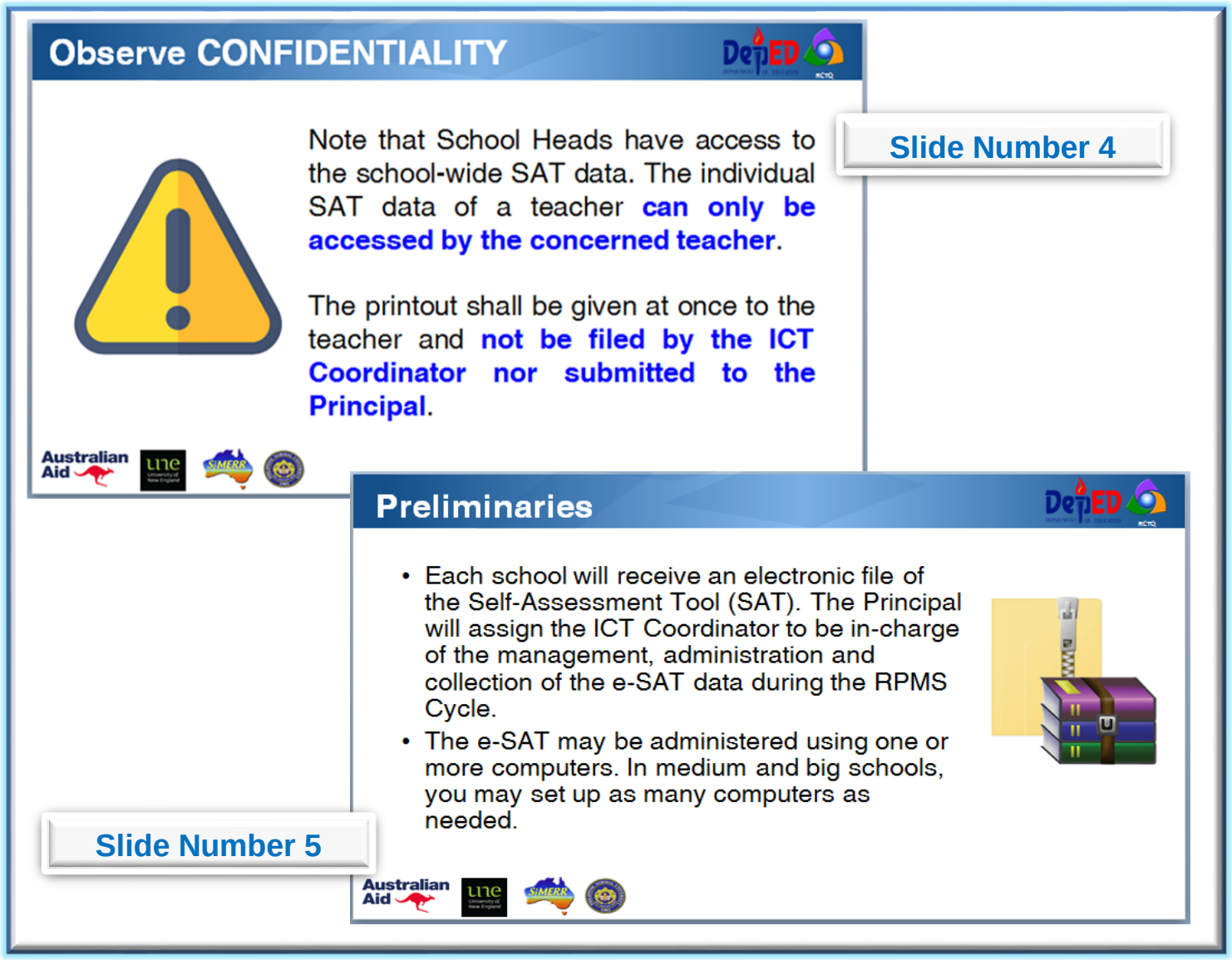
To introduce the contents of the e-SAT guide for ICT personnel, teachers and personnel

Notes to Presenter:

Discuss that:

- the e-SAT Guide is a supplemental material to the RPMS Manual that will guide ICT personnel, teachers and school teachers in the administration of e-SAT.
- for this session, the focus is on the parts that concern the teachers (answering e-SAT) and school heads (generating summary results of e-SAT data and analyzing summary results of e-SAT data). There will be a separate orientation/workshop for the ICT personnel on the e-SAT guide.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 4

Purpose of the Slide:

To emphasize the need for confidentiality of e-SAT data

Notes to Presenter:

- Emphasize that the self-assessment is a "low-stakes" assessment (compared to RPMS, which is "high-stakes" and is pertinent to other HR systems such as promotion and rewards). This only concerns the personal reflection of teachers of their performance, as honestly as possible.

Slide Number 5

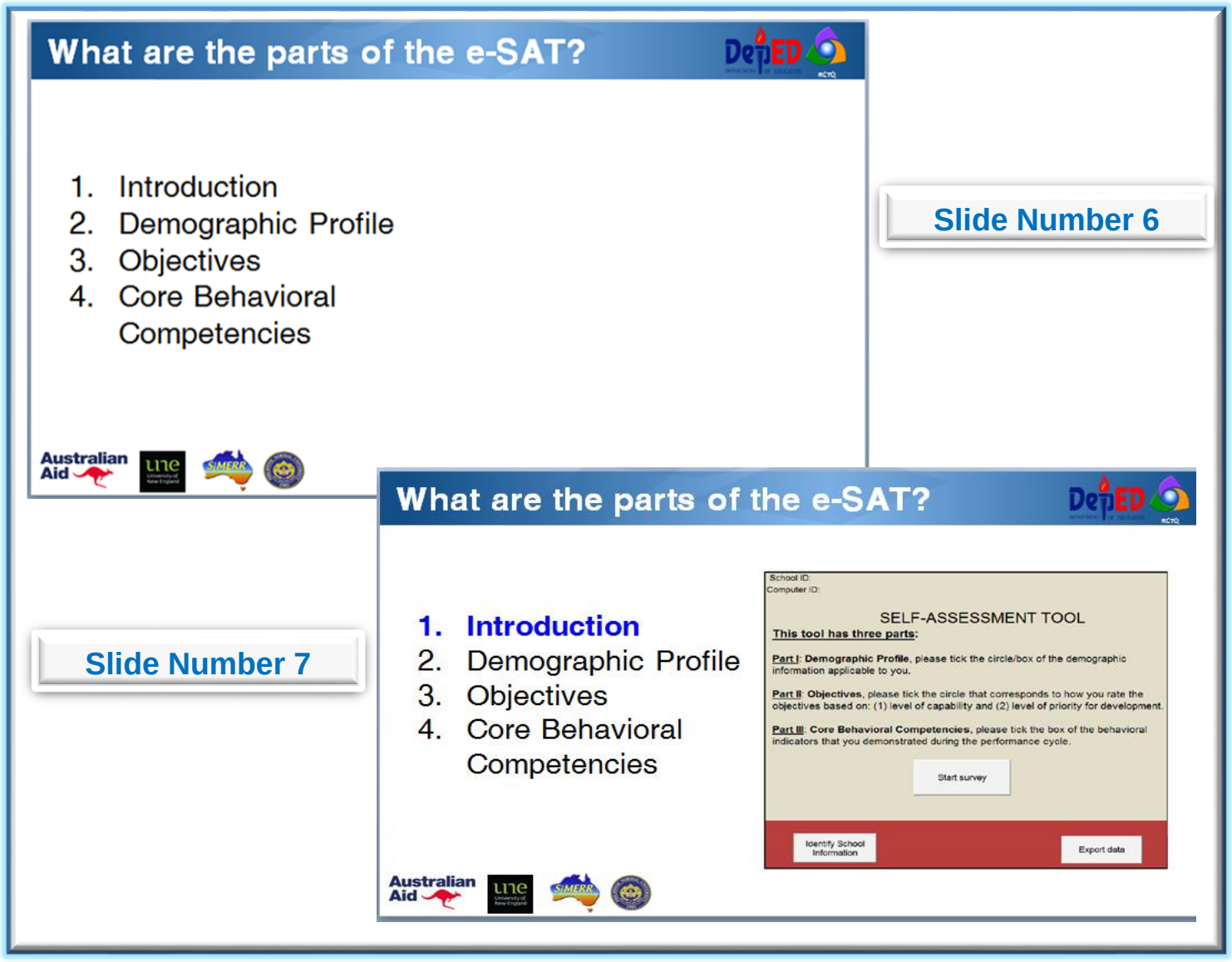
Purpose of the Slide:

To continue discussion on the e-SAT

Notes to Presenter:

- Read the content of the slide.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 6

Purpose of the Slide:

To show the parts of the SAT

Notes to Presenter:

- Read through the slide.

Slide Number 7

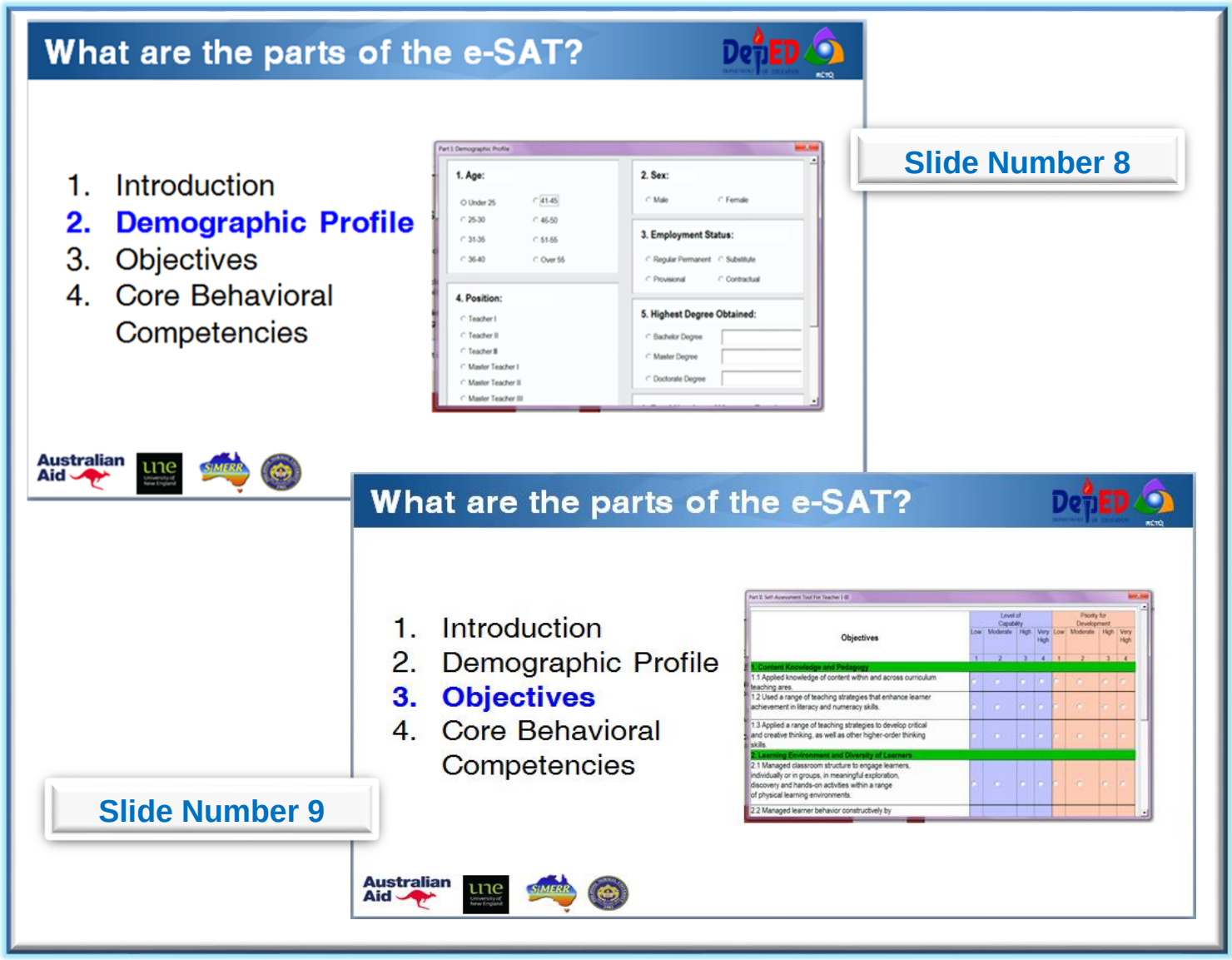
Purpose of the Slide:

To show the parts of the SAT

Notes to Presenter:

- Read through the slide.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 8

Purpose of the Slide:

To introduce the Demographic Profile

Notes to Presenter:

Discuss that:

- This part collects the teacher's demographic information, such as age, sex, rank or position, highest degree obtained, among others.
- This slide is applicable to all (ICT coordinator, teachers who will answer the survey, and school heads).

Slide Number 9

Purpose of the Slide:

To introduce the Objectives as part of the e-SAT

Notes to Presenter:

Discuss that:

- This page contains the 13 objectives of the SAT-RPMS. Using a four-point Likert scale, the teachers will rate themselves in terms of how capable they are in performing each objective and what level of development priority they give to each objective.
- This slide is applicable to all (ICT coordinator, teachers who will answer the survey, and school heads).

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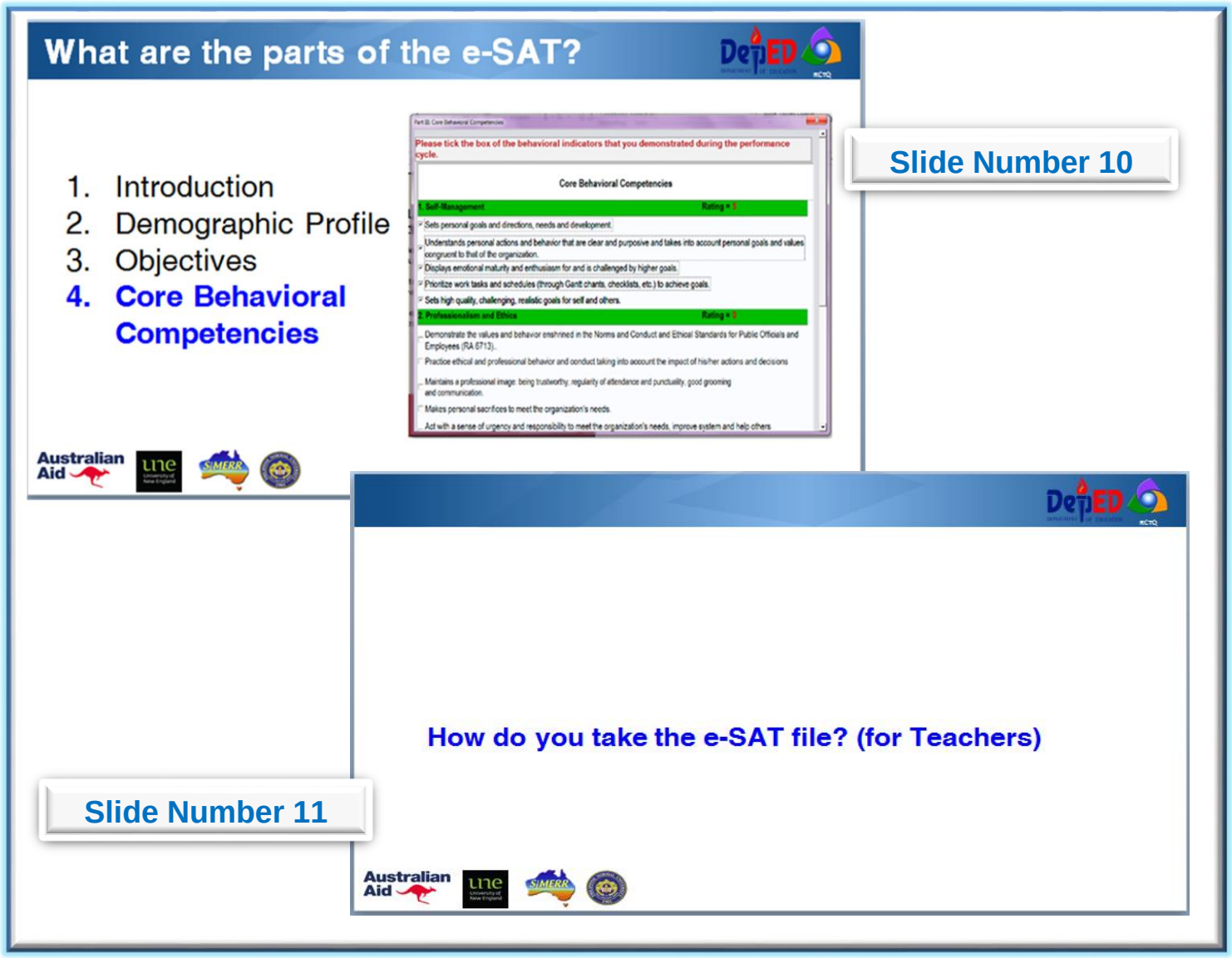
SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 10

Purpose of the Slide:

To introduce the Core Behavioral Competencies as part of the e-SAT

Notes to Presenter:

Discuss that:

- This part allows teachers to rate themselves in terms of the behavioral indicators that they demonstrate during the performance cycle. These competencies are the same for all DepEd personnel.
- This slide is applicable to all (ICT coordinator, teachers who will answer the survey, and school heads).

Slide Number 11

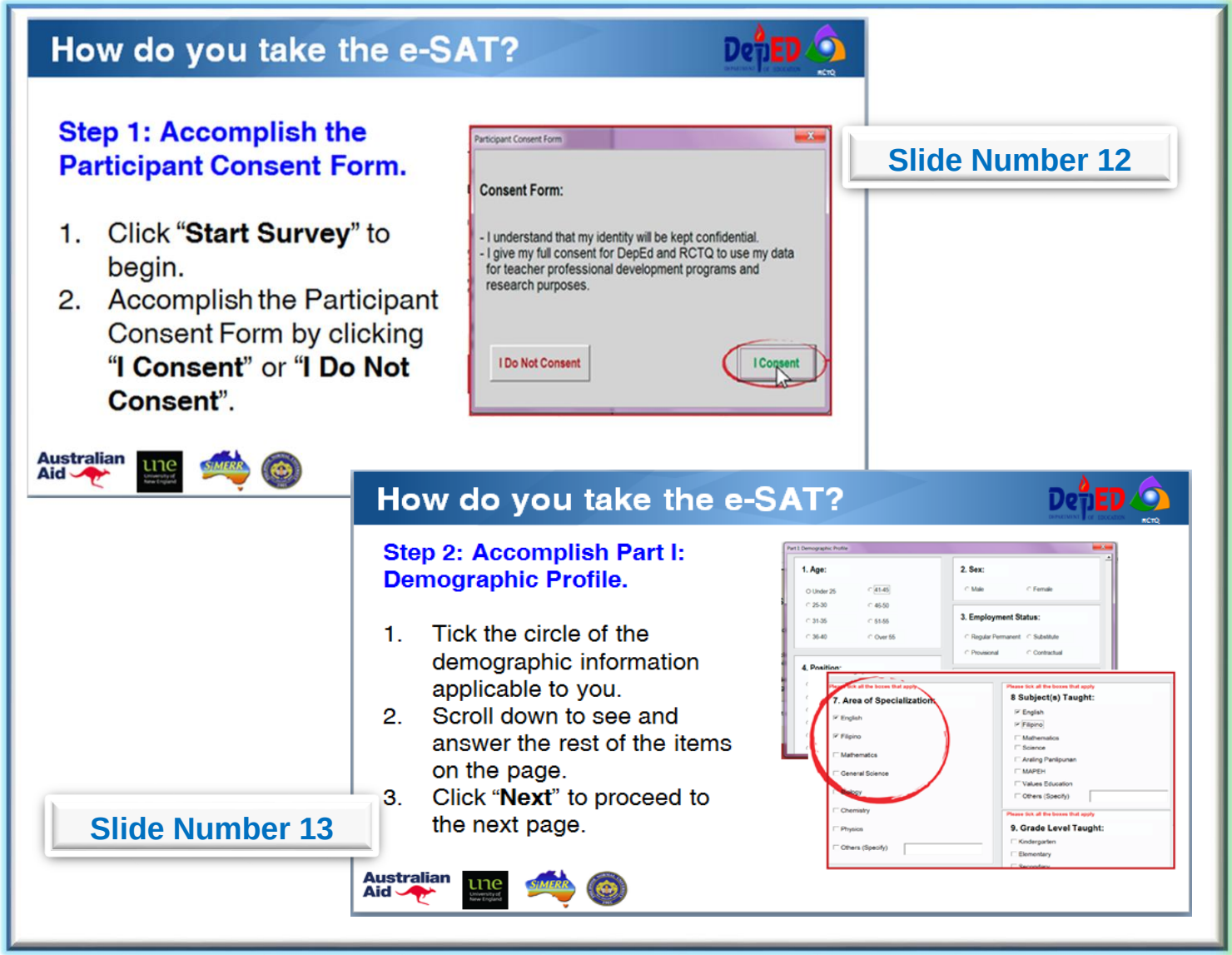
Purpose of the Slide:

To prompt participants to the discussion on how teachers take the e-SAT file

Notes to Presenter:

- This is a title slide.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 12

Purpose of the Slide:

To discuss step 1 on accomplishing the e-SAT

Notes to Presenter:

Discuss that:

- Clicking "**I Do Not Consent**," will bring back the teachers to the Introduction page and will not be able to complete the e-SAT. Clicking the **"I Consent**," they will be redirected to the next page.
- This slide is applicable to all but serves as a sweet reminder to our dear teachers.

Slide Number 13

Purpose of the Slide:

To discuss step 2 on accomplishing the e-SAT

Notes to Presenter:

Discuss that:

- In some items, teachers can tick more than one box.
- Teachers can also go back to the previous page by clicking "Previous".
- It is HIGHLY SUGGESTED that either the presenter demonstrates how to do this or s/he'd let one teacher do this hands-on.
- This slide is applicable to all but serves as a sweet reminder to our dear teachers.

SLIDE SET 6 – e-SAT Data Management and Use of Result

Slide Number 14

How do you take the e-SAT?

Step 3: Answer the e-SAT Objectives appropriate to your position.

Tick the circle that corresponds to how you rate the objectives based on: (1) level of capability and (2) level of priority for development.

Please answer the e-SAT objectives honestly.

Slide Number 14

Purpose of the Slide:

To discuss step 3 on accomplishing the e-SAT

Notes to Presenter:

- Emphasize that there is a need to observe confidentiality so teachers can genuinely reflect while accomplishing this section of the survey.
- Note that if they select Teacher I, Teacher II or Teacher III, they will be redirected to SAT-RPMS Teacher I-III. If they select Master Teacher I, Master Teacher II, Master Teacher III or Master Teacher IV, they will be redirected to SAT-RPMS Master Teacher I-IV.
- Note that it is HIGHLY SUGGESTED that either the presenter demonstrates how to do this or s/he'd let one teacher do this hands-on.

SLIDE SET 6 – e-SAT Data Management and Use of Result

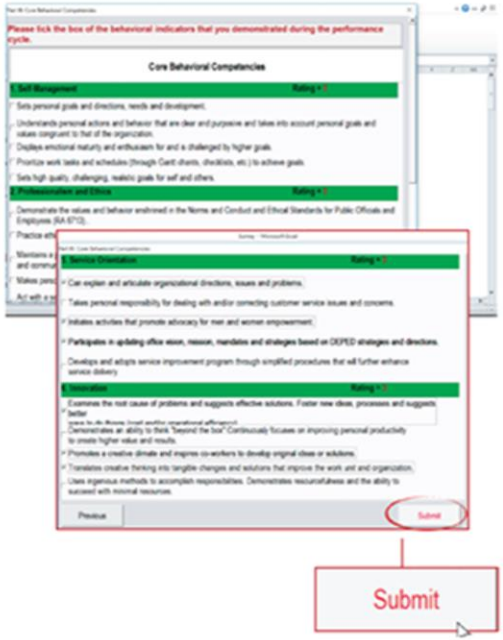
Slide Number 15

How do you take the e-SAT?

Step 4: Answer the Core Behavioral Competencies.

Tick the box of the behavioral indicators that you demonstrated during the performance cycle.

Click "**Submit**" when you are done.



Slide Number 15

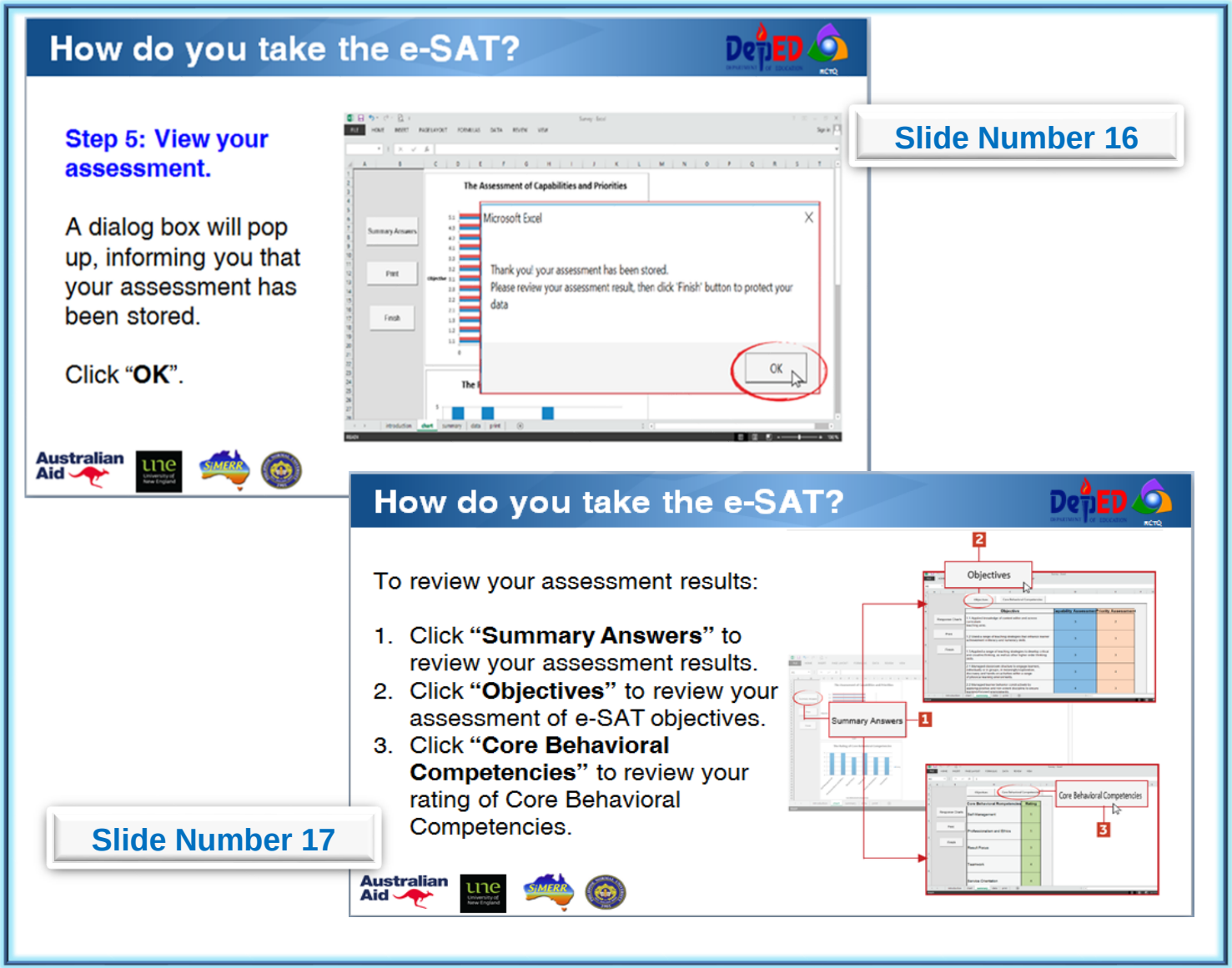
Purpose of the Slide:

To discuss step 4 on accomplishing the e-SAT

Notes to Presenter:

- Note that once teachers clicked the "Submit" button, they can no longer go back to previous pages to change their answers.
- Remind teachers to review their responses by clicking the "Previous" button.
- Note that it is HIGHLY SUGGESTED that either the presenter demonstrates how to do this or s/he'd let one teacher do this hands-on.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 16

Purpose of the Slide:

To discuss step 5 on accomplishing the e-SAT

Notes to Presenter:

Discuss that:

- Teachers can now view the assessment charts of their level of capability (blue bar) and level of priority (red bar), as well as their rating for their core behavioral competencies.
- This slide is applicable to all but serves as a sweet reminder to our dear teachers.

Slide Number 17

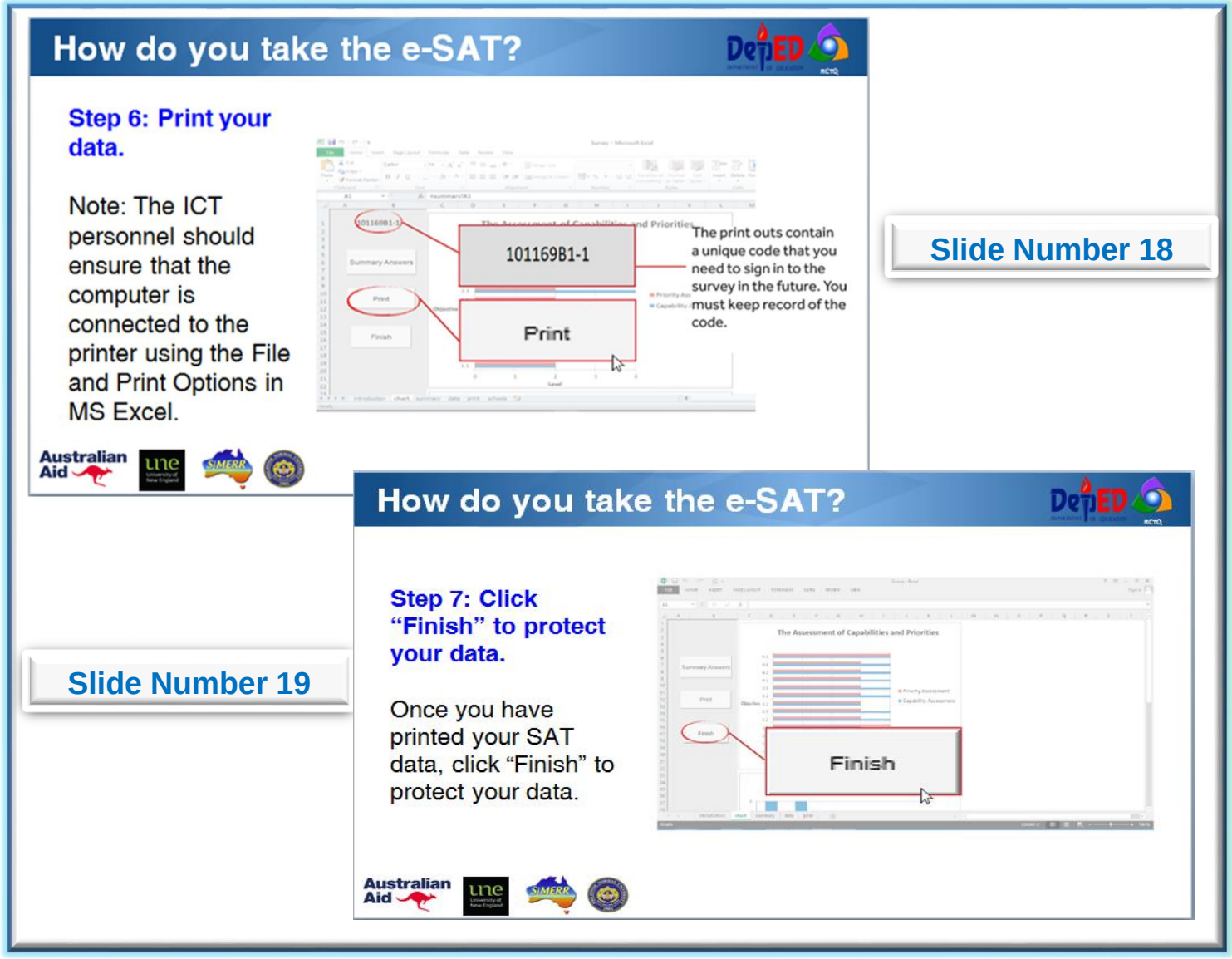
Purpose of the Slide:

To discuss how to review assessment results

Notes to Presenter:

- Note that it is HIGHLY SUGGESTED that either the presenter demonstrates how to do this or s/he'd let one teacher do this hands-on.
- This slide is applicable to all but serves as a sweet reminder to our dear teachers.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 18

Purpose of the Slide:

To discuss step 6 on accomplishing the e-SAT

Notes to Presenter:

- Discuss that the print outs contain a unique code that you need to sign in to the survey in the future. **You must keep record of the code.**
- Note that this slide is applicable to all but serves as a sweet reminder to our dear teachers.

Slide Number 19

Purpose of the Slide:

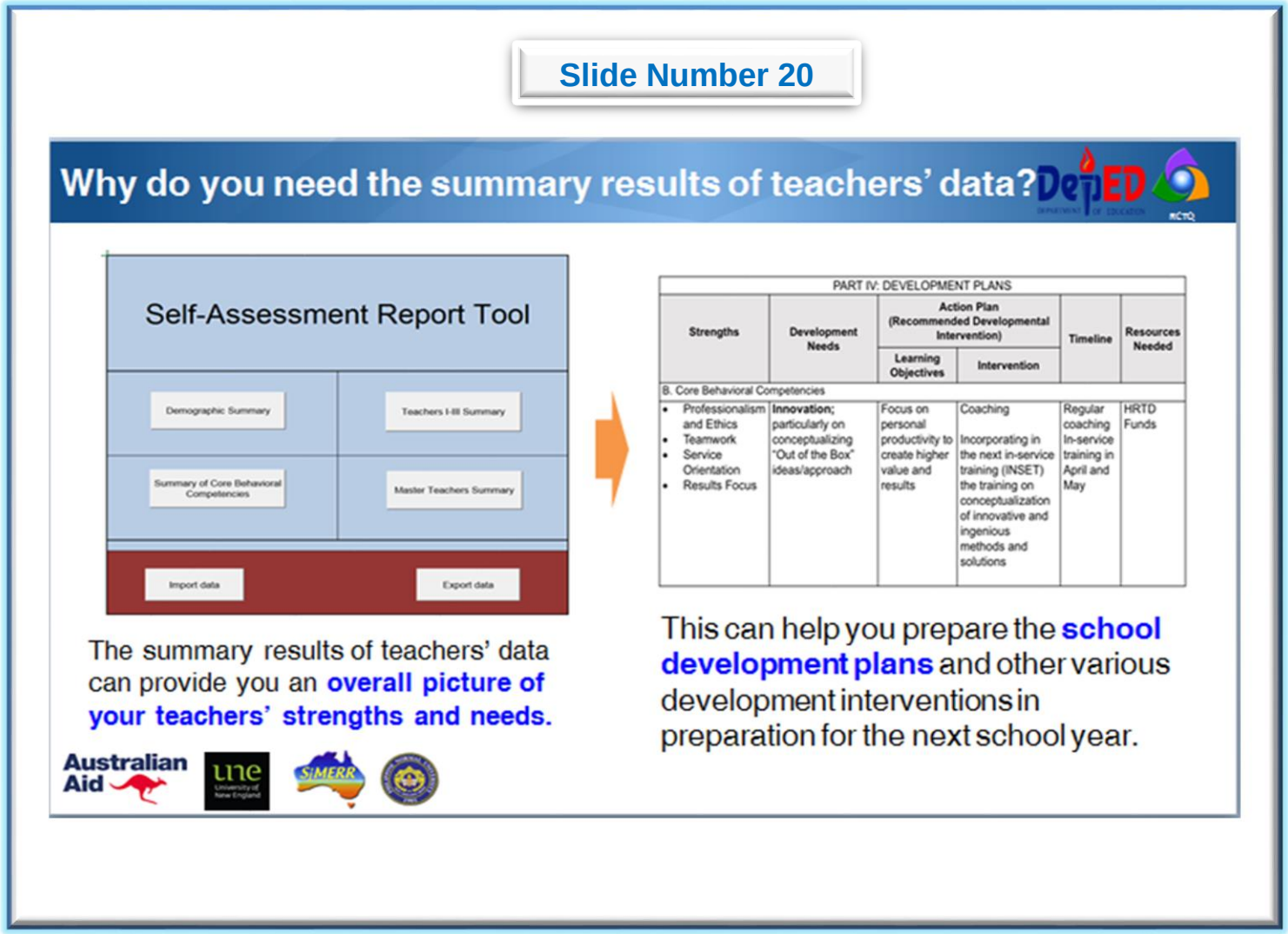
To discuss step 7 on accomplishing the e-SAT

Notes to Presenter:

Note that:

- The teacher will be brought back to the Introduction page. This means that their data **has automatically been stored**. (*'Has automatically been stored'* means teachers / respondents need not to click Save / Save As.)
- The next teacher-respondent may now accomplish the e-SAT survey, following Steps 1-7.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 20

Purpose of the Slide:

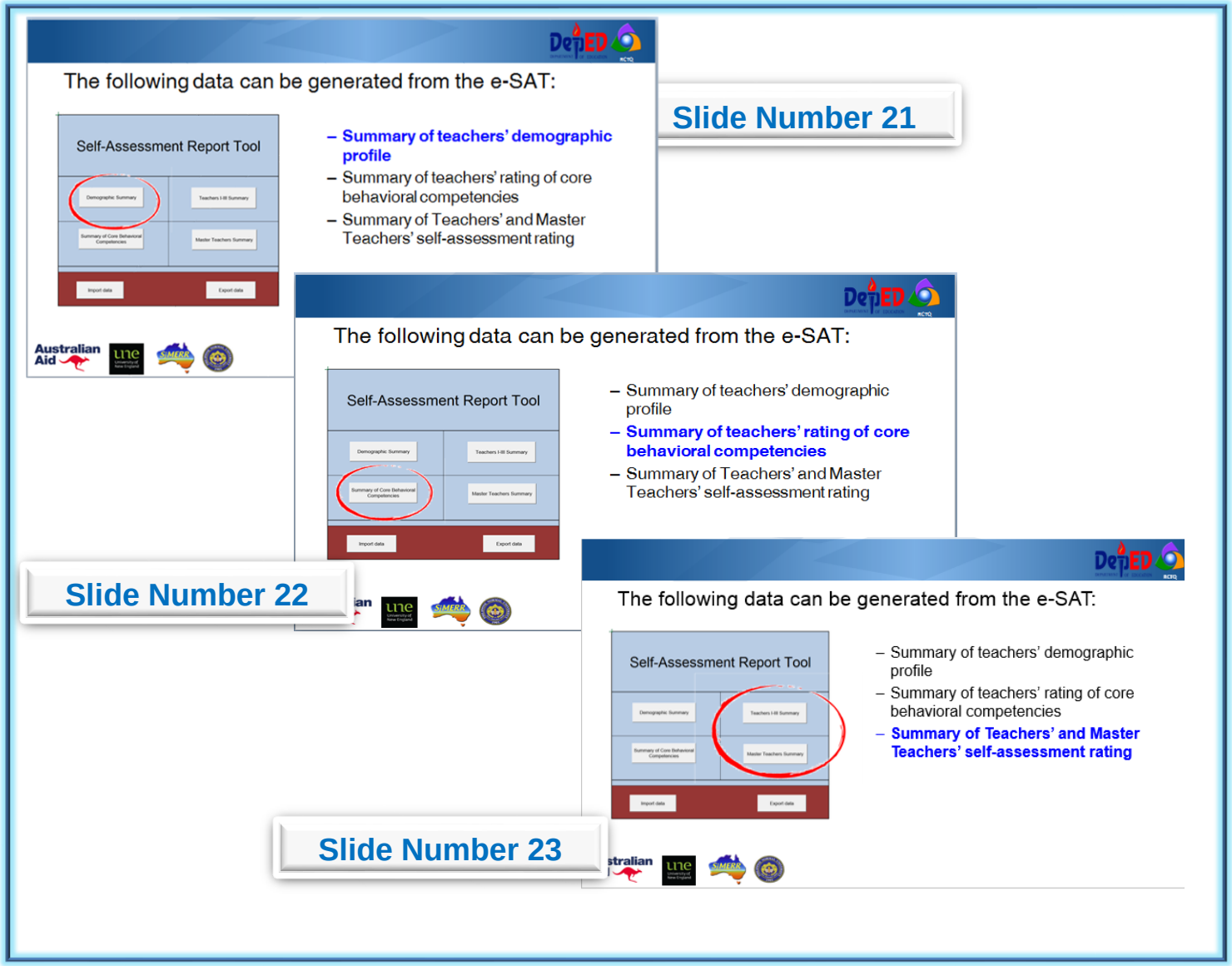
To emphasize the importance of the summary results of teachers' data

Notes to Presenter:

Note that:

- This slide is for the school head (to be helped by the ICT coordinator especially in importing data).
- This will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slides Number 21, 22 and 23

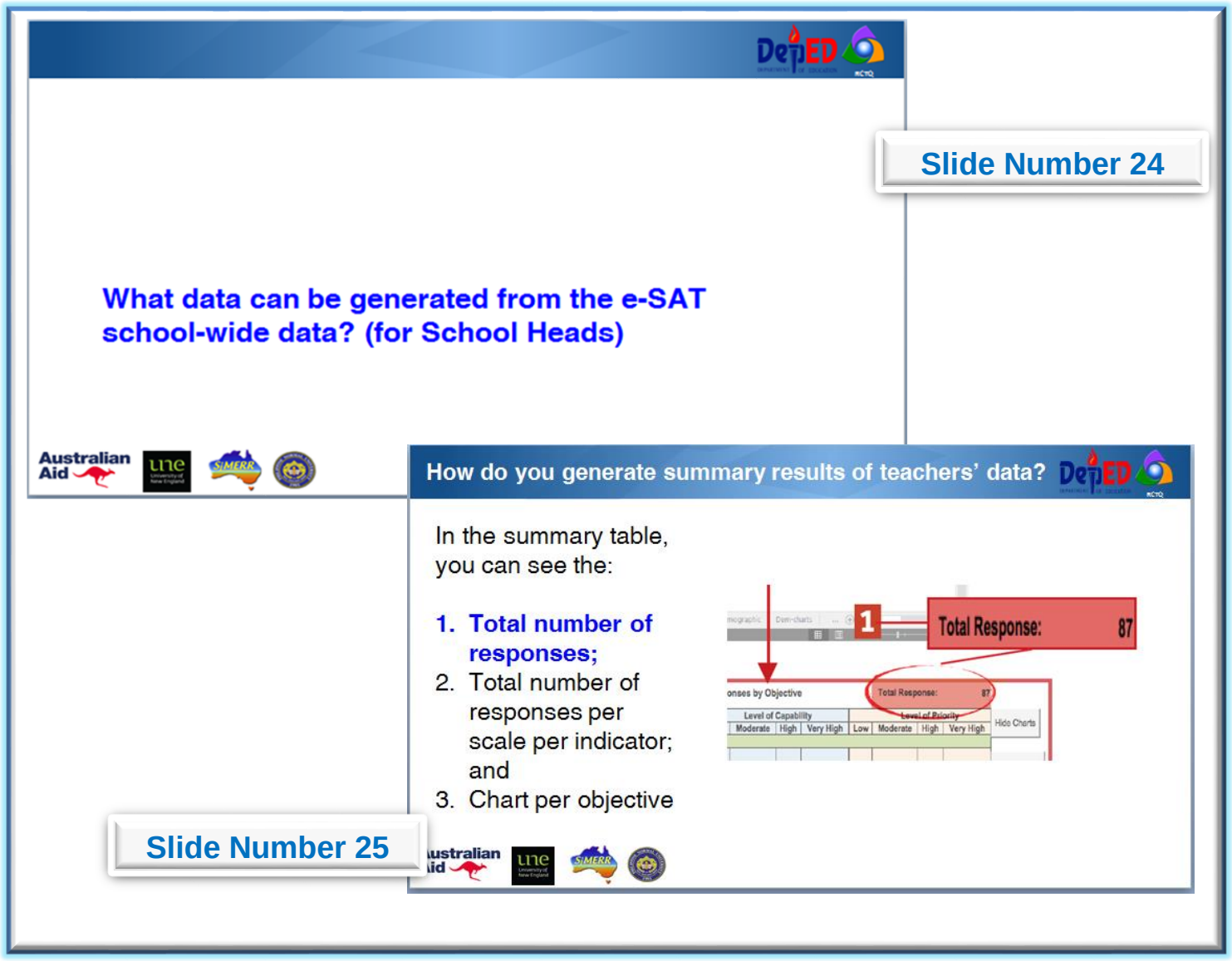
Purpose of the Slides:

To discuss data that can be generated from the e-SAT

Notes to Presenter:

- Note that in the Summary Reports excel file of the e-SAT package, the following button can be clicked to see the corresponding data.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 24

Purpose of the Slide:

To prompt participant (School Heads) on the discussion about the data generated from the e-SAT school-wide data

Notes to Presenter:

- This is a title slide.

Slide Number 25

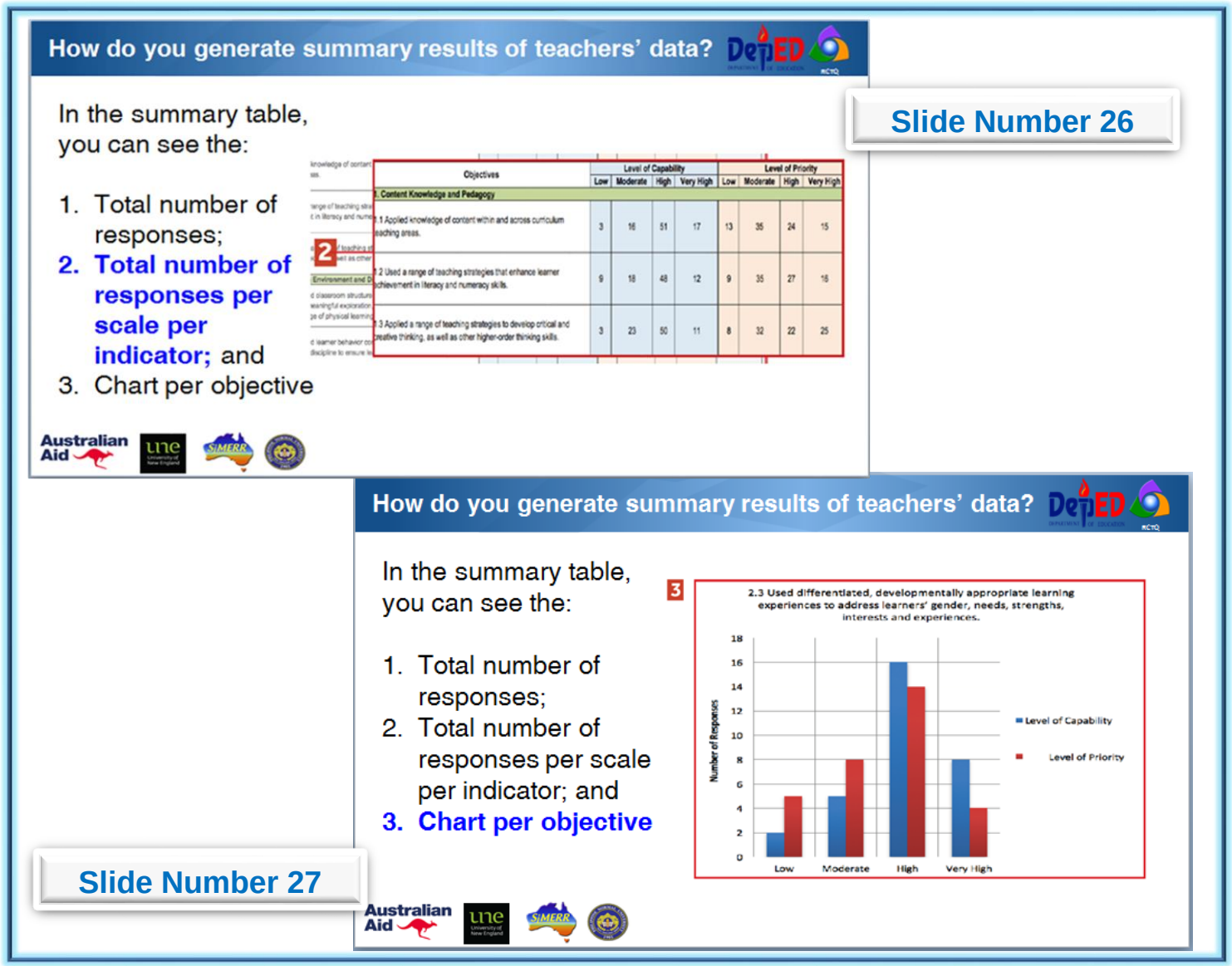
Purpose of the Slide:

To discuss the steps in generating summary results of teachers' data

Note to Presenter:

- Note that this will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- Click to see succeeding slides.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slides Number 26 and 27

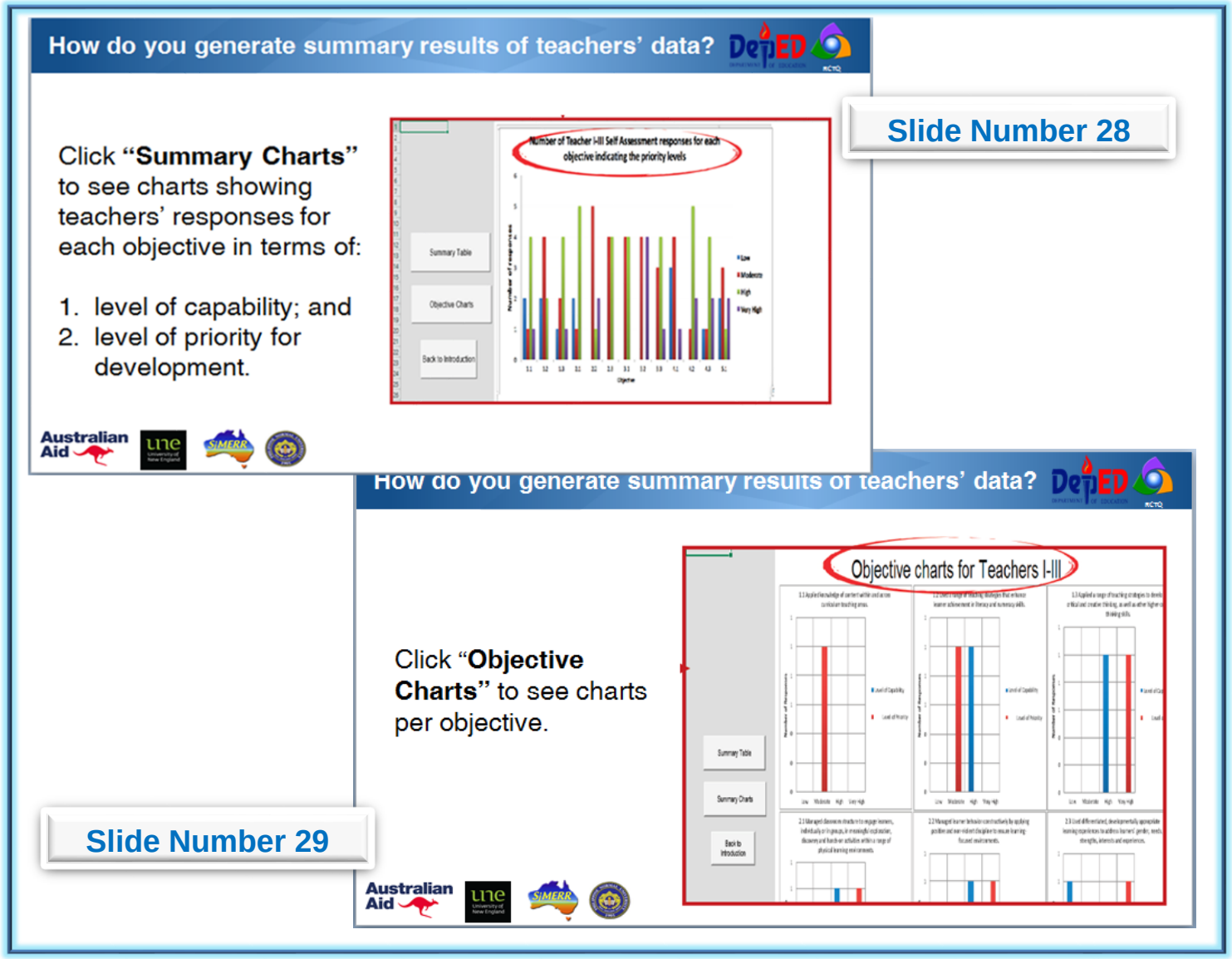
Purpose of the Slide:

To discuss the steps in generating summary results of teachers' data

Notes to Presenter:

- Note that this will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- Click to see succeeding slides.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slides Number 28 and 29

Purpose of the Slide:

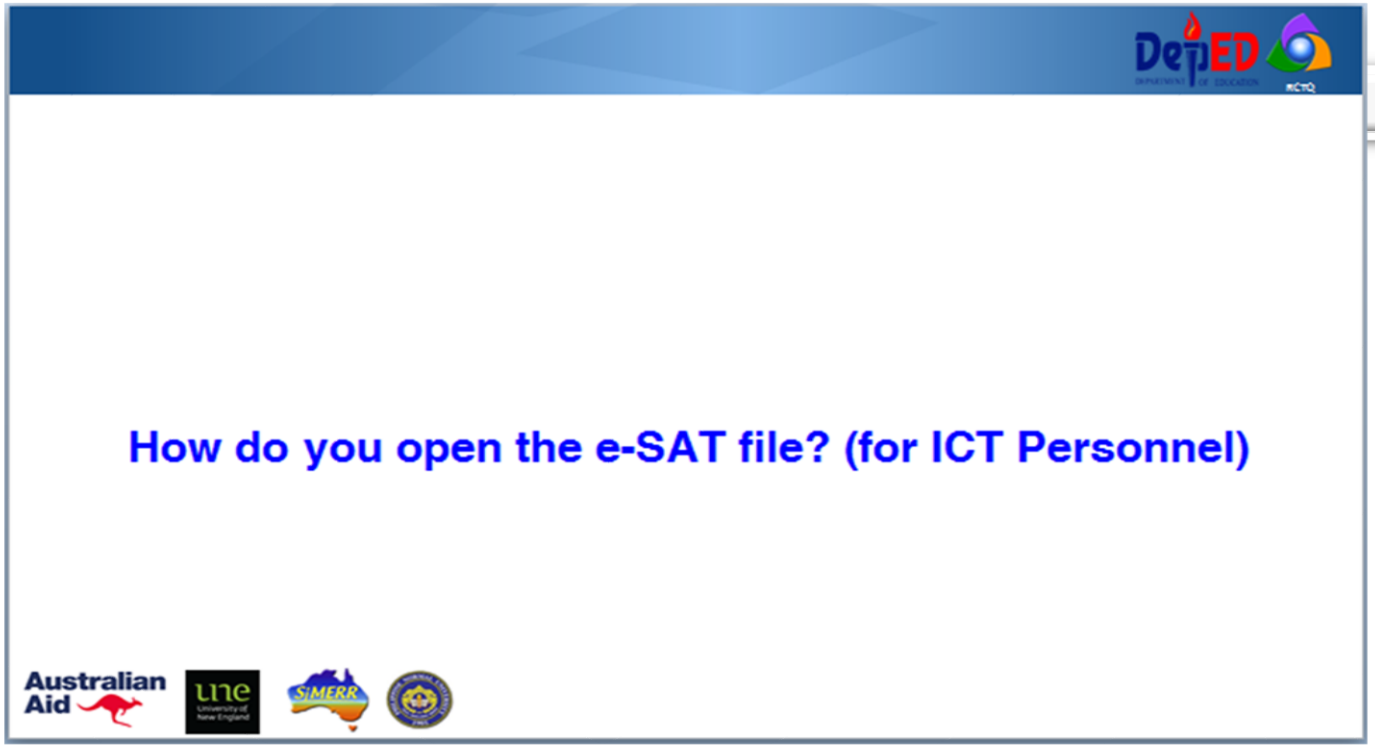
To discuss the steps in generating summary results of teachers' data

Notes to Presenter:

- Note that this will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- Click to see succeeding slides.

SLIDE SET 6 – e-SAT Data Management and Use of Result

Slide Number 30



Slide Number 30

Purpose of the Slide:

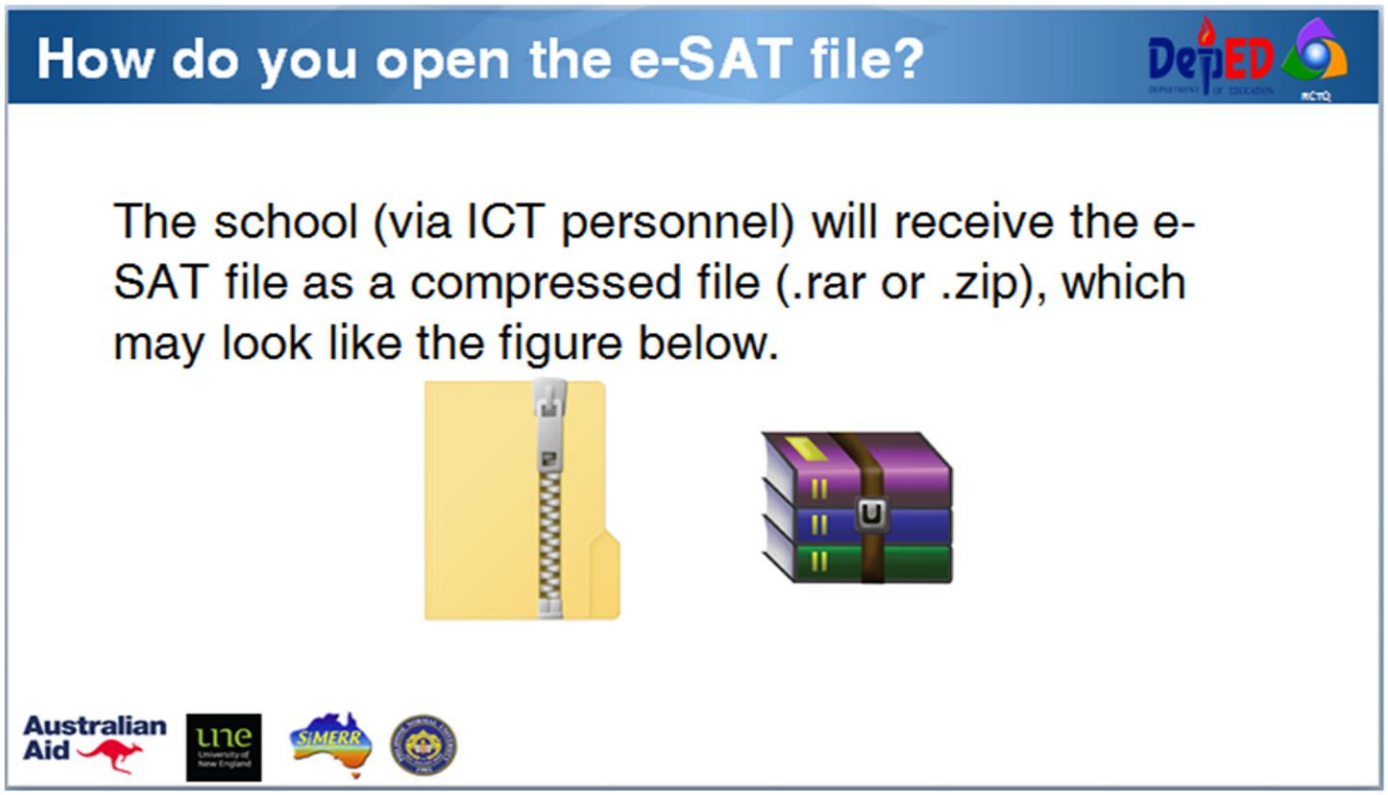
To prompt participants on the discussion about opening the e-SAT file (for ICT Personnel)

Notes to Presenter:

- This slide is a title slide.

SLIDE SET 6 – e-SAT Data Management and Use of Result

Slide Number 31



Slide Number 31

Purpose of the Slide:

To discuss the steps in opening the e-SAT file

Notes to Presenter:

Discuss that:

- Each school will receive an electronic file of the Self-Assessment Tool (SAT). The Principal will assign the ICT Coordinator to be in-charge of the management, administration and data collection of the e-SAT during the RPMS Cycle.
- The ICT Coordinator will set up the e-SAT and **assist the teacher in accomplishing the e-SAT** and printing the data.
- The ICT Coordinator will **collect the data** and **assist the Principal in generating summary results**.
- The e-SAT may be administered using one or more computers. In medium or big schools, as many computers as needed may be set up.

SLIDE SET 6 – e-SAT Data Management and Use of Result

Why should you take the e-SAT?

The e-SAT is a self-assessment tool that **helps you to reflect** on the different objectives related to your professional work.

The results of the self-assessment will guide you on which RPMS indicators you must improve and the areas where you need coaching and mentoring.

Slide Number 32

How do you open the e-SAT file?

Step 1: Extract the files.

Extract the SAT folder and save it on the Desktop.

*Note: Do not double-click the folder to open it. Right-click and then **extract** folder to Desktop.*

Slide Number 33

Slide Number 32

Purpose of the Slide:

To emphasize the importance of taking the e-SAT

Notes to Presenter:

- Refer back to Slide 3; that individual SAT / e-SAT result should only be seen by the one who took it.
- Note that the more the survey becomes high stakes, respondents become less and less honest in accomplishing it. Confidentiality should be strictly observed to help teachers genuinely reflect; hence, giving out a more accurate result.

Slide Number 33

Purpose of the Slide:

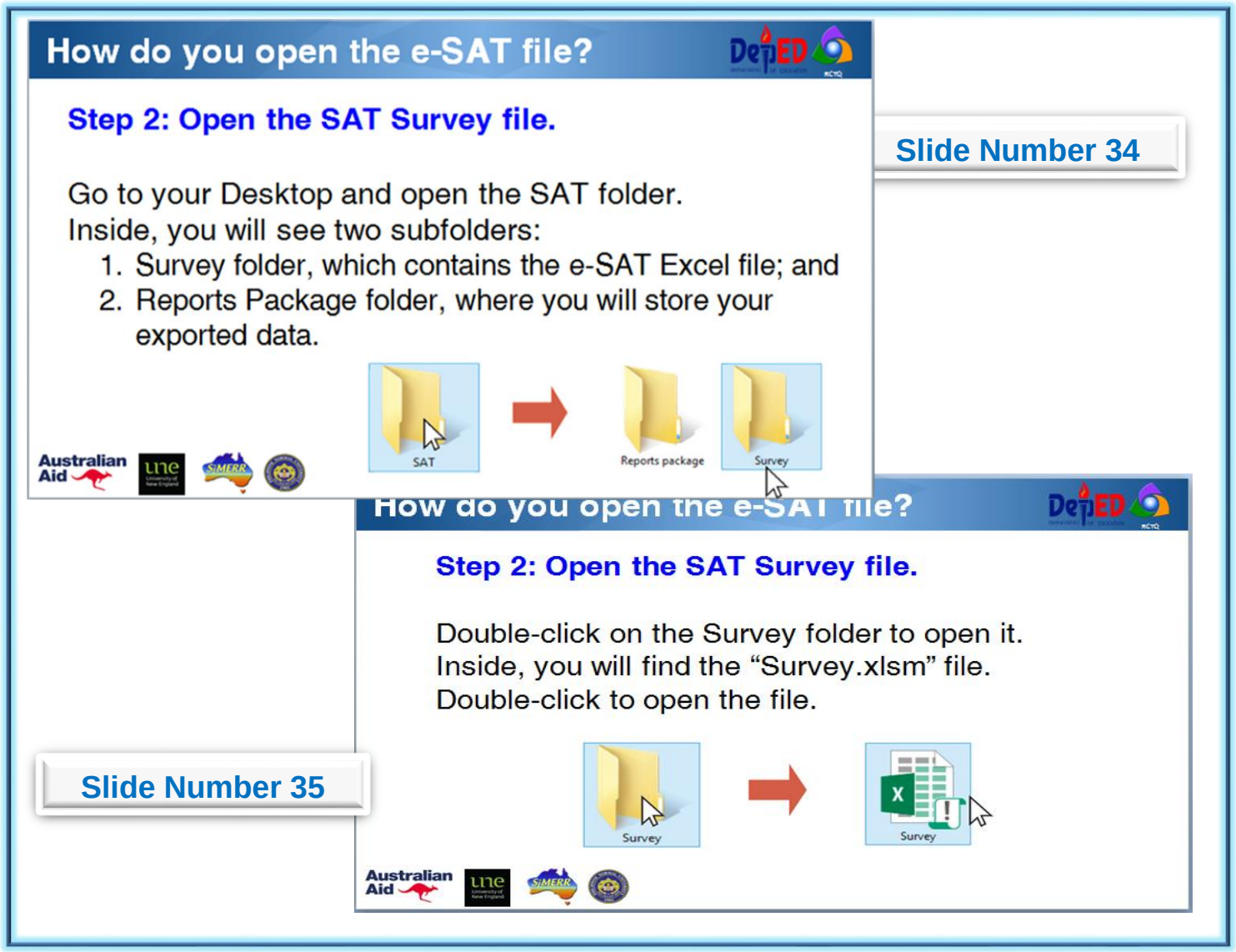
To discuss the steps in opening the e-SAT file

Notes to Presenter:

Note that:

- Right-click -> **Extract** to Desktop. Do not double-click the folder to open it. **Right-click and then extract folder to Desktop.**

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slides Number 34 and 35

Purpose of the Slide:

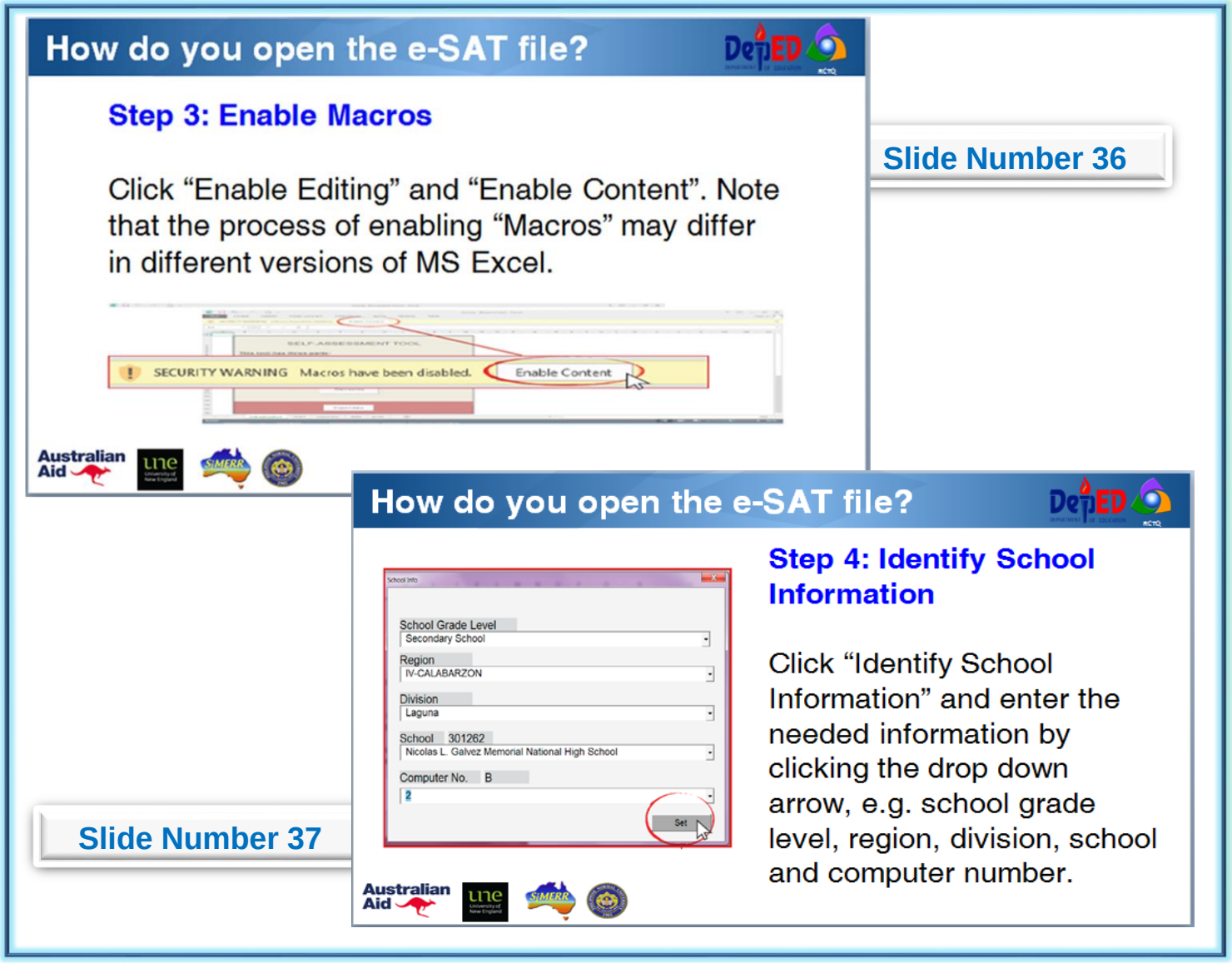
To discuss the steps in opening the e-SAT file

Notes to Presenter:

Note that:

- "Open" means double-click.
- This slide is applicable particularly to the ICT coordinator.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 36

Purpose of the Slide:

To discuss the steps in opening the e-SAT file

Notes to Presenter:

Note that:

- "Open" means double-click.
- This slide is applicable particularly to the ICT coordinator.

Slide Number 37

Purpose of the Slide:

To discuss the steps in opening the e-SAT file

Notes to Presenter:

Notes that:

1. If multiple computers will be used in accomplishing e-SAT, the ICT coordinator should assign a number to each of the computer.
2. There are schools that have the same name within a Division/Region. Please ensure that you input the correct school by checking the **School ID**.

SLIDE SET 6 – e-SAT Data Management and Use of Result

Slide Number 38

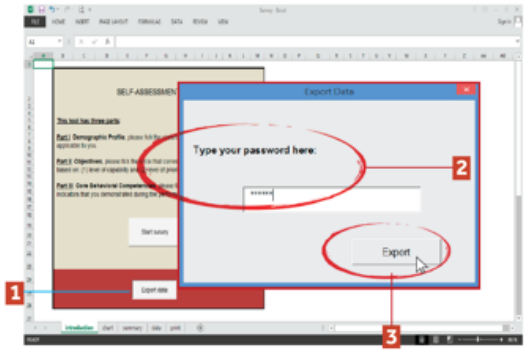
How do you export the e-SAT file?
(for ICT Personnel)

Slide Number 39

How do you export the e-SAT data?

When all teachers have completed the e-SAT survey, you can now export and collect the e-SAT data.

Step 1. Click "Export Data".
Step 2. Enter "2018IT" as your password
Step 3. Click "Export".



Slide Number 38

Purpose of the Slide:

To prompt participant (ICT Personnel) on the discussion about exporting the e-SAT file

Note to Presenter:

- This is a title slide.

Slide Number 39

Purpose of the Slide:

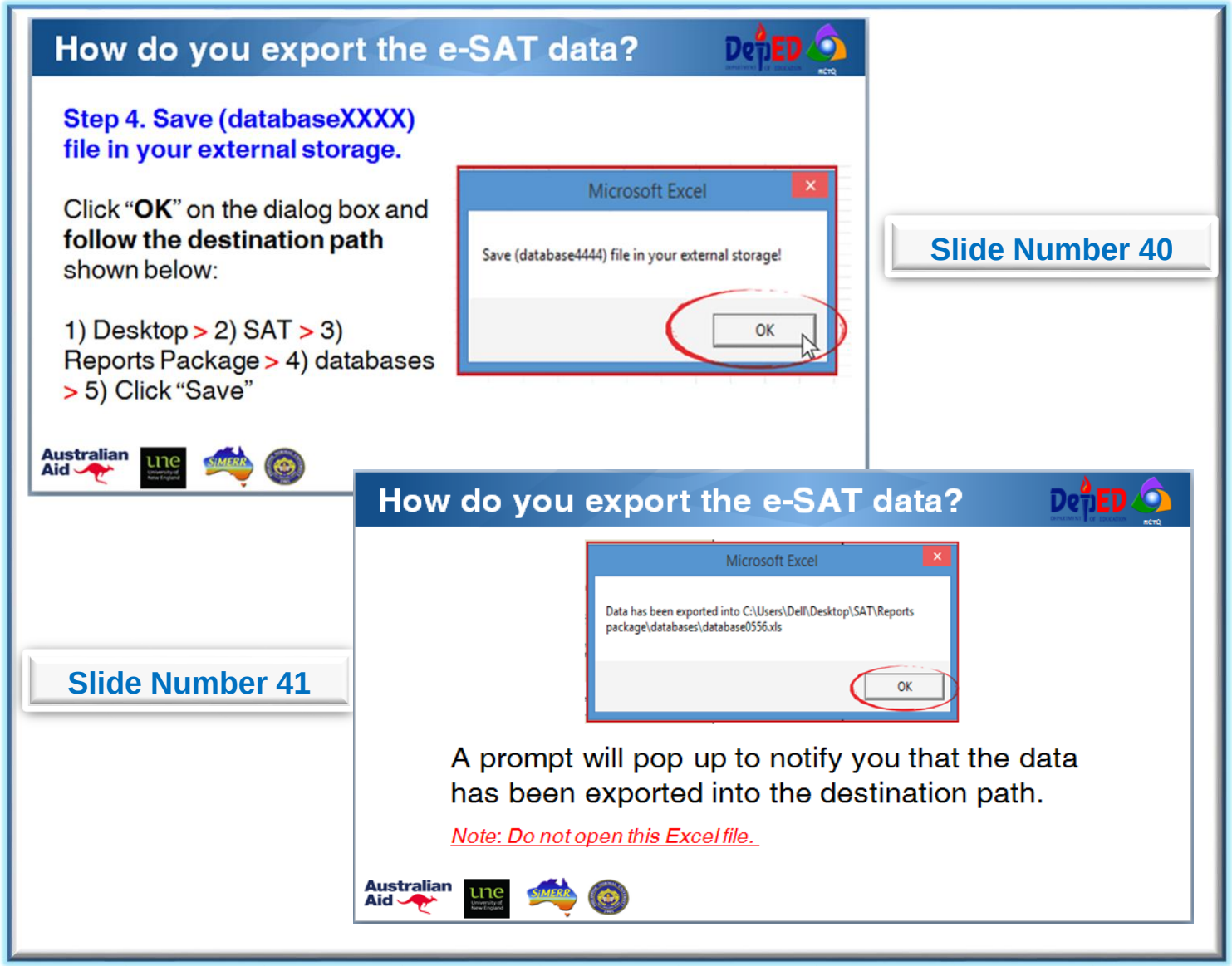
To prompt participant (ICT Personnel) on the discussion about exporting the e-SAT file

Note to Presenter:

Note that:

- This will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- This slide is applicable particularly to the ICT coordinator.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slides Number 40 and 41

Purpose of the Slides:

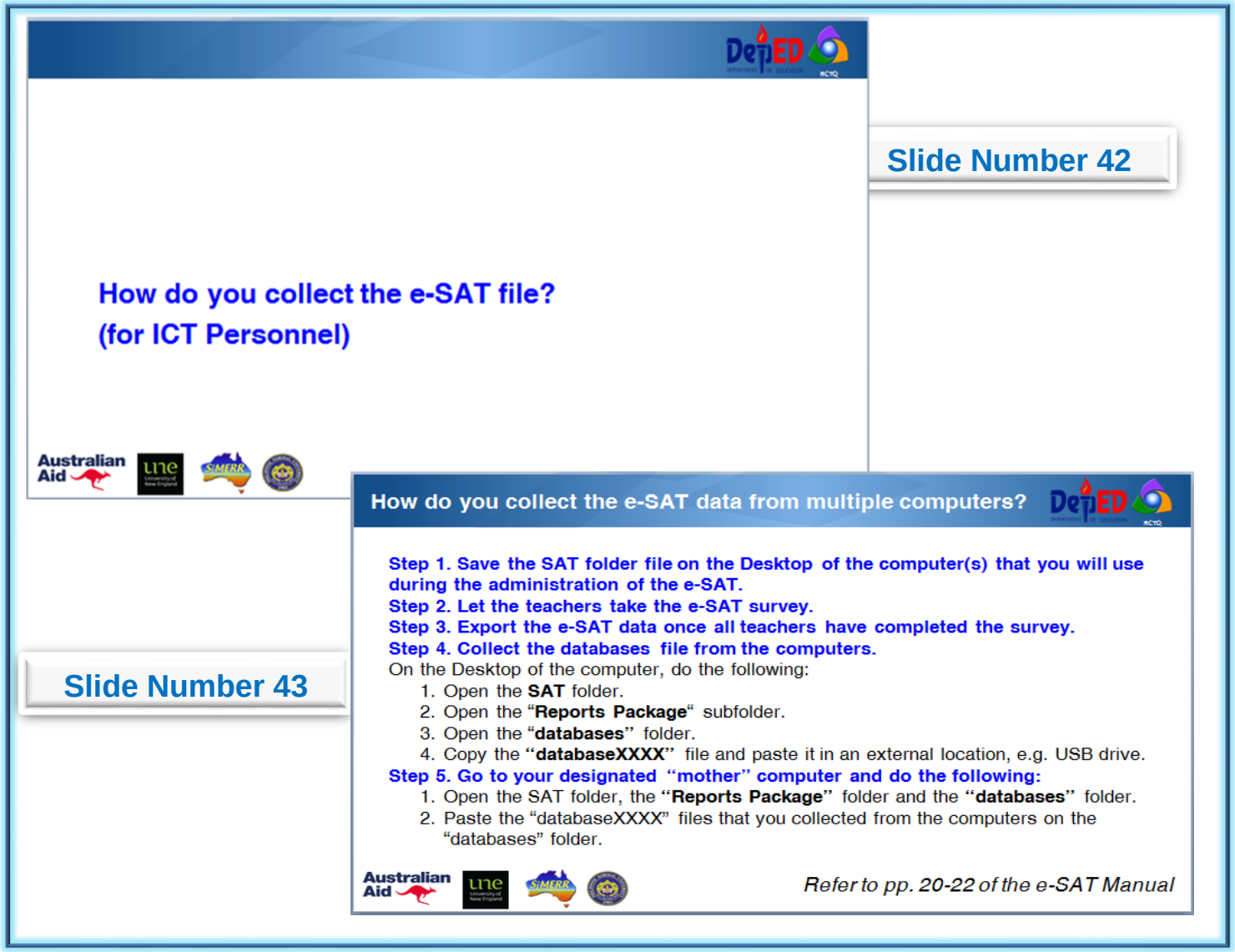
To show the steps in exporting the e-SAT data

Notes to Presenter:

Note that:

- This will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- This slide is applicable particularly to the ICT coordinator.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 42

Purpose of the Slide:

To prompt participant (ICT Personnel) on the discussion about collecting the e-SAT file

Note to Presenter:

- This is a title slide.

Slide Number 43

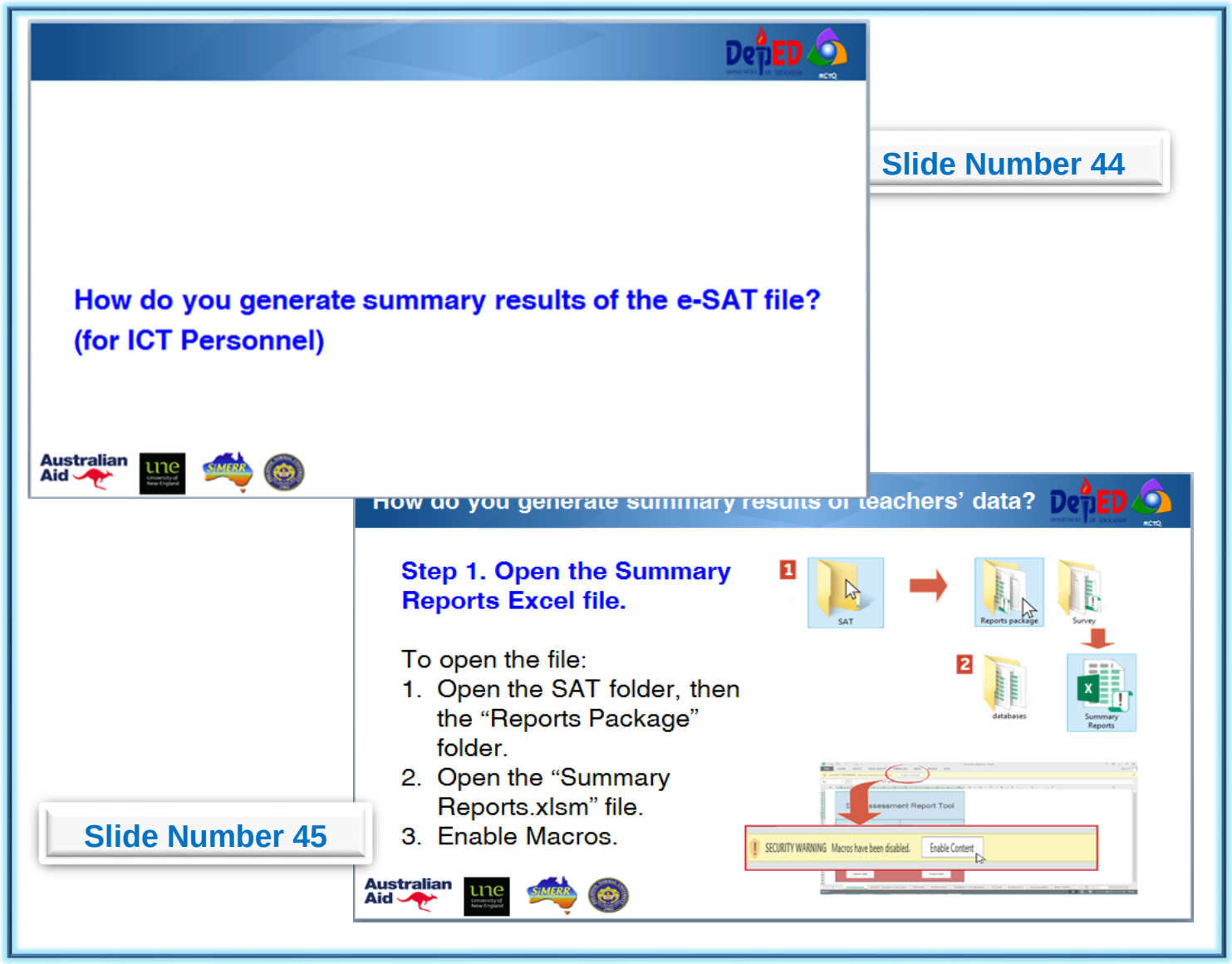
Purpose of the Slide:

To discuss steps in collecting the e-SAT data from multiple computers

Notes to Presenter:

- Note that this slide is applicable **particularly to the ICT coordinator** to show how to 'harvest' files from multiple computers.
- Read through the slide.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 44

Purpose of the Slide:

To prompt participant (ICT Personnel) on the discussion about generating summary results of the e-SAT file

Note to Presenter:

- This is a title slide.

Slide Number 45

Purpose of the Slide:

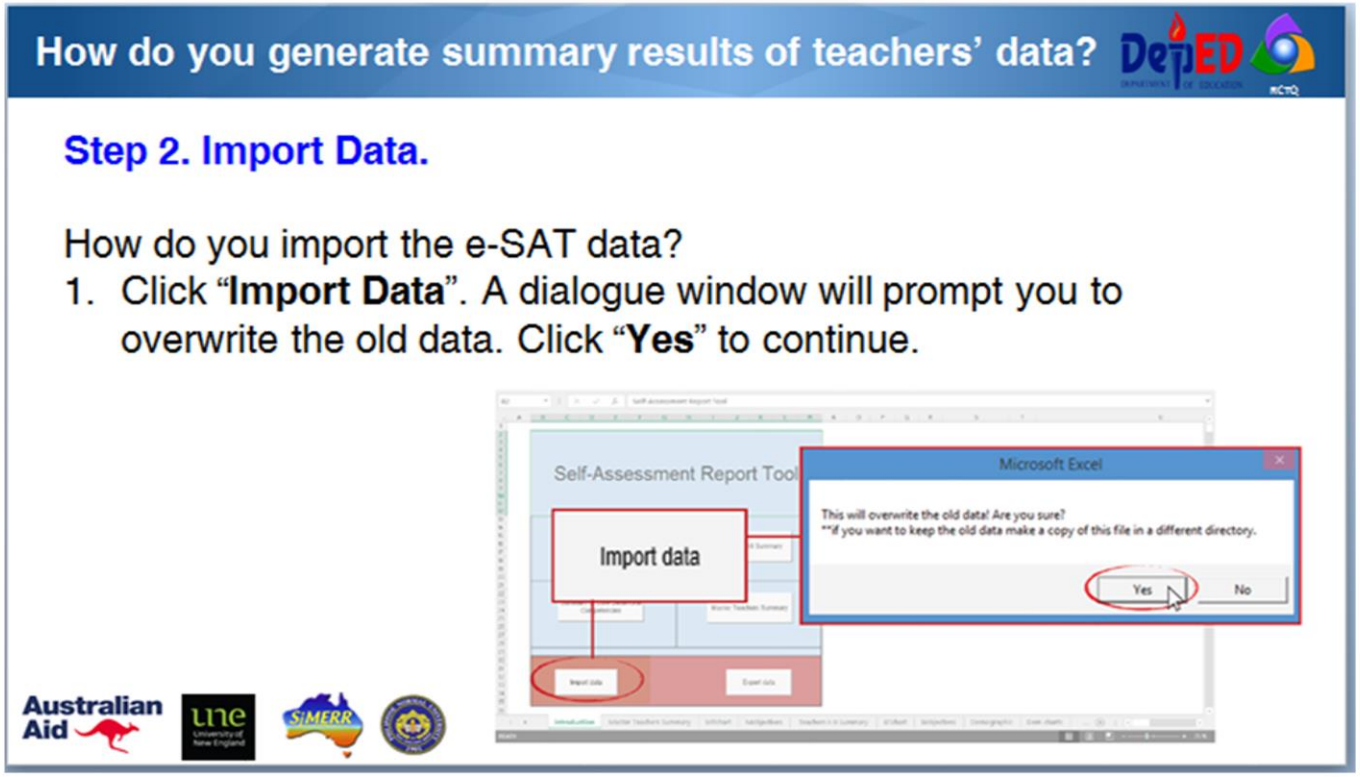
To show steps in generating summary results of teachers' data

Notes to Presenter:

- Go through the steps.

SLIDE SET 6 – e-SAT Data Management and Use of Result

Slide Number 46



Slide Number 46

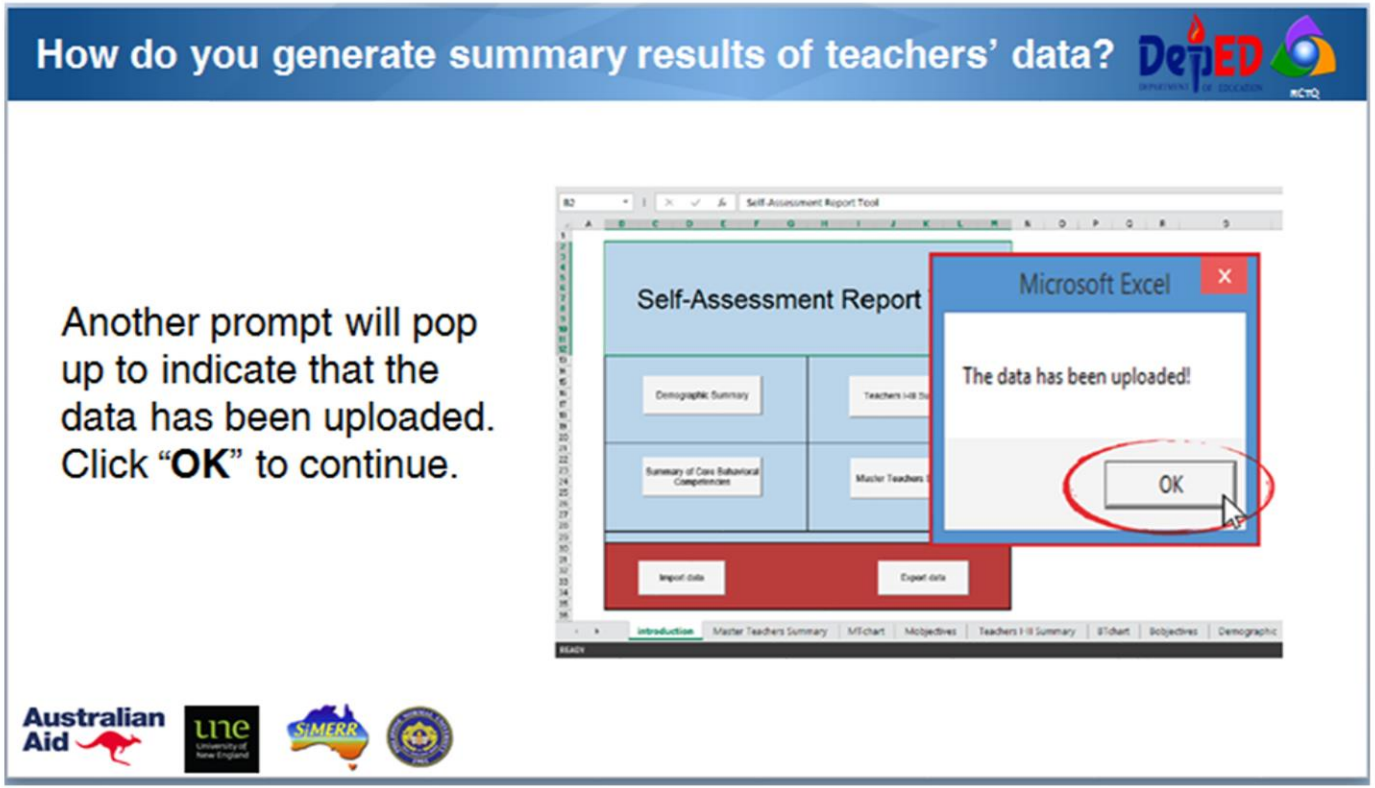
Purpose of the Slide:

To show steps in generating summary results of teachers' data

Notes to Presenter:

- Go through the step.

Slide Number 47



Slide Number 47

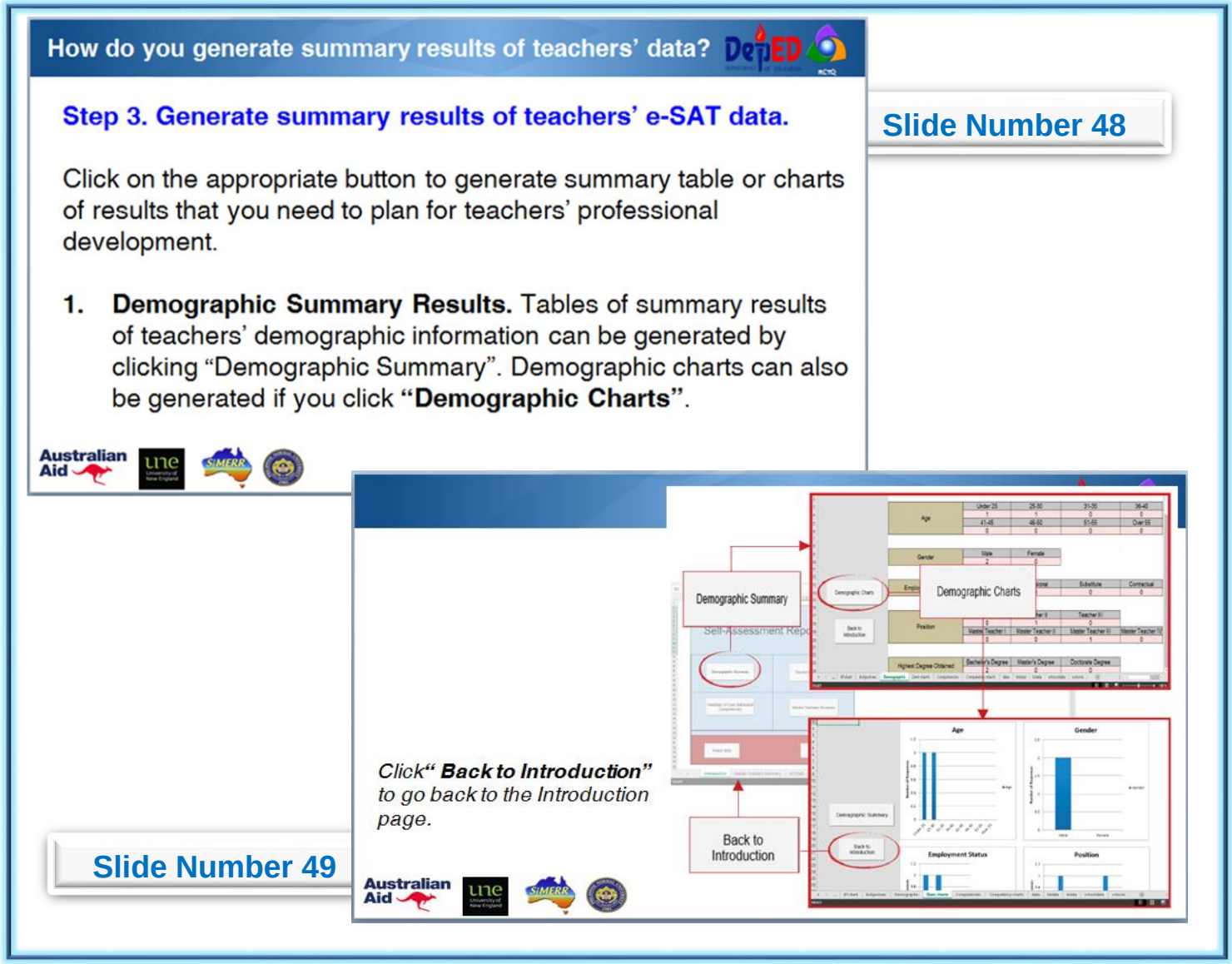
Purpose of the Slide:

To show steps in generating summary results of teachers' data

Notes to Presenter:

- Go through the steps.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 48

Purpose of the Slide:

To show the steps in generating summary results of teachers' data

Notes to Presenter:

- Note that:
  - This slide is for the school head.
  - This will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- Go through the step.

Slide Number 49

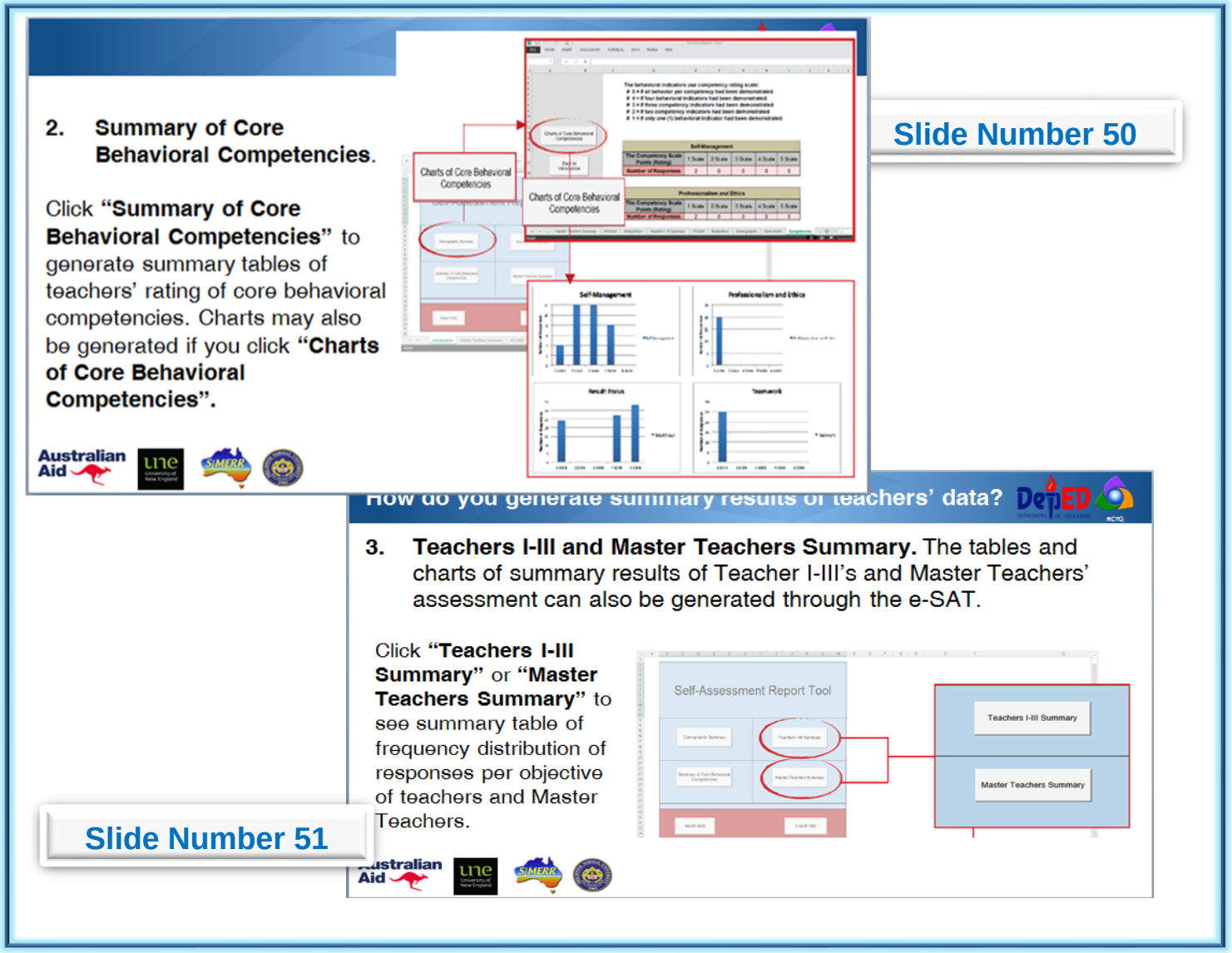
Purpose of the Slide:

To discuss steps in generating summary results of teachers' data

Notes to Presenter:

- Go through the steps.

SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 50

Purpose of the Slide:

To discuss steps in generating summary results of teachers' data

Notes to Presenter:

- Go through the steps.

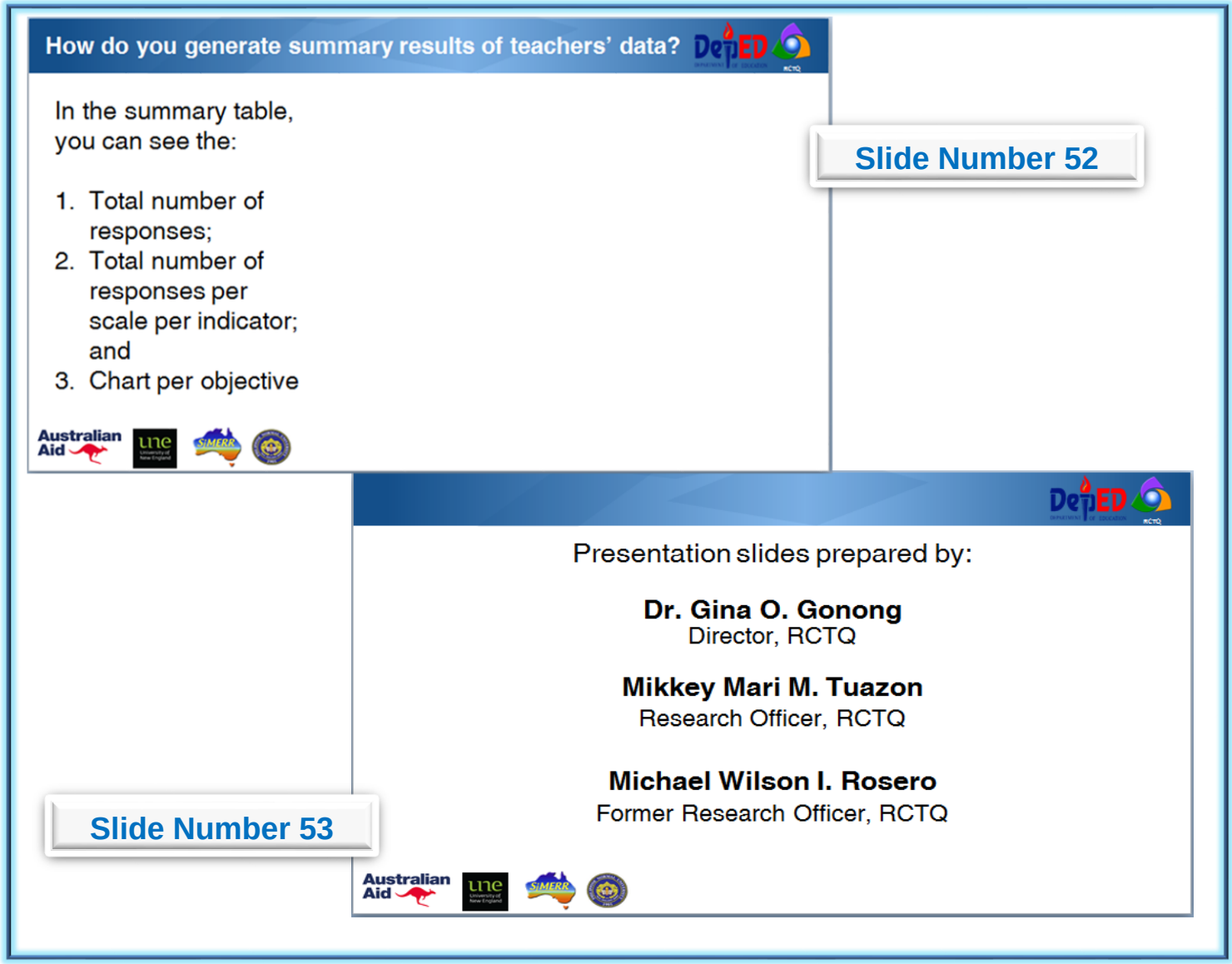
Slide Number 51

Purpose of the Slide:

To discuss steps in generating summary results of teachers' data

Notes to Presenter:

- Go through the steps.



Slide Number 52

Purpose of the Slide:

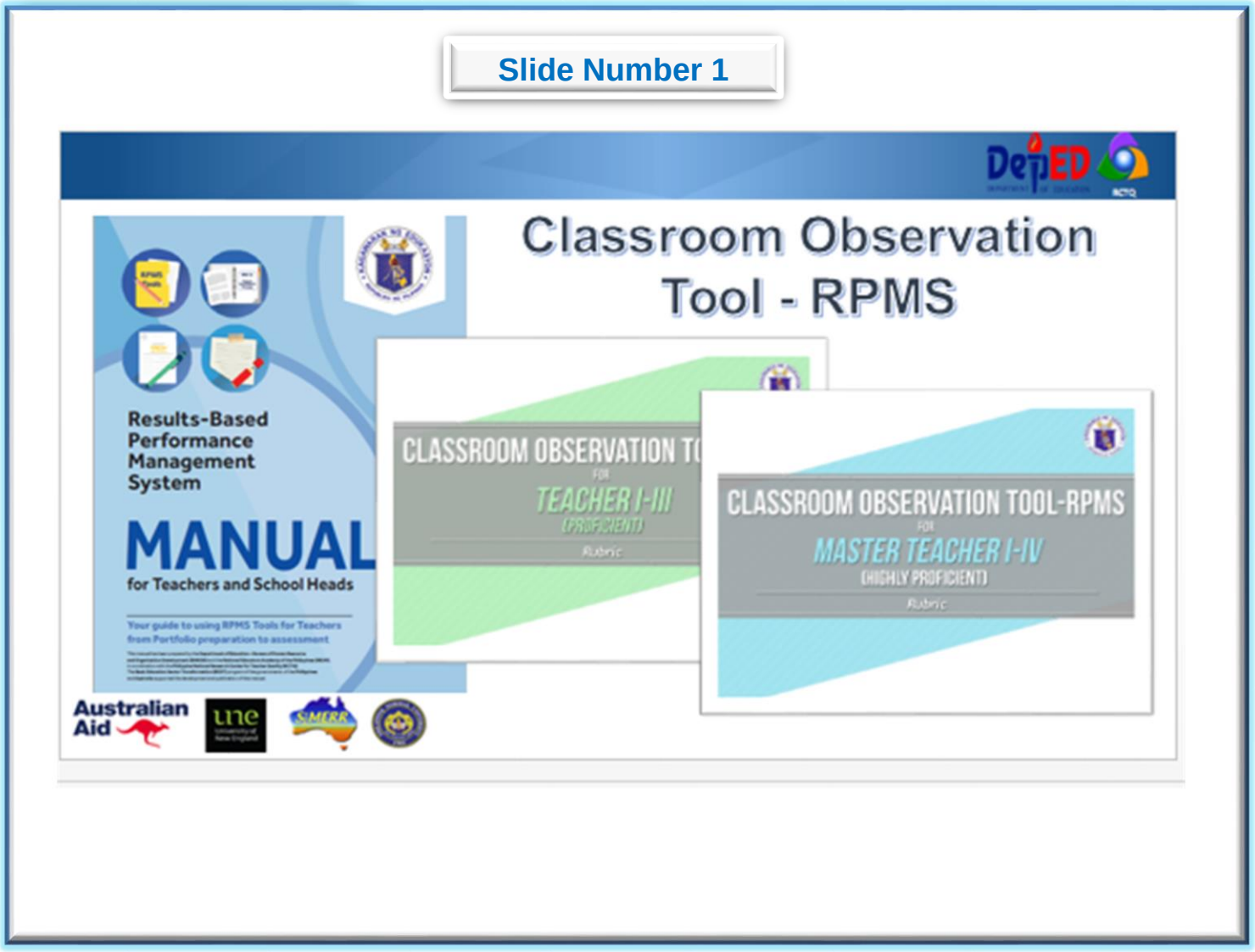
To show the different summary of teachers' data

Notes to Presenter:

- Read through the slide.

POWERPOINT PRESENTATION SLIDES
with Presenter's Notes
Day 2

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 1

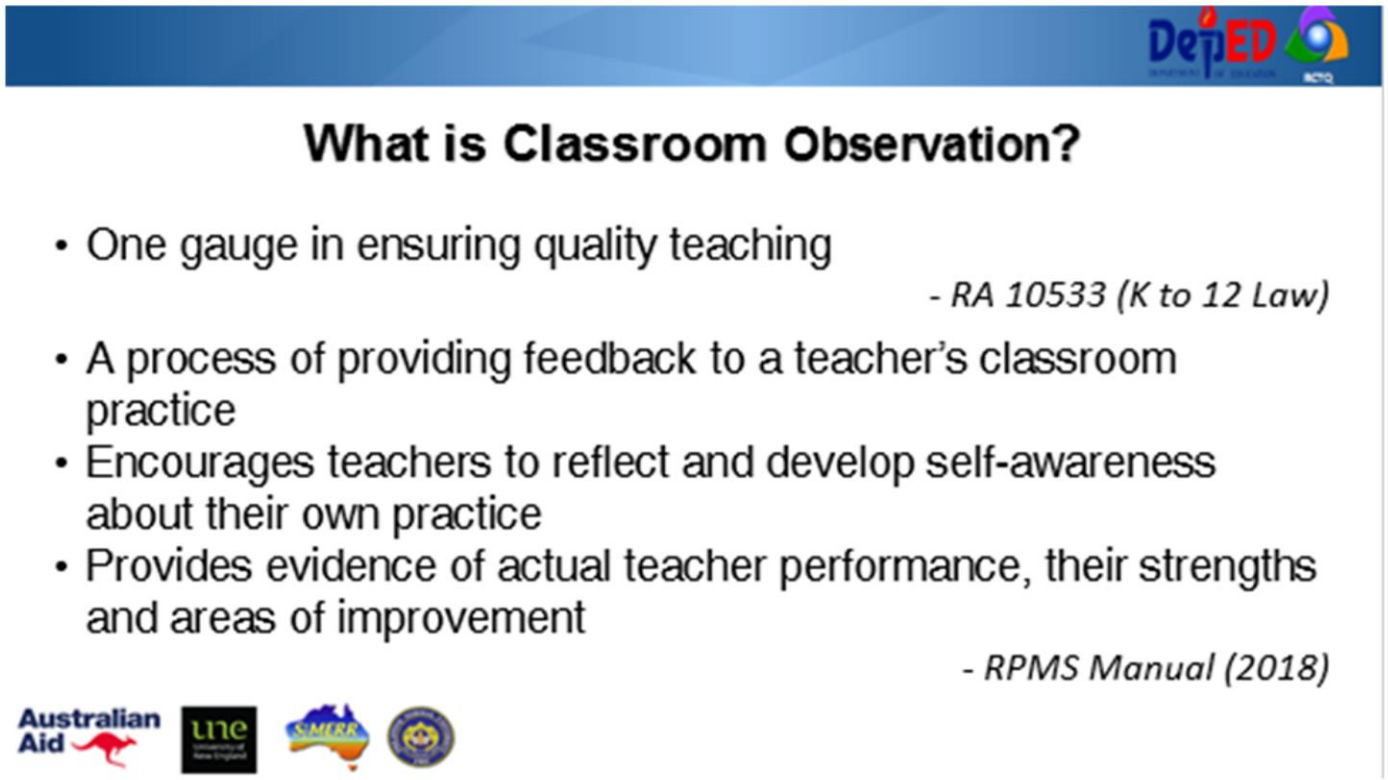
Purpose of the Slide:

Training and Orientation on the Use of Classroom Observation Tool-RPMS (COT-RPMS)

Notes to Presenter:

- Point out that the COT-RPMS is one subset of the Classroom Observation Tool (COT).

Slide Number 2



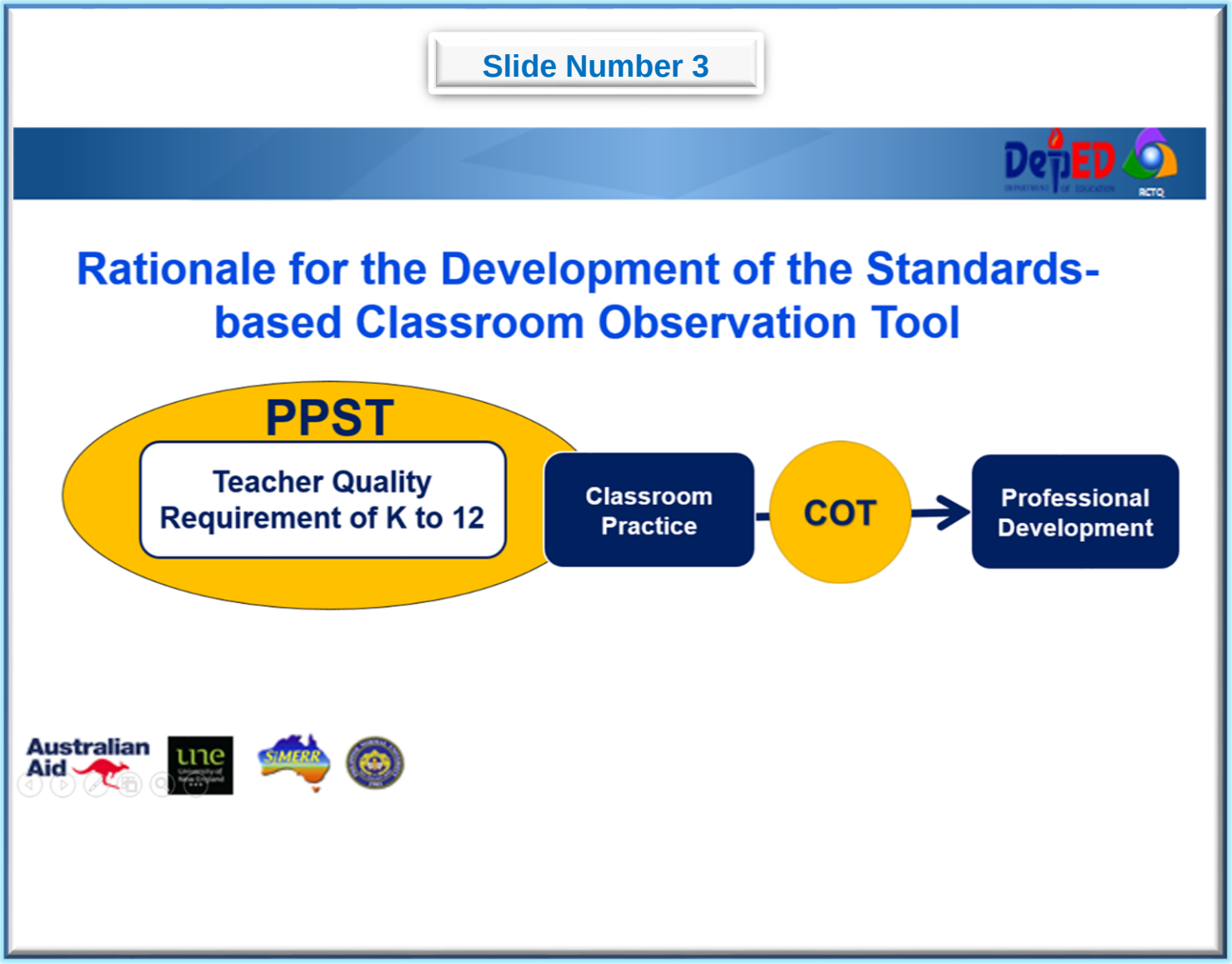
Slide Number 2

Purpose of the Slide:

To redefine classroom observation

Notes to Presenter:

- Explain that classroom observation is defined in the quoted documents as presented.
- Emphasize that:
  - RA 10533, otherwise known as K to 12 law, features classroom observation as one gauge in ensuring quality teaching. Section 14 of the law indicates that the Department will report on different aspects needed in the implementation that includes teacher welfare and training needs which may be measured via teacher classroom observation.
  - Feedback provides quality input for the continuous improvement of teacher practice and provides opportunities to share ideas and expertise, as well as, promote mentoring and coaching among colleagues.



Slide Number 3

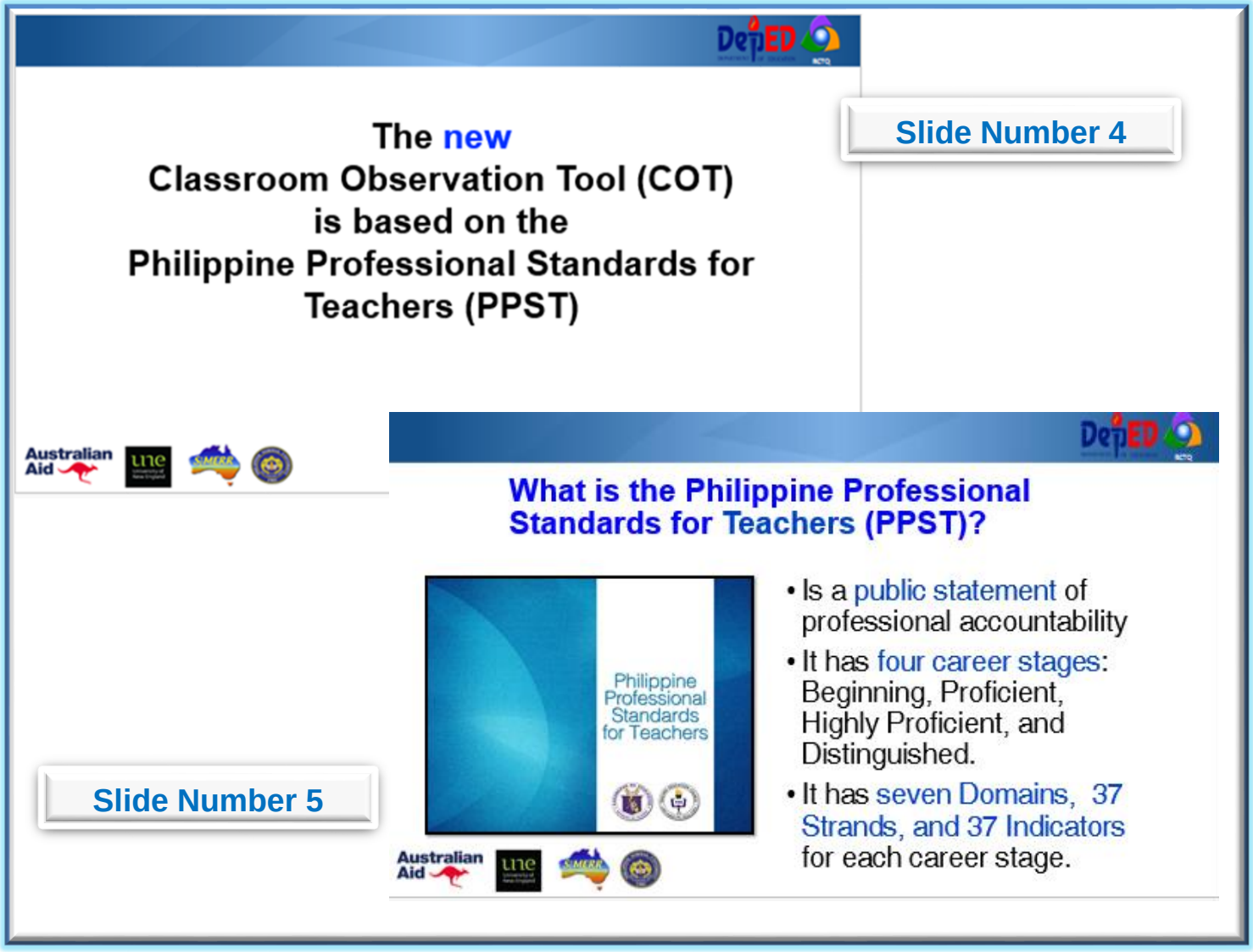
Purpose of the Slide:

To highlight the rationale in developing COT and the schematic connection between PPST, classroom practice, and Professional Development

Notes to Presenter:

- The Professional Standards for Teachers encompasses the teacher quality requirement of K to 12, which includes the quality of teacher's classroom practices. To assess these classroom practices, i.e. to identify the strengths and areas for improvements, a classroom observation tool has been developed based on the new set of professional standards.
- This is to accurately come up with professional development programs, targeted at specific needs of teachers.

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 4

Notes to Presenter:

Mention that the classroom observation tool is based on the Philippine Professional Standards for Teachers

Slide Number 5

Purpose of the Slide:

To show the general characteristics of the Philippine Professional Standards for Teachers

Notes to Presenter:

- Mention that the Philippine Professional Standards for Teachers (PPST) adopted by the Department of Education, will be the basis for all teacher appraisals.
- Emphasize that there are four career stages, 7 domains, 37 strands and 37 indicators.

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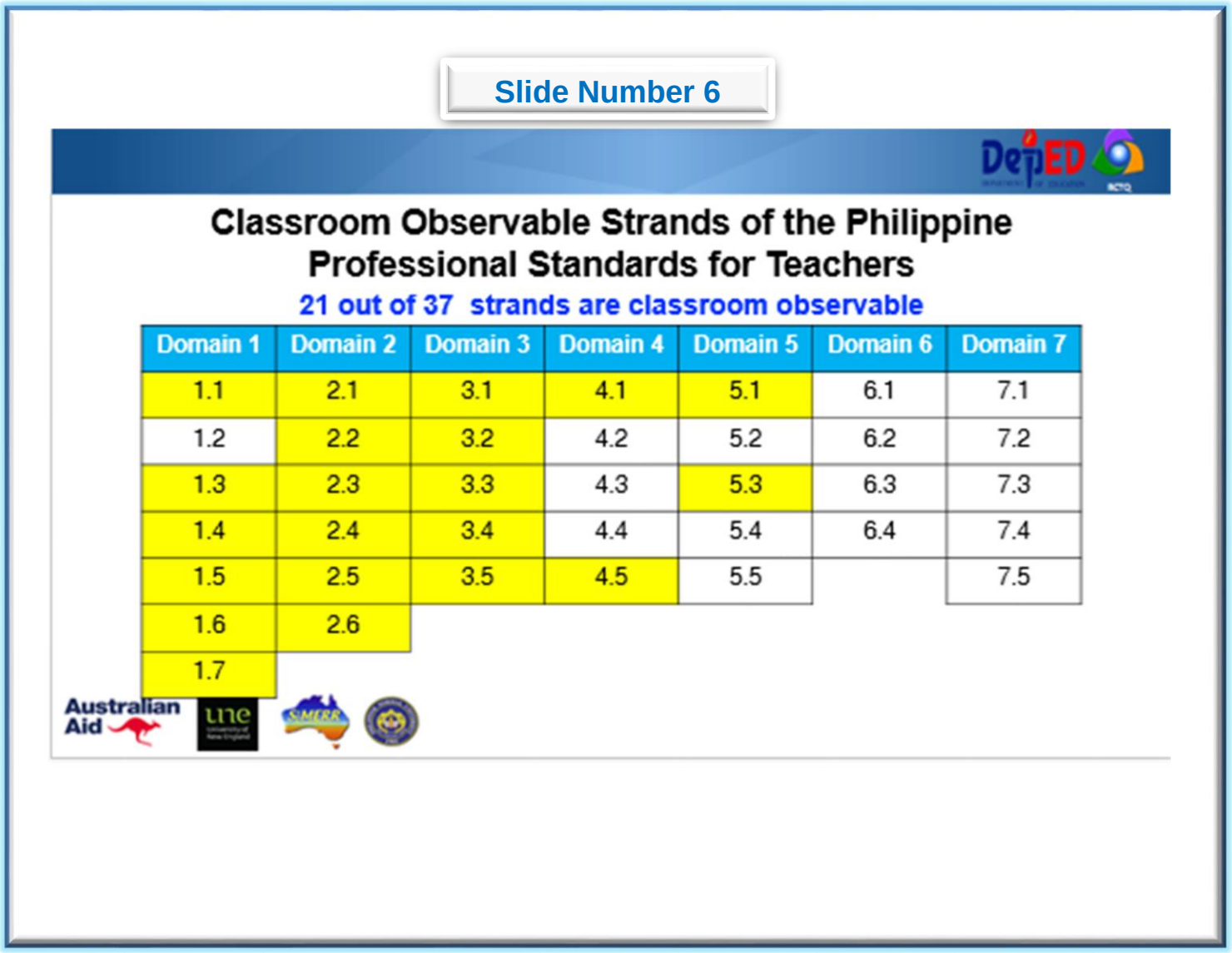

Slide Number 6

Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that only 21 out of 37 strands in the Philippine Professional Standards for Teachers are classroom observable.
- Not all the indicators in PPST are classroom observable, use Domain 6 (Community Linkages and Professional Engagement) and Domain 7 (Personal Growth and Professional Development) as examples.

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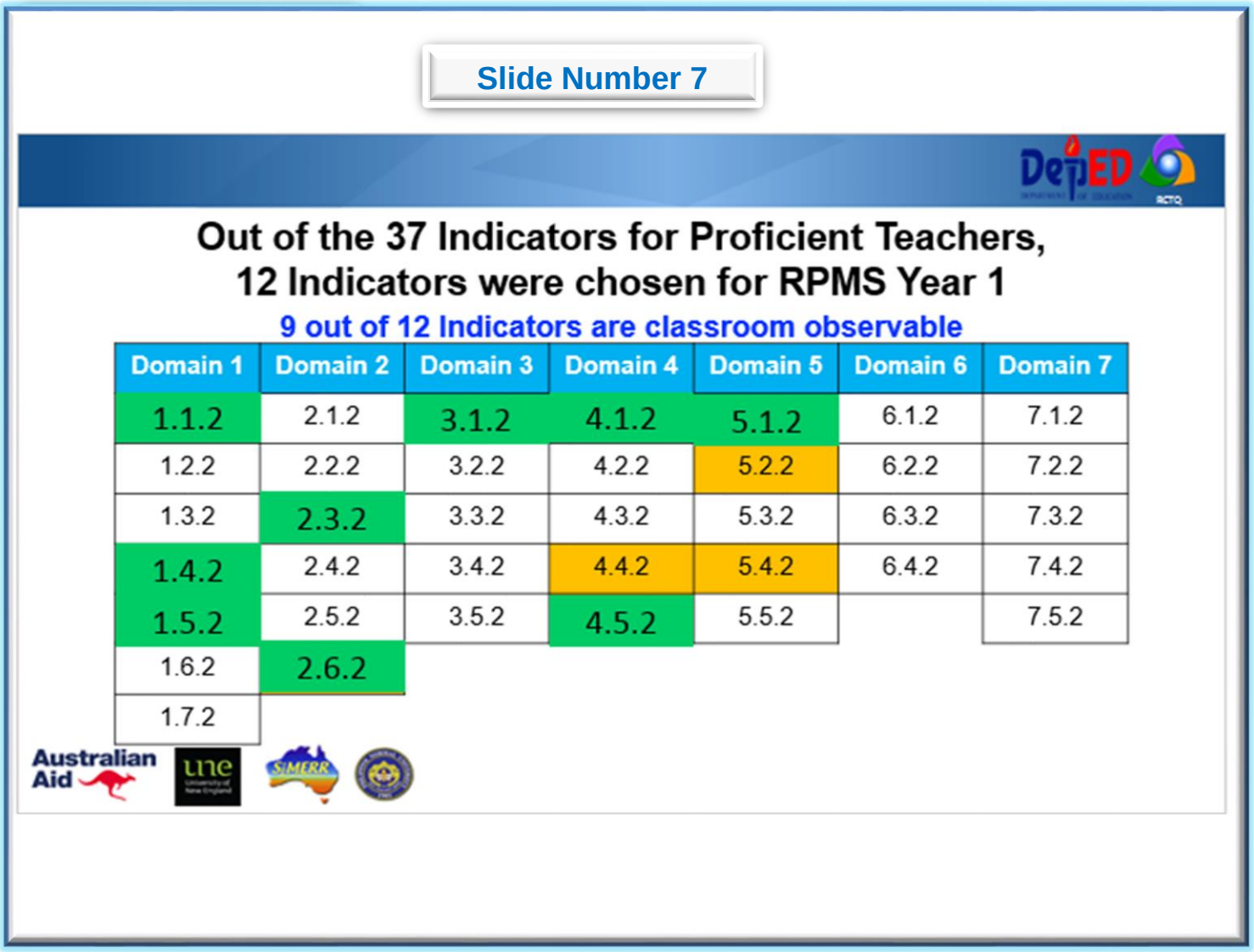
SLIDE SET 7 – Classroom Observation Tool - RPMS



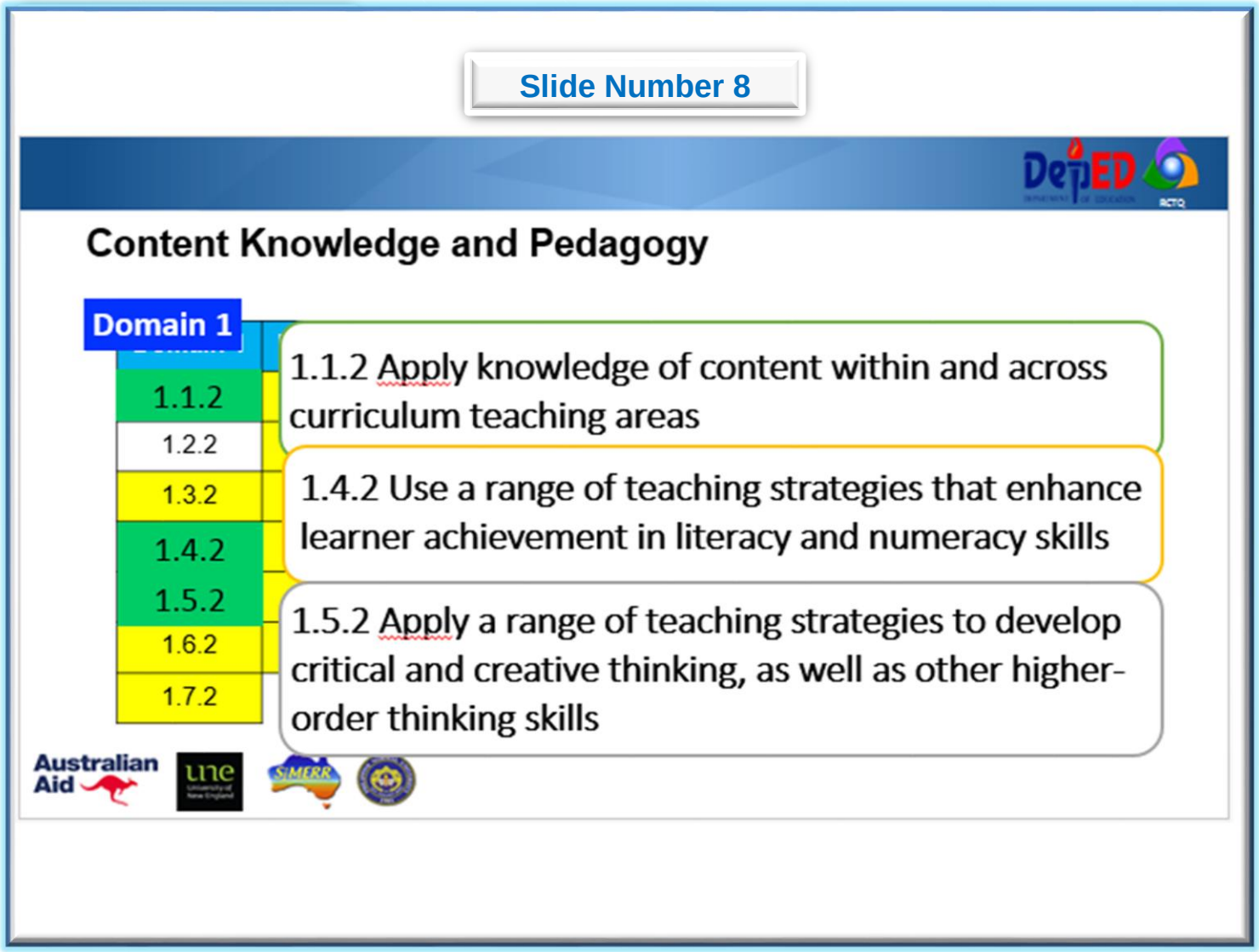
Slide Number 7

Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that in RPMS Year 1 and 2, there are 12 priority indicators for Proficient Teachers in the Philippine Professional Standards for Teachers. Nine (9) out of these 12 strands are classroom observable for Proficient Teachers (Teacher I-III) while there are five (5) classroom observable for Highly Proficient (Master Teacher I-IV).



Slide Number 8

Purpose of the Slide:

To show the classroom observable indicators in Domain 1 of PPST

Notes to Presenter:

- Highlight that there are 3 classroom observable indicators in Domain 1- Content Knowledge and Pedagogy:
  - 1.1.2 Apply knowledge of content within and across curriculum teaching areas
  - 1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
  - 1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

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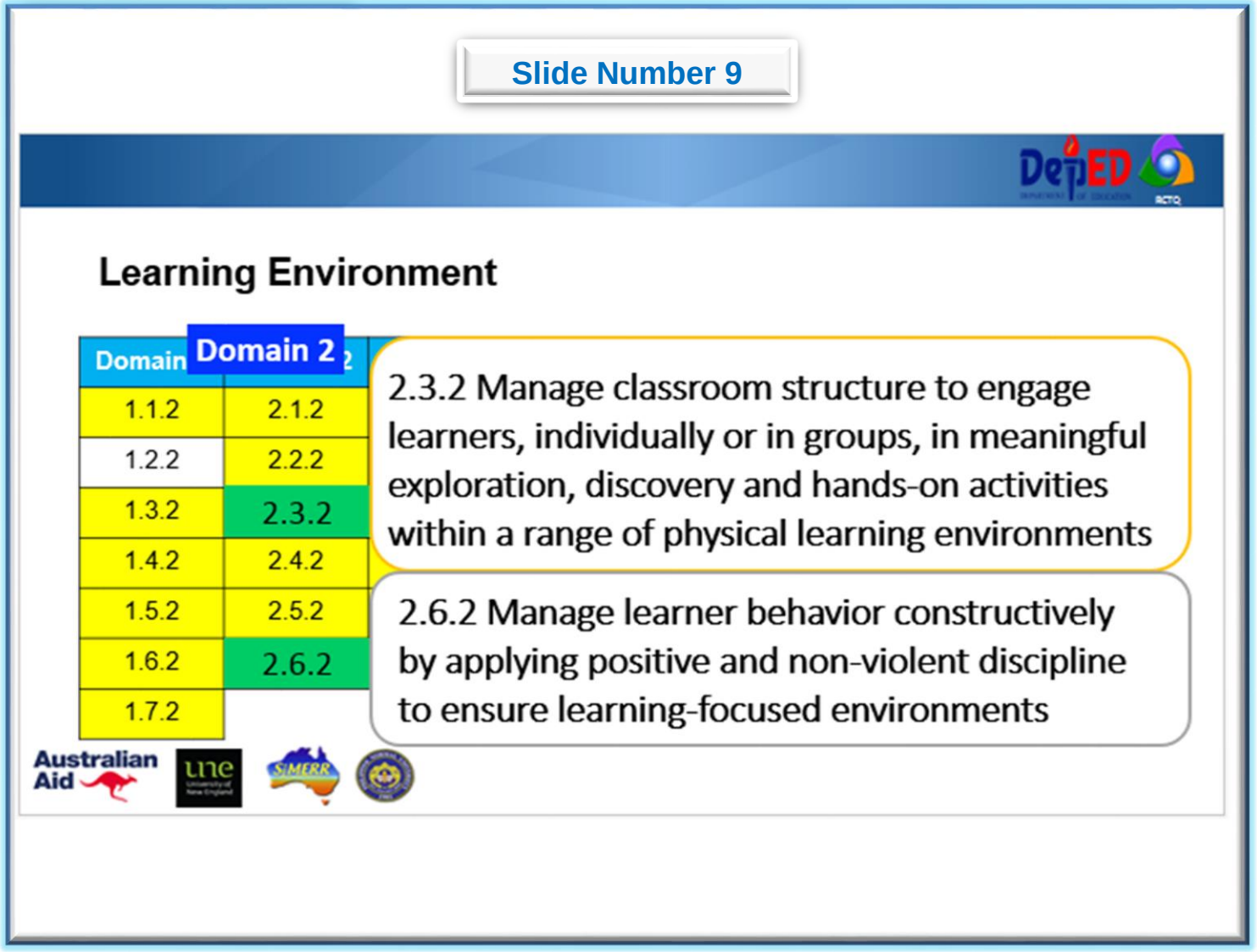

Slide Number 9

Purpose of the Slide:

To show the classroom observable indicators in Domain 2

Notes to Presenter:

- Highlight that there are 2 classroom observable indicators in Domain 2- Learning Environment.
- 2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.
- 2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

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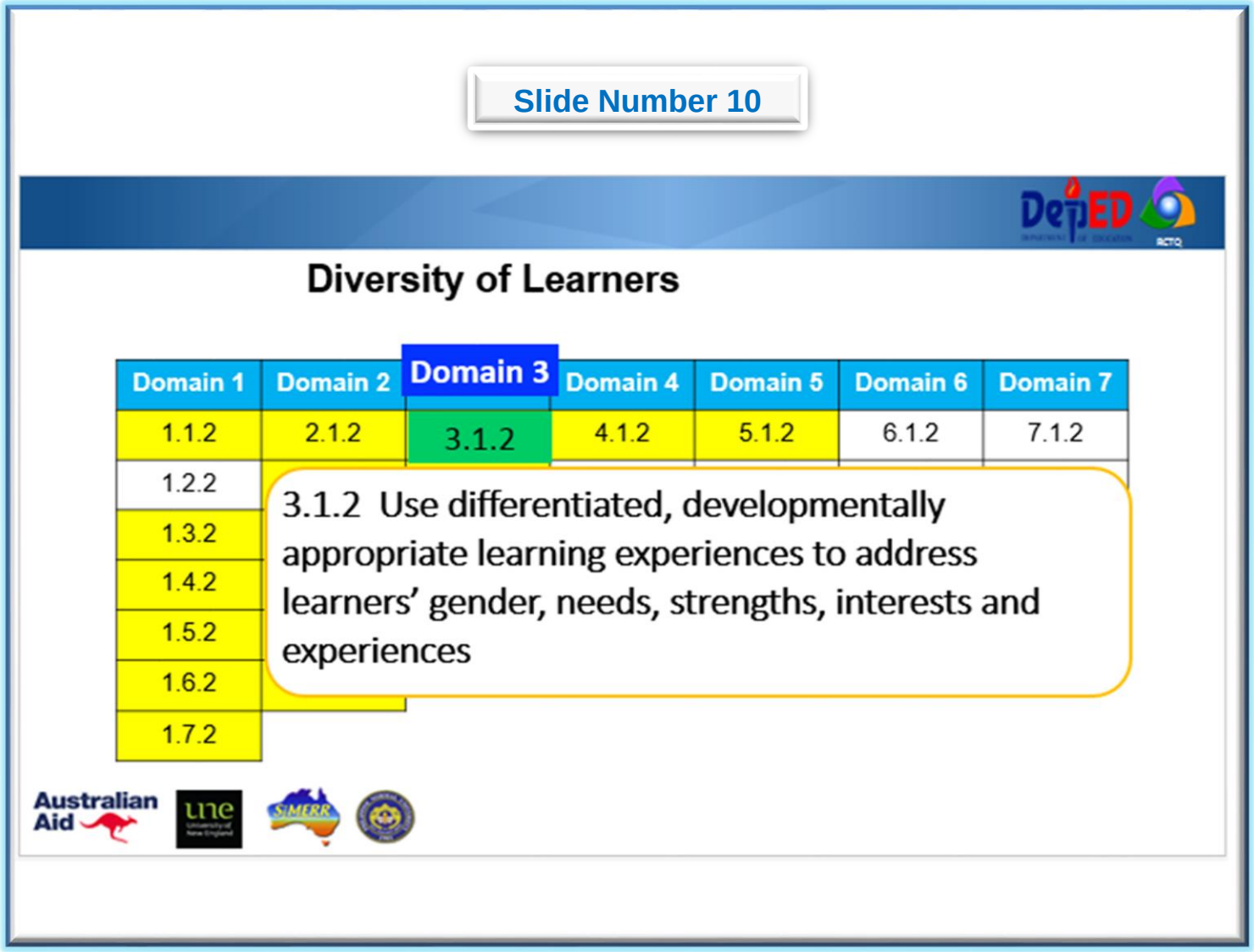


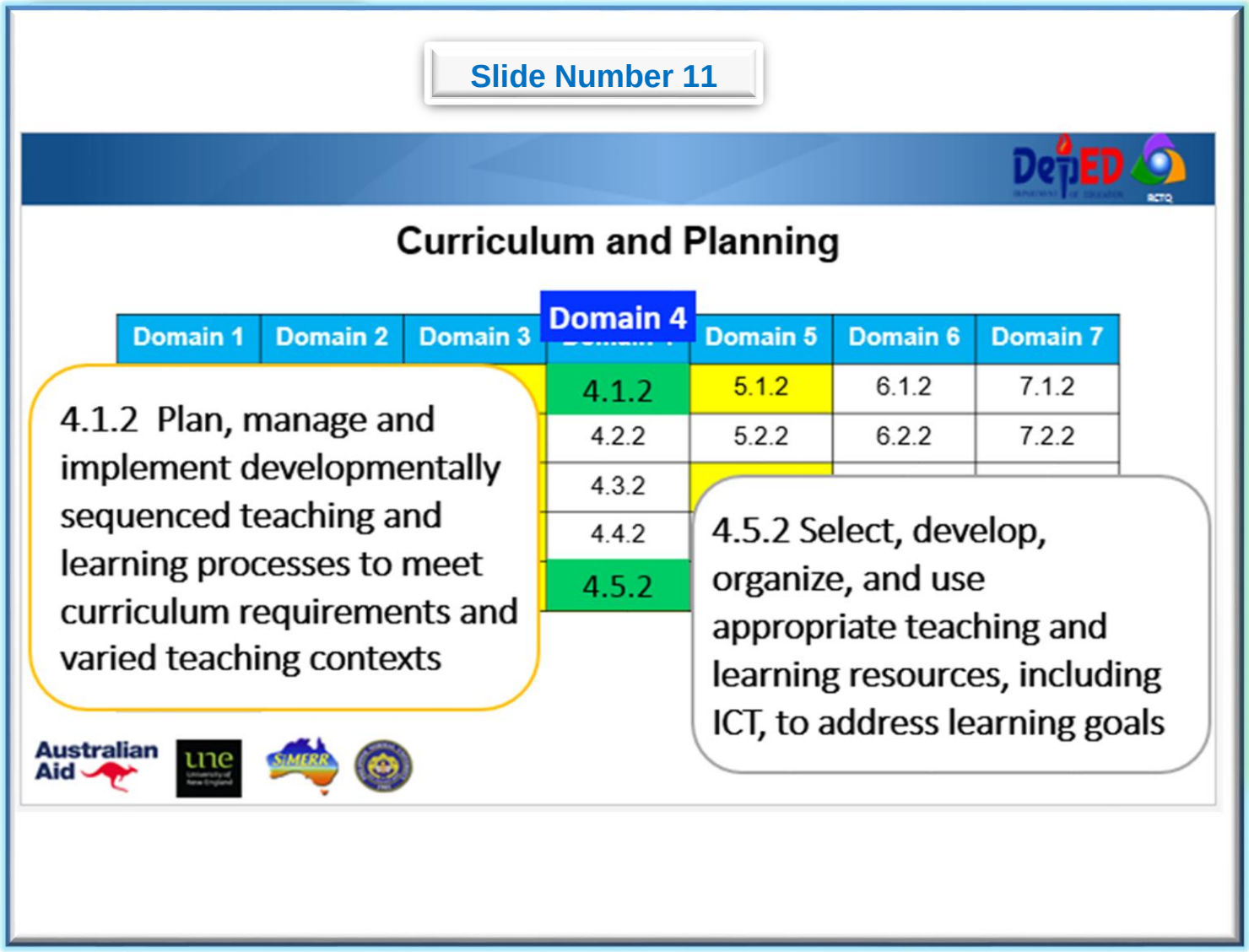
Slide Number 10

Purpose of the Slide:

To show the classroom observable indicators in Domain 3

Notes to Presenter:

- Highlight that there is one classroom observable indicator in Domain 3- Diversity of Learners.
- 3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.



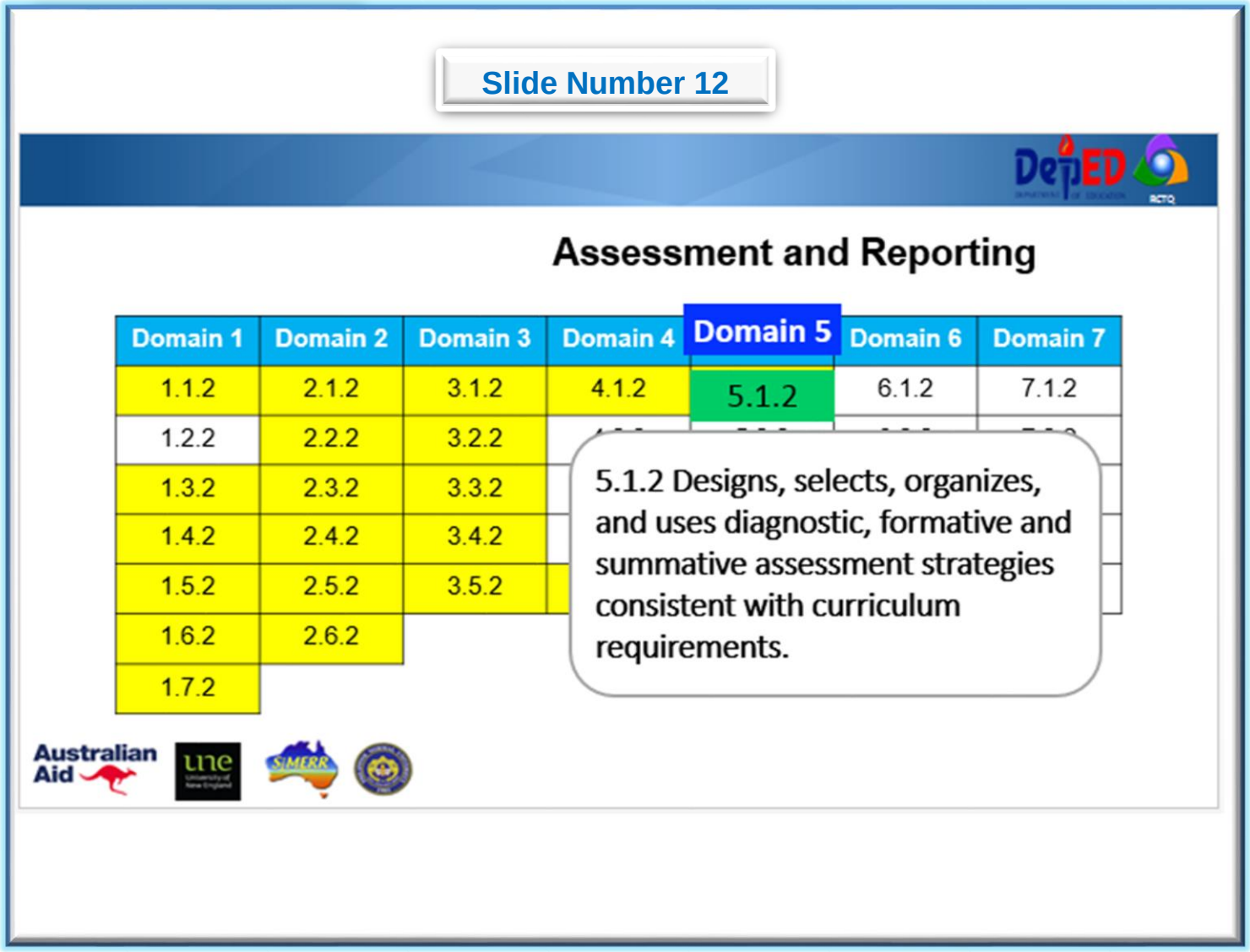
Slide Number 11

Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that there are 2 classroom observable indicators in Domain 4- Curriculum and Planning.
- 4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
- 4.5.2 Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals.



Slide Number 12

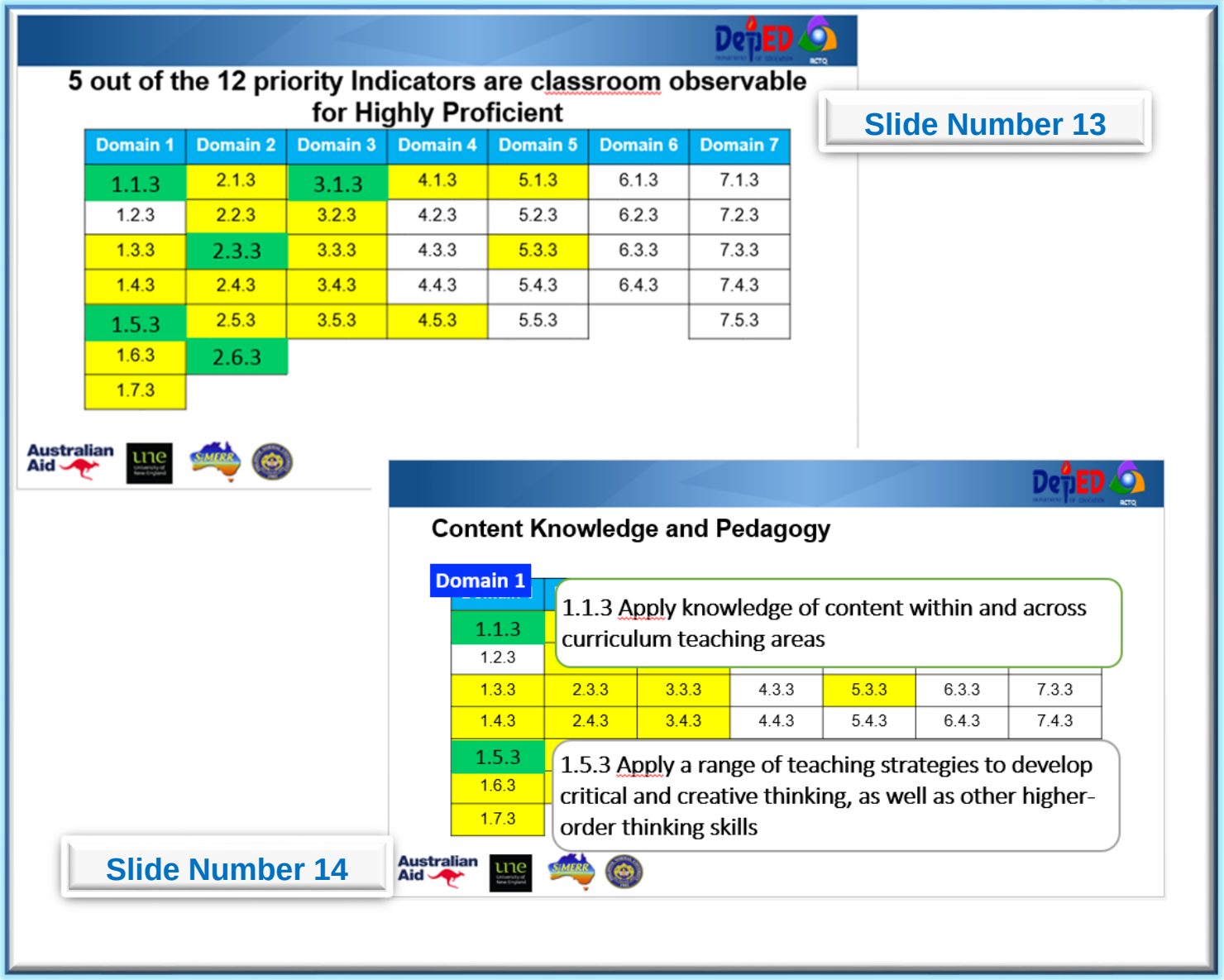
Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that there is one classroom observable indicator in Domain 5- Assessment and Reporting.
- 5.1.2 Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 13

Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that only 5 out of 12 priority Indicators for Highly Proficient in the Philippine Professional Standards for Teachers are classroom observable.

Slide Number 14

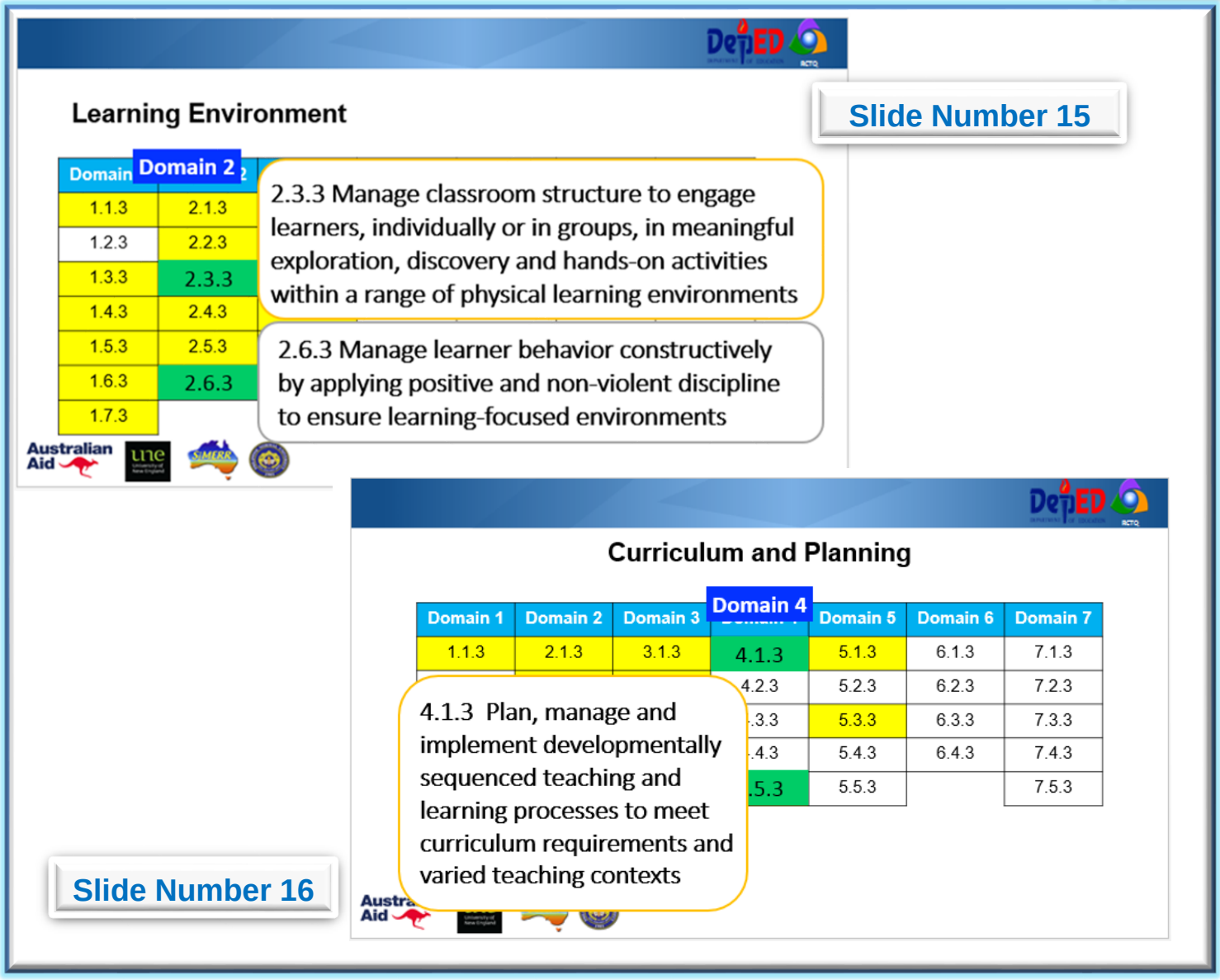
Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that there are 2 classroom observables in Domain 1; 1.1.3 and 1.5.3

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 15

Purpose of the Slide:

To show the classroom observable indicators in the PPST

Notes to Presenter:

- Highlight that in Domain 2, there are 2 classroom observables, 2.3.3 and 2.6.3

Slide Number 16

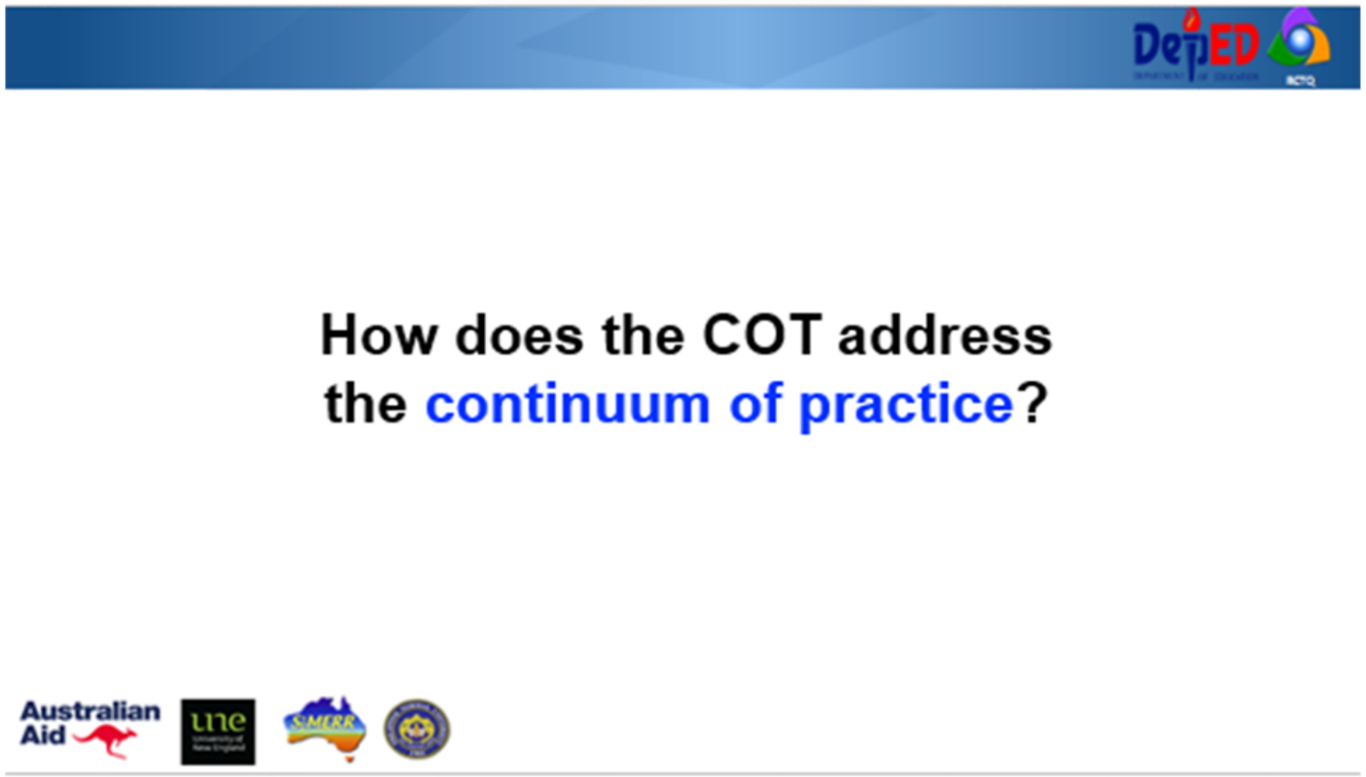
Purpose of the Slide:

To show the classroom observable indicators in the PPST.

Notes to Presenter:

- Highlight that in Domain 4, 4.1.3 and 4.5 are classroom observables.

Slide Number 17



Slide Number 17

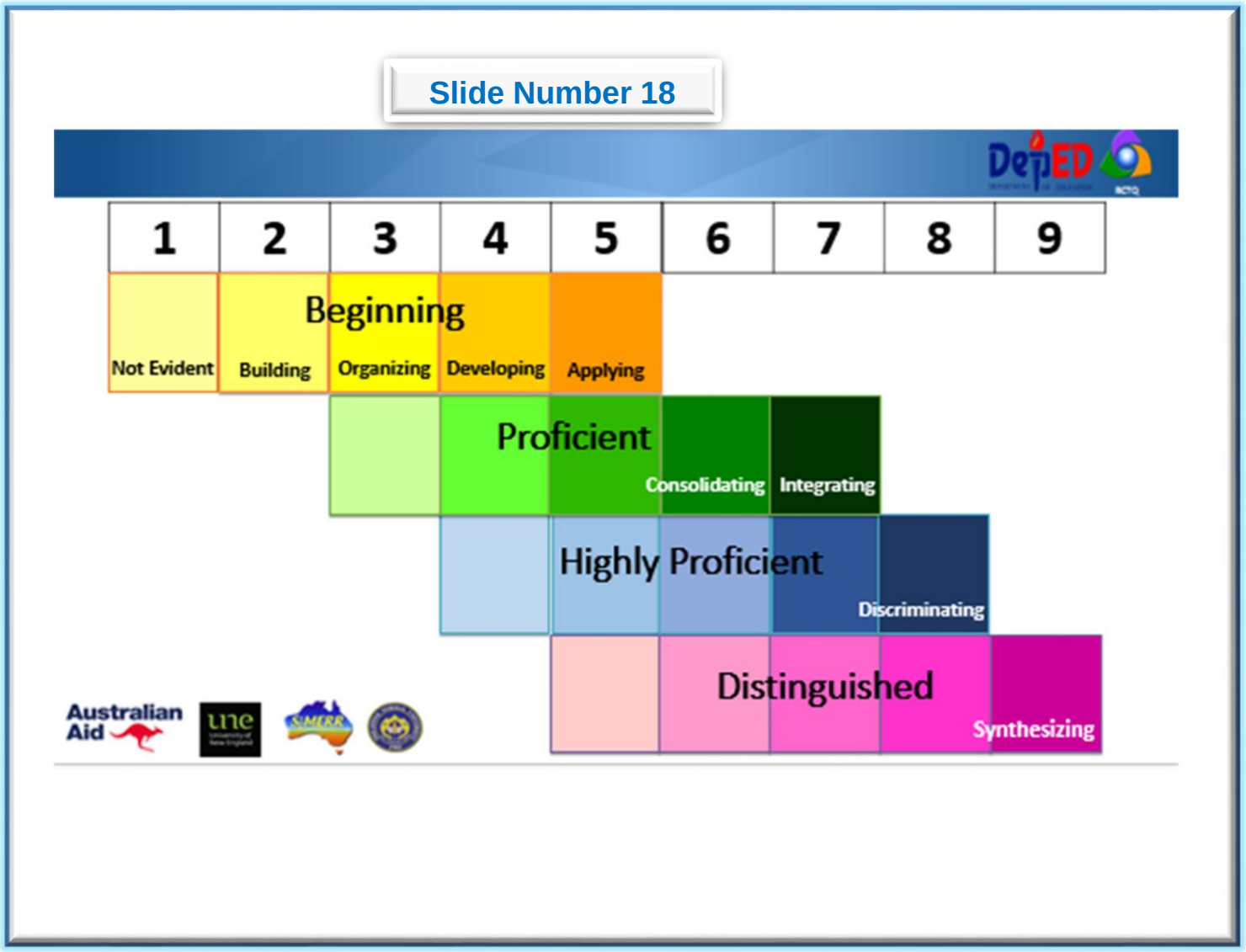
Purpose of the Slide:

To draw the connection between COT and the continuum of practice across career stages

Notes to Presenter:

- Introduce the continuum of practice across career stages.

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 18

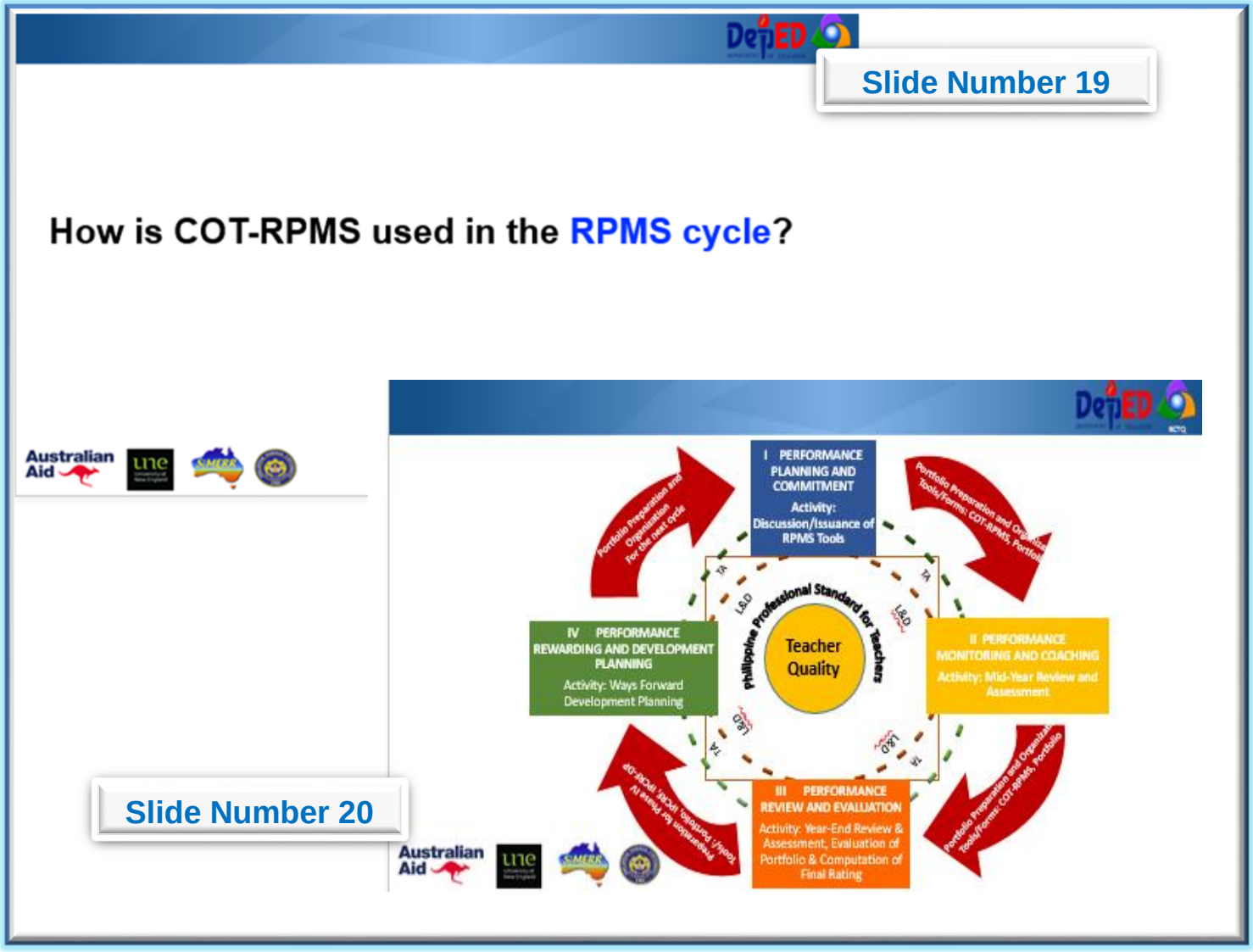
Purpose of the Slide:

To emphasize the continuum of practice across career stages

Notes to Presenter:

- Note that the slide shows continuum of practice in the FULL Classroom observation tool (for all the career stages).
- Emphasize that each of the classroom observable strands has nine (9) levels of practice to address the continuum across career stages in the COT.
- For a Beginning Teacher, the levels are from 1 to 5, 'not evident' to 'applying'.
- For a Proficient Teacher, the levels are from 3 to 7, 'organizing' to 'integrating'.
- For a Highly Proficient Teacher, the levels are from 4 to 8, 'developing' to 'discriminating'.
- And for a Distinguished Teacher, the levels are from 5 to 9, 'applying' to 'synthesizing'.
- Explain that the level names focus on developmental aspect of classroom practice than on performance.
- Ex.: 'Not evident' means the indicator was not shown in the observation vs. poor rating.

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 19

Purpose of the Slide:

To orient the participants on the relationship of COT to the RPMS Cycle

Slide Number 20

Purpose of the Slide:

To orient the participants as to when COT is used in the RPMS Cycle

Notes to Presenter:

- Highlight that after the Phase I Performance Planning and Commitment as we go to Phase II which is the Performance Monitoring and Coaching, and Phase III Performance Review and Evaluation, one of the tools we need for portfolio preparation and organization is the COT- RPMS.
- Explain that in the RPMS Cycle, a teacher's classroom performance is assessed against the indicators of the PPST.

SLIDE SET 7 – Classroom Observation Tool - RPMS

Slide Number 21

The **results** of classroom observation are considered **non-negotiable means of verification (MOV)** of teacher performance that can prove teacher's attainment of classroom observable objectives in the RPMS Tools.

COT-RPMS
TEACHER I-III

OBSERVER 1: _____
OBSERVER 2: _____
OBSERVER 3: _____
DATE: _____

NAME OF THE TEACHER OBSERVED: _____
SUBJECT & GRADE LEVEL TAUGHT _____

OBSERVATION ☐ 1 ☐ 2 ☐ 3 ☐ 4

DIRECTIONS FOR THE OBSERVER:
1. Indicate your individual rating for each indicator.
2. Discuss within the group your reasons for such rating. In case of different ratings, the observers must resolve the difference and come up with an agreed rating. The final rating is not an average; it is a final rating based on reasoned and consensual judgment.
3. Attach all individual Rating Sheets to the Inter-Observer Agreement Form.

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas	5	7	6	6
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	5	5	5	5
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	5	6	6	6
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	6	6	6	6
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	7	6	5	6
6. [illegible]	6	7	7	6
7. [illegible]	6	6	6	6
8. [illegible]				
[illegible]				

Slide Number 21

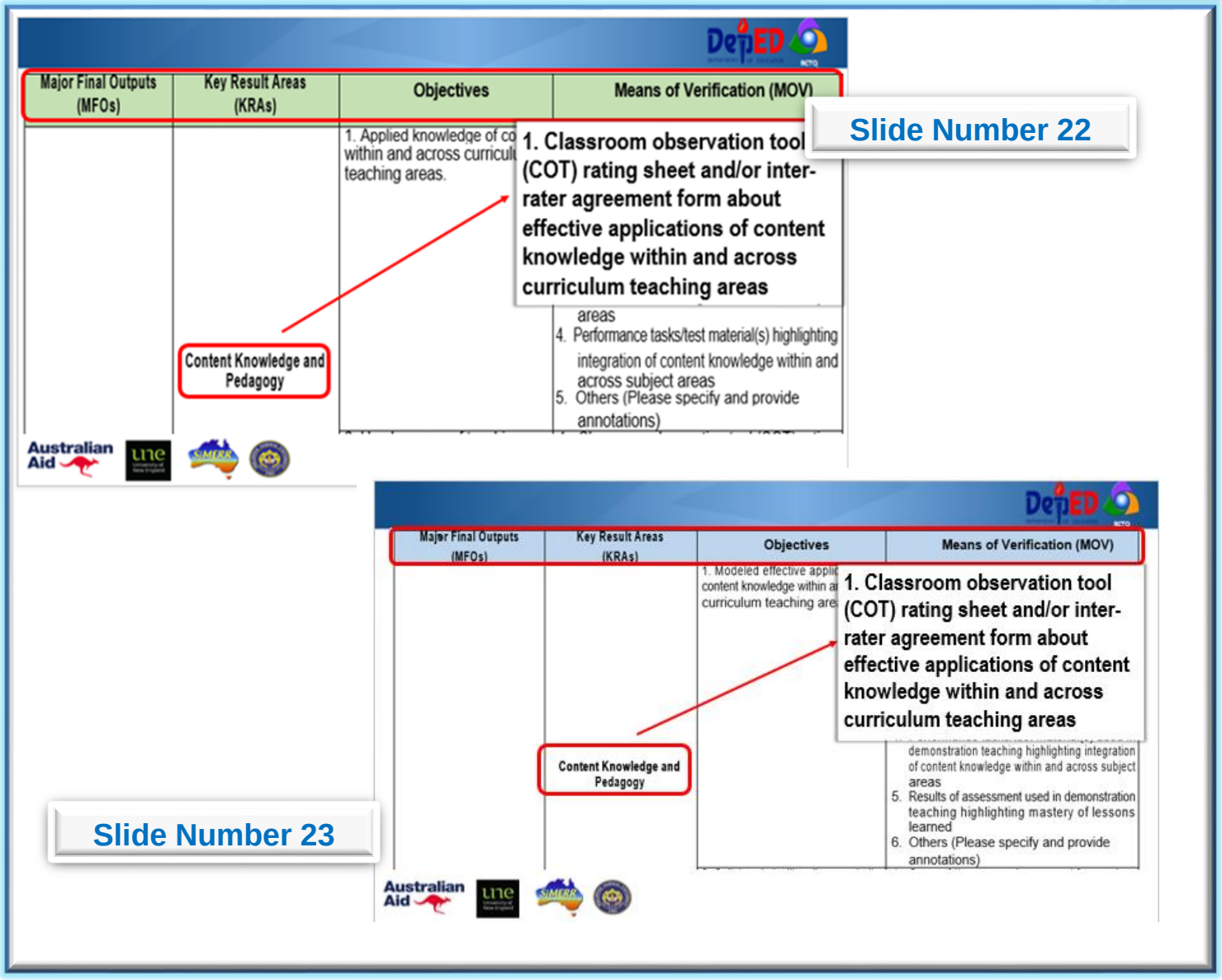
Purpose of the Slide:

To orient the participants on the purpose of the classroom observation to the Results-Based Performance Management System (RPMS) of DepEd teachers

Notes to Presenter:

- Emphasize that COT rating will be used as a means of verification in the RPMS tool.
- Explain that a teacher will get a COT based on his/her position following the RPMS tools: Proficient or Highly Proficient.
- Emphasize that Teacher I-III (Proficient Teachers) have 9 indicators in the COT-RPMS while Master Teachers (Highly Proficient Teachers) have 5 indicators.

SLIDE SET 7 – Classroom Observation Tool - RPMS



Slide Number 22

Purpose of the Slide:

To orient the participants on the purpose of the classroom observation to the Results-Based Performance Management System (RPMS) of DepEd teachers

Notes to Presenter:

- Explain that the screen shot shows a portion in the RPMS of Proficient Teachers. It shows that the COT rating is an MOV for a specific RPMS objective.

Slide Number 23

Purpose of the Slide:

To orient the participants on the purpose of the classroom observation to the Results-Based Performance Management System (RPMS) of DepEd teachers

Notes to Presenter:

- Explain that the screen shot shows a portion in the RPMS of Proficient Teachers. It shows that the COT rating is an MOV for a specific RPMS objective.

SLIDE SET 7 – Classroom Observation Tool - RPMS

Mapped RPMS Objectives to COT Indicators

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

Slide Number 24

Mapped RPMS Objectives to COT Indicators

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

Slide Number 24

Purpose of the Slide:

To introduce and explain how the COT-RPMS indicators are mapped to the RPMS objectives

Notes to Presenter:

- Explain that NOT ALL RPMS objectives are classroom observable.
- Note that the differences in item number is because there are only nine (9) classroom observable indicators (out of 12) for Proficient Teachers and five (5) classroom observable indicators for Highly Proficient Teachers.

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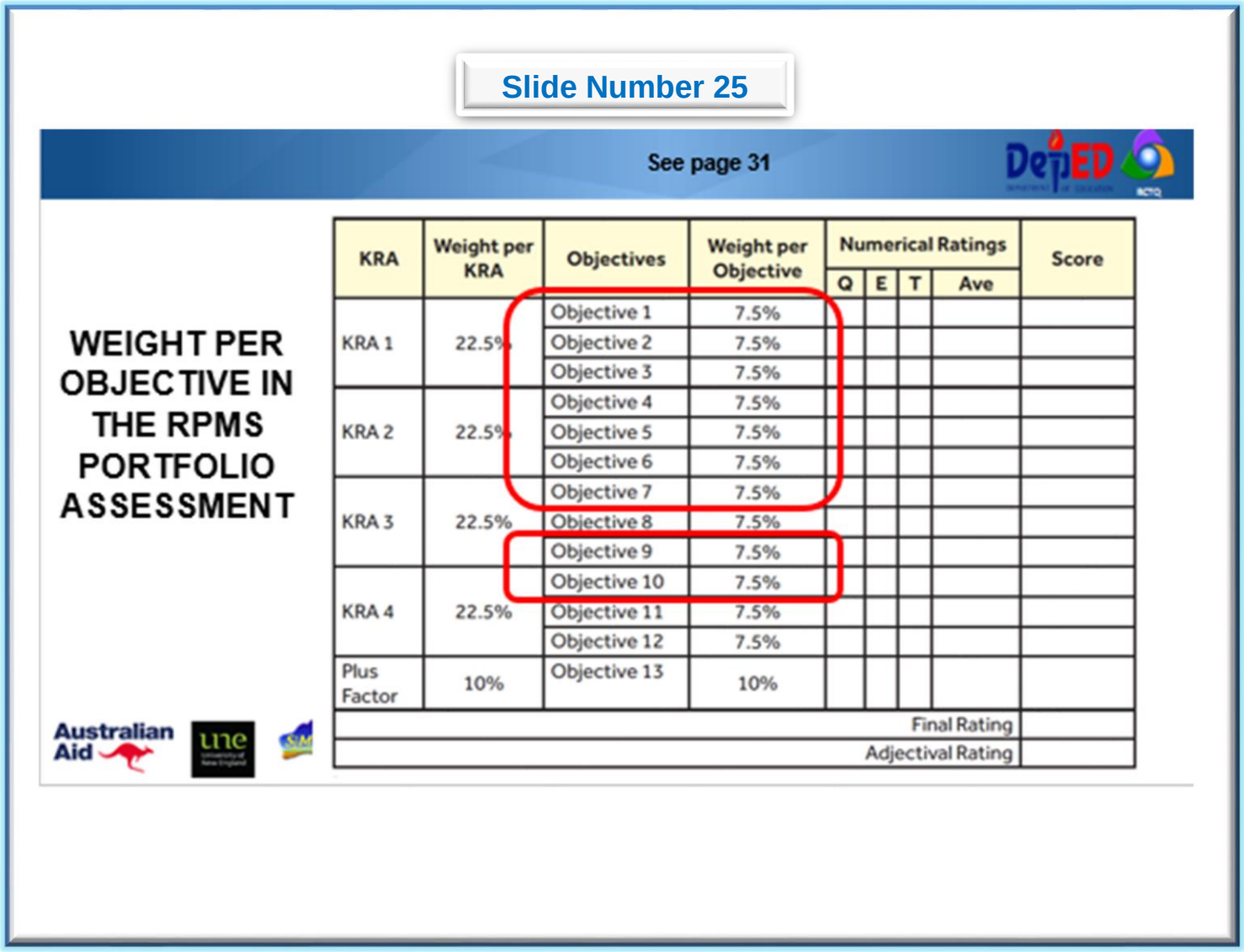
SLIDE SET 7 – Classroom Observation Tool - RPMS



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

Slide Number 25

Purpose of the Slide:

To orient the participants on the purpose of the classroom observation to the Results-Based Performance Management System (RPMS) of DepEd teachers

Notes to Presenter:

- Explain that among the 13 objectives of RPMS, Objectives 1,2,3,4,5,6,7,9, and 10 use Classroom Observation Ratings as MOV.
- Emphasize that 9 out of the 13 objectives for Proficient Teachers make use of the COT which is equivalent to 67.5% of the total rating.

SLIDE SET 7 – Classroom Observation Tool - RPMS

Slide Number 26

Purpose of the Slide:
To close the session

Notes to the Presenter:

- Thank the participants for listening.

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Slide Number 27

Purpose of the Slide:
To provide the participants with the references used in the PowerPoint presentation and session guide on the implementation of the PPST-based COT

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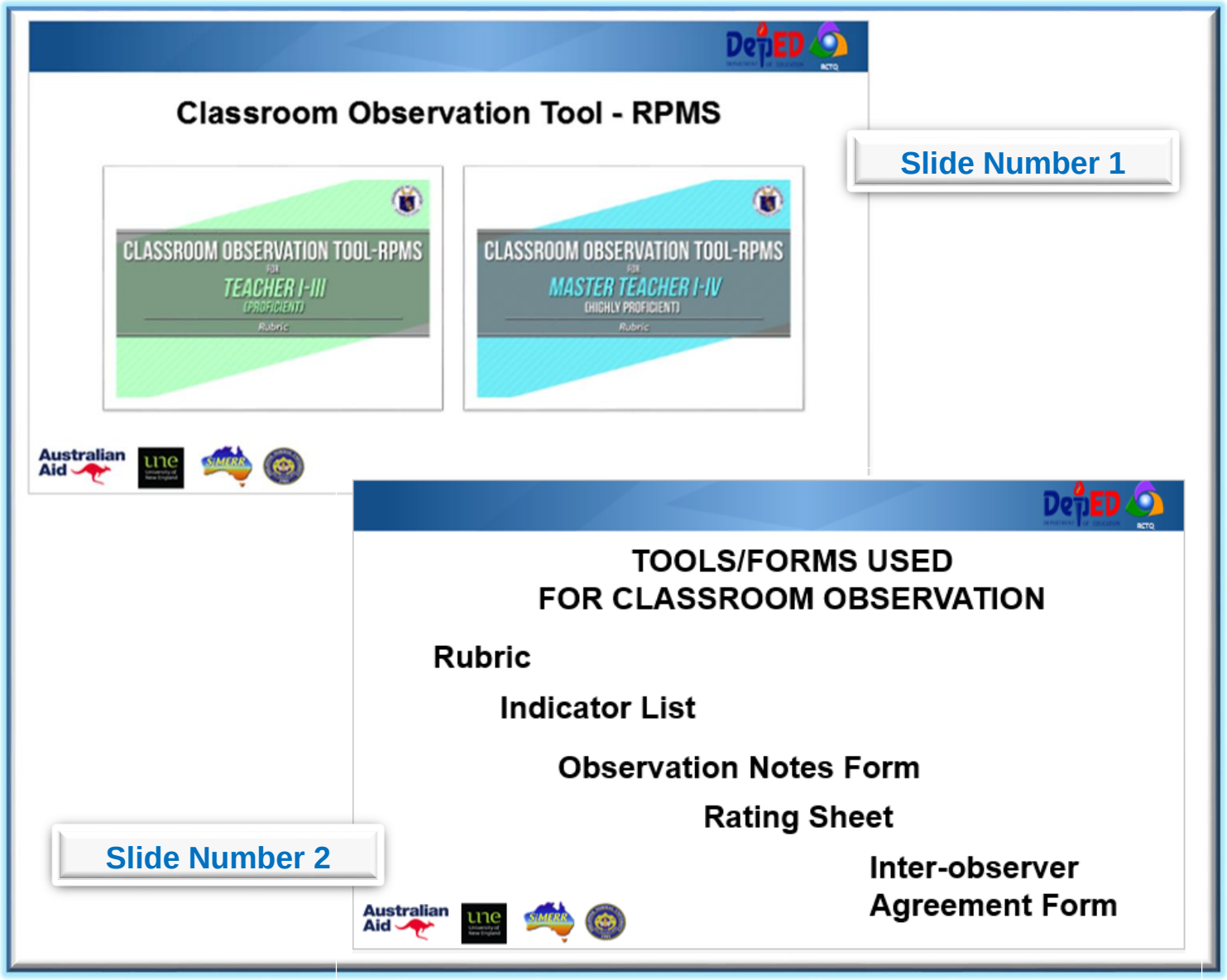
SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 1

Purpose of the Slide:

To introduce the Classroom Observation Tool for RPMS

Notes to Presenter:

- Mention that the classroom observation tool is PPST-based.
- Note that there are two COT for RPMS: one for teachers (Proficient) and another for Master Teachers (Highly Proficient).

Slide Number 2

Purpose of the Slide:

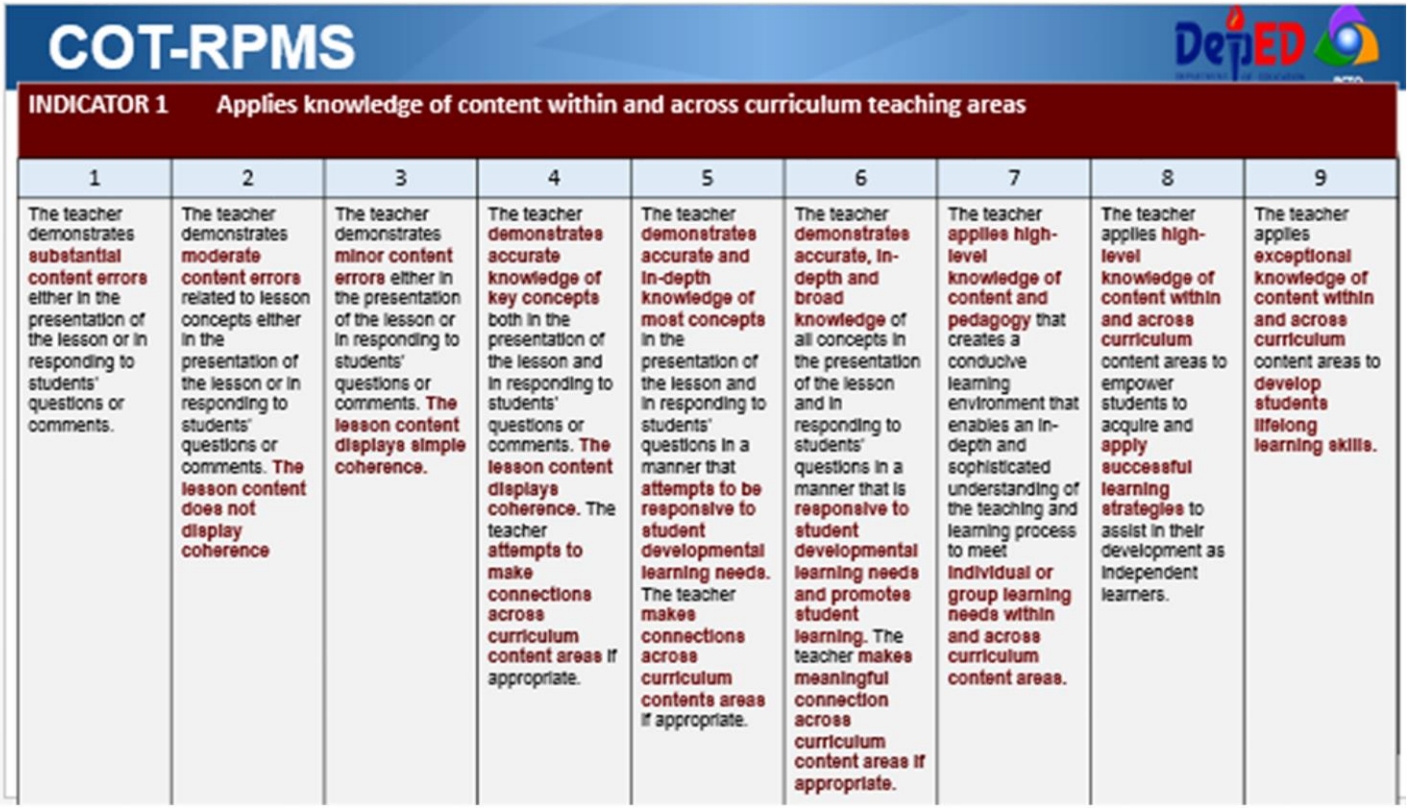
To introduce the tools/forms used in the Classroom Observation Tool-Results-Based Performance Management System (COT-RPMS)

Notes to Presenter:

- Let the participants recall the tools/forms to be used in the COT-RPMS.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS

Slide Number 3



COT-RPMS

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

1	2	3	4	5	6	7	8	9
The teacher demonstrates **substantial content errors** either in the presentation of the lesson or in responding to students' questions or comments.	The teacher demonstrates **moderate content errors** related to lesson concepts either in the presentation of the lesson or in responding to students' questions or comments. **The lesson content does not display coherence**	The teacher demonstrates **minor content errors** either in the presentation of the lesson or in responding to students' questions or comments. **The lesson content displays simple coherence.**	The teacher **demonstrates accurate knowledge of key concepts** both in the presentation of the lesson and in responding to students' questions or comments. **The lesson content displays coherence.** The teacher **attempts to make connections across curriculum content areas** if appropriate.	The teacher **demonstrates accurate and in-depth knowledge of most concepts** in the presentation of the lesson and in responding to students' questions in a manner that **attempts to be responsive to student developmental learning needs.** The teacher **makes connections across curriculum contents areas** if appropriate.	The teacher **demonstrates accurate, in-depth and broad knowledge** of all concepts in the presentation of the lesson and in responding to students' questions in a manner that is **responsive to student developmental learning needs and promotes student learning.** The teacher **makes meaningful connection across curriculum content areas if appropriate.**	The teacher **applies high-level knowledge of content and pedagogy** that creates a conducive learning environment that enables an in-depth and sophisticated understanding of the teaching and learning process to meet **individual or group learning needs within and across curriculum content areas.**	The teacher applies **high-level knowledge of content within and across curriculum** content areas to empower students to acquire and **apply successful learning strategies** to assist in their development as independent learners.	The teacher applies **exceptional knowledge of content within and across curriculum** content areas to **develop students lifelong learning skills.**

Slide Number 3

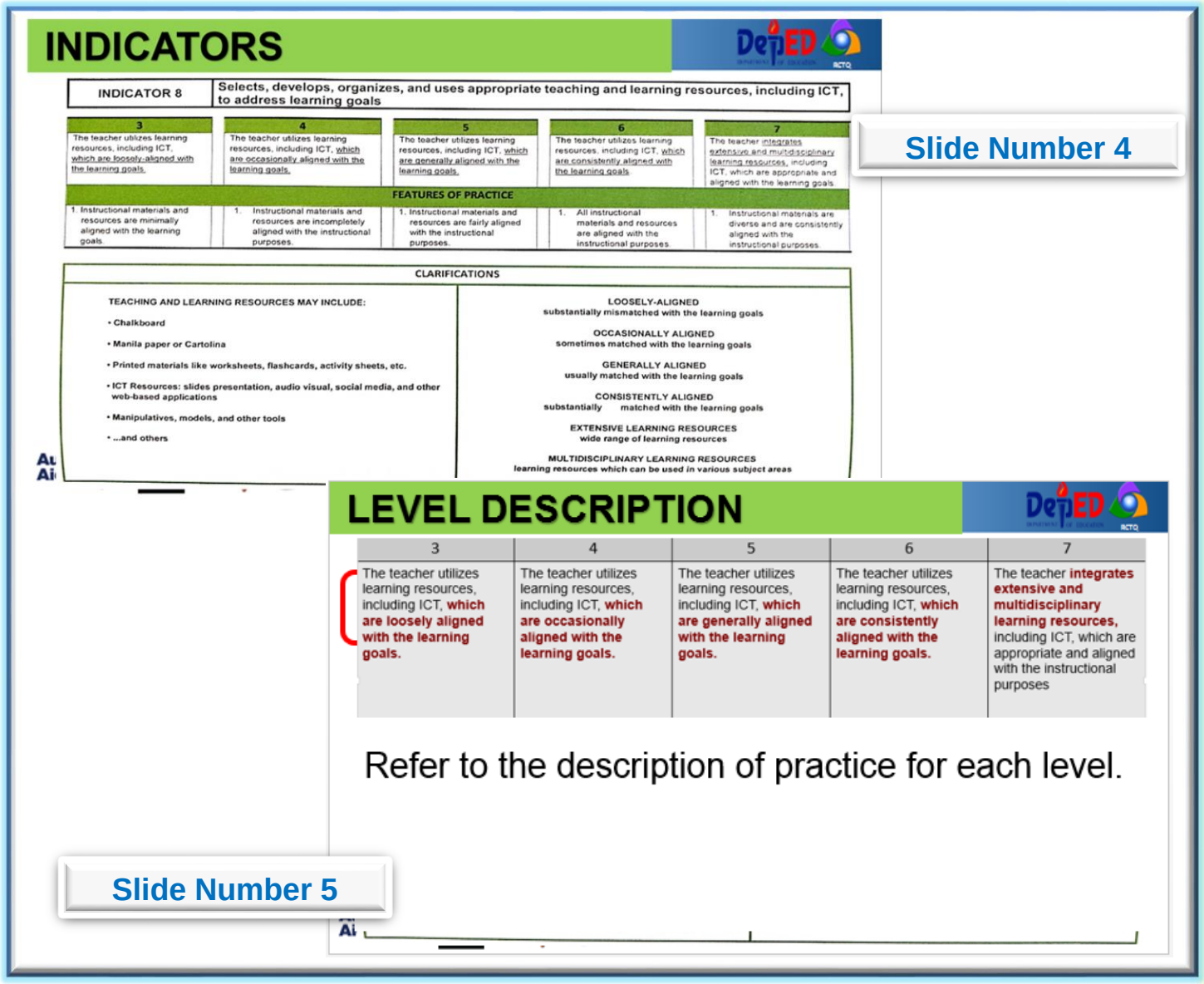
Purpose of the Slide:

To orient the participants on the key features of the COT Rubric

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows nine levels as part of the **COT-FULL.**
- Emphasize that the snapshot of rubric shows an indicator with nine (9) levels.
- Emphasize that in the two (2) forms for COT-RPMS the levels 3-7 (Proficient Teachers; Teacher I-III) and levels 4-8 Highly Proficient; Master Teachers I-IV).

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 4

Purpose of the Slide:

To orient the participants on the INDICATOR part of the COT Rubric

Notes to Presenter:

- Explain that the indicators refer to the specific classroom observable practice of teachers. Each indicator corresponds to a particular RPMS objective.

Slide Number 5

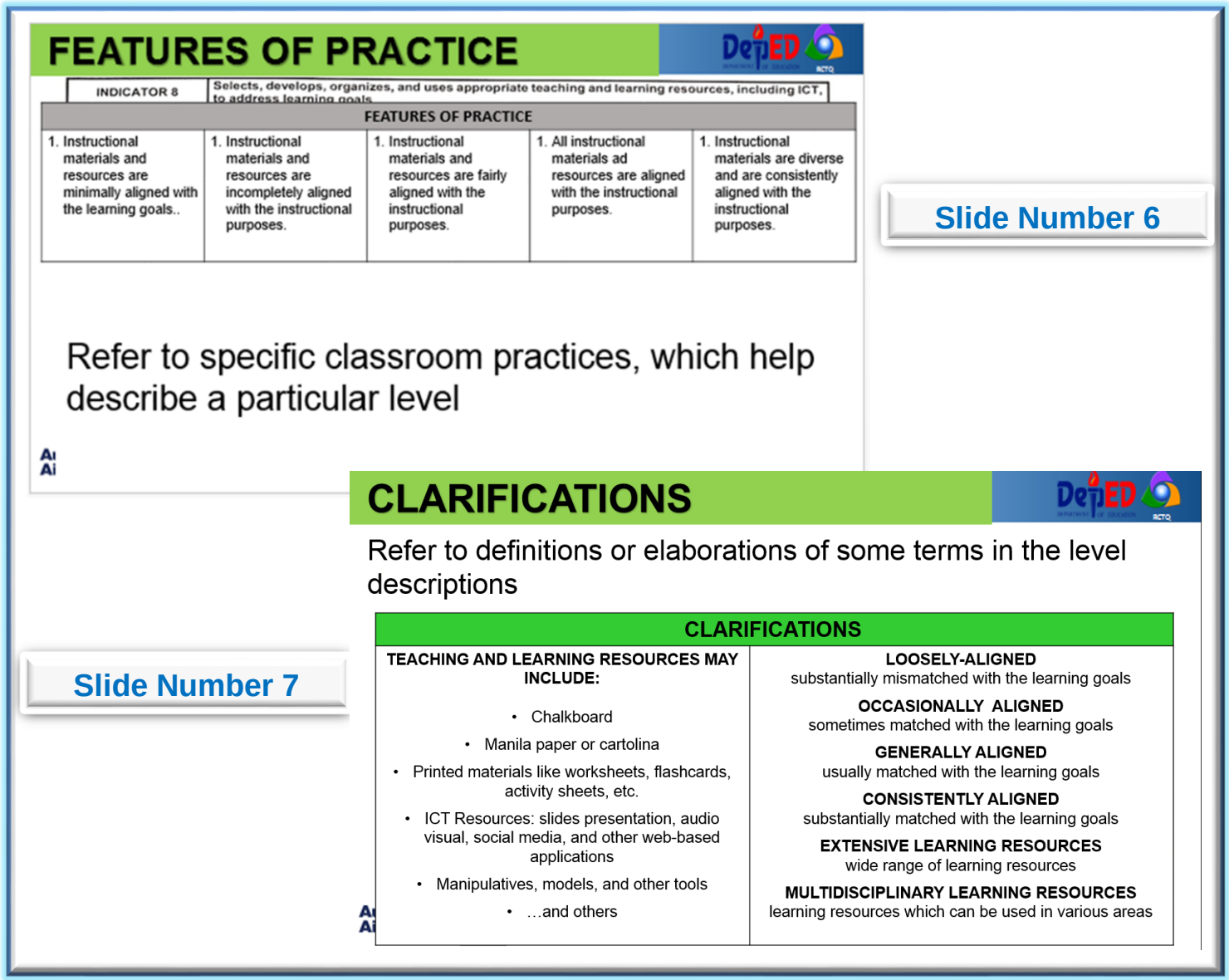
Purpose of the Slide:

To orient the participants on the LEVEL DESCRIPTION part of the COT Rubric

Notes to Presenter:

- The description explains the practice expected of teachers in the classroom.
- As teachers progress in the careers, different levels of performance are expected of them. The development in levels refers to the expectations of teachers in different career stages: Levels 3-7 for Proficient Teachers and Levels 4-8 for Highly Proficient Teachers.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 6

Slide Number 7

Slide Number 6

Purpose of the Slide:

To orient the participants on the FEATURES OF PRACTICE part of the COT Rubric

Notes to Presenter:

- Explain that the Features of Practice refer to specific classroom practices, which help describe a particular level

Slide Number 7

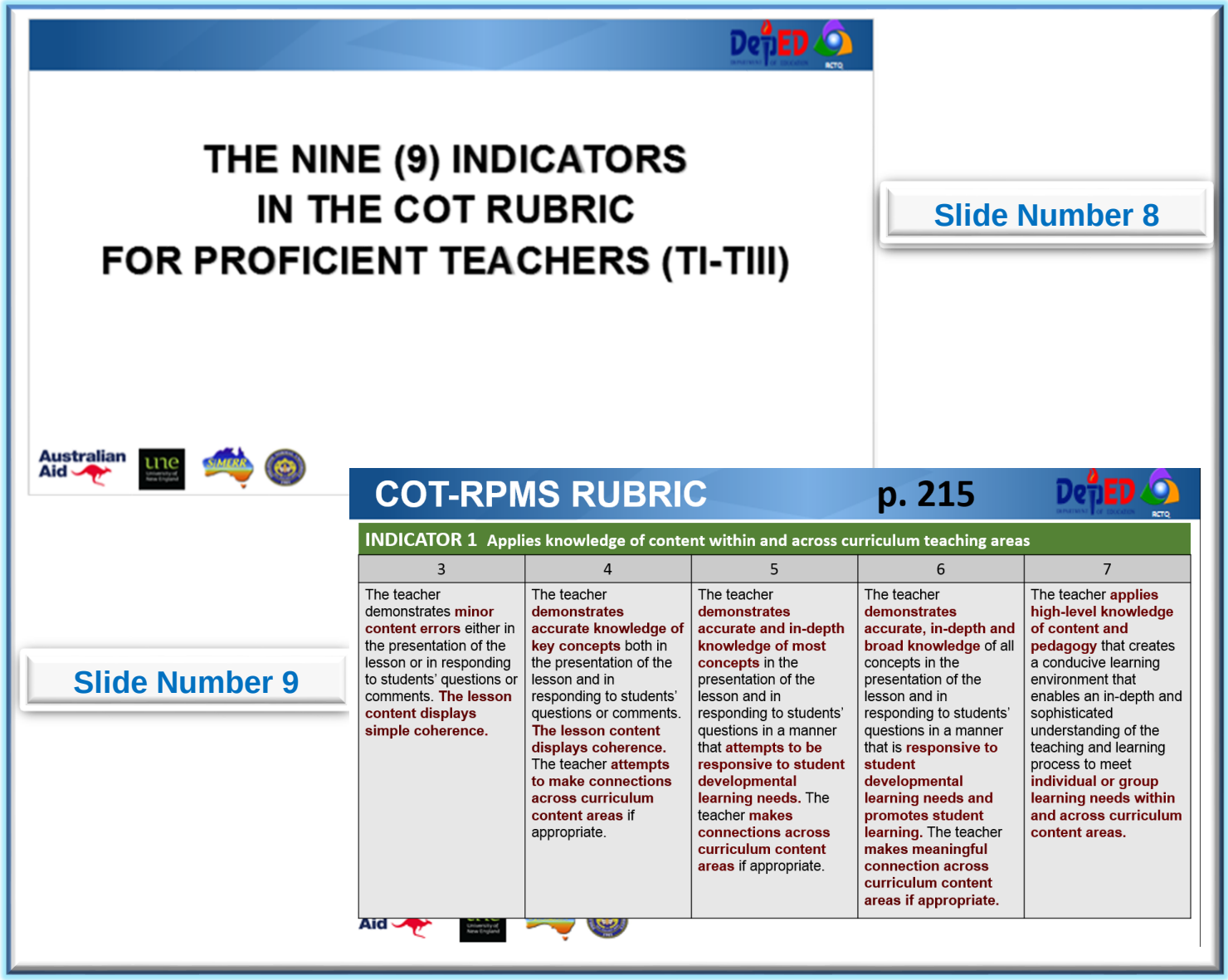
Purpose of the Slide:

To orient the participants on the CLARIFICATIONS part of the COT Rubric

Notes to Presenter:

- Explain that the Clarifications refer to the definitions or elaborations of some terms included in the level description.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 8

Purpose of the Slide:

To orient the participants on the 9 indicators in the COT Rubric for Teachers I-III (Proficient Teachers)

Notes to Presenter:

- Mention that for Proficient Teachers, there are nine (9) indicators that are classroom observable.

Slide Number 9

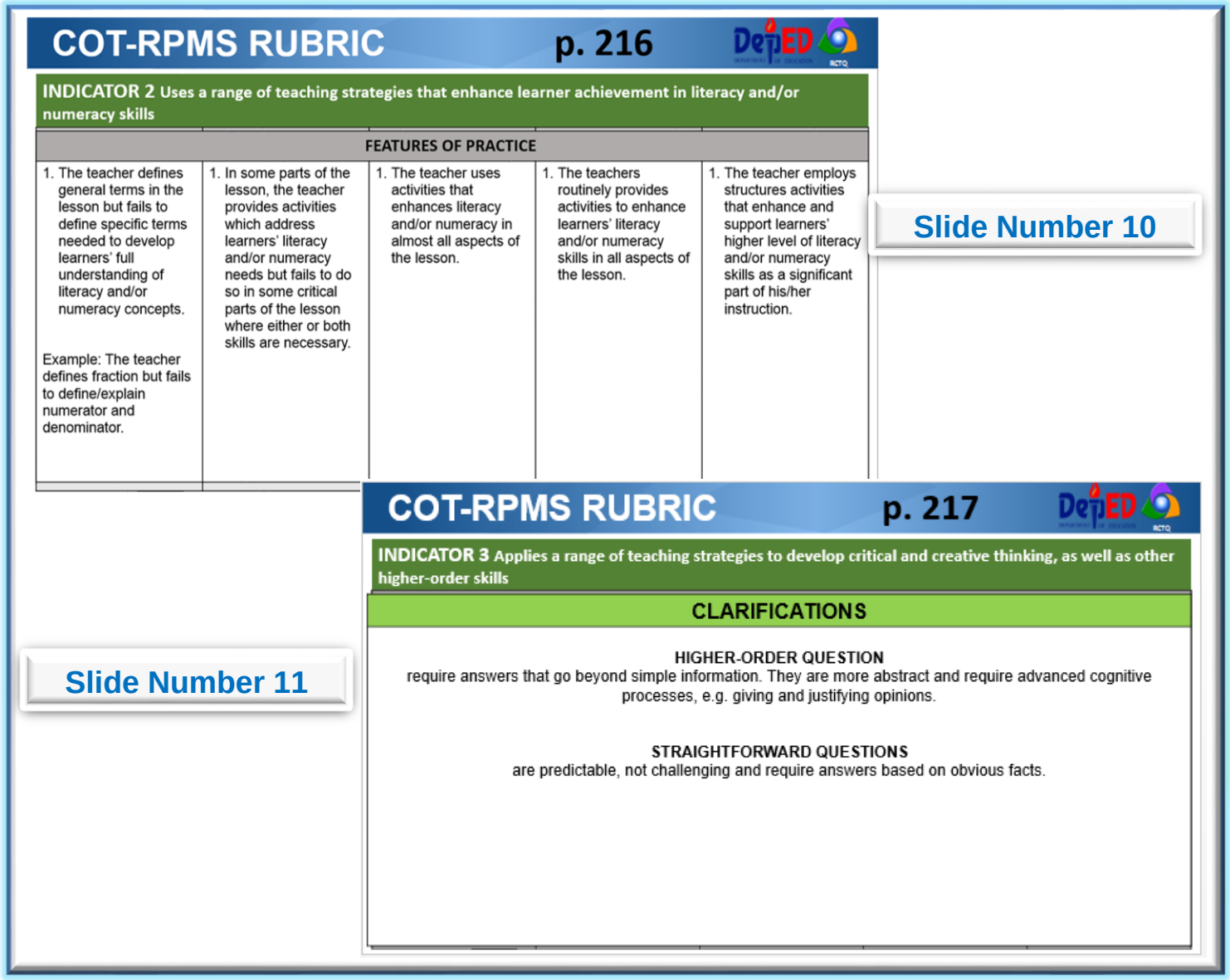
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 3 being the lowest and 7 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



COT-RPMS RUBRIC p. 216

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

FEATURES OF PRACTICE				
1. The teacher defines general terms in the lesson but fails to define specific terms needed to develop learners' full understanding of literacy and/or numeracy concepts. Example: The teacher defines fraction but fails to define/explain numerator and denominator.	1. In some parts of the lesson, the teacher provides activities which address learners' literacy and/or numeracy needs but fails to do so in some critical parts of the lesson where either or both skills are necessary.	1. The teacher uses activities that enhances literacy and/or numeracy in almost all aspects of the lesson.	1. The teachers routinely provides activities to enhance learners' literacy and/or numeracy skills in all aspects of the lesson.	1. The teacher employs structures activities that enhance and support learners' higher level of literacy and/or numeracy skills as a significant part of his/her instruction.

COT-RPMS RUBRIC p. 217

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

CLARIFICATIONS

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

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

Slide Number 10

Slide Number 11

Slides Number 10 and 11

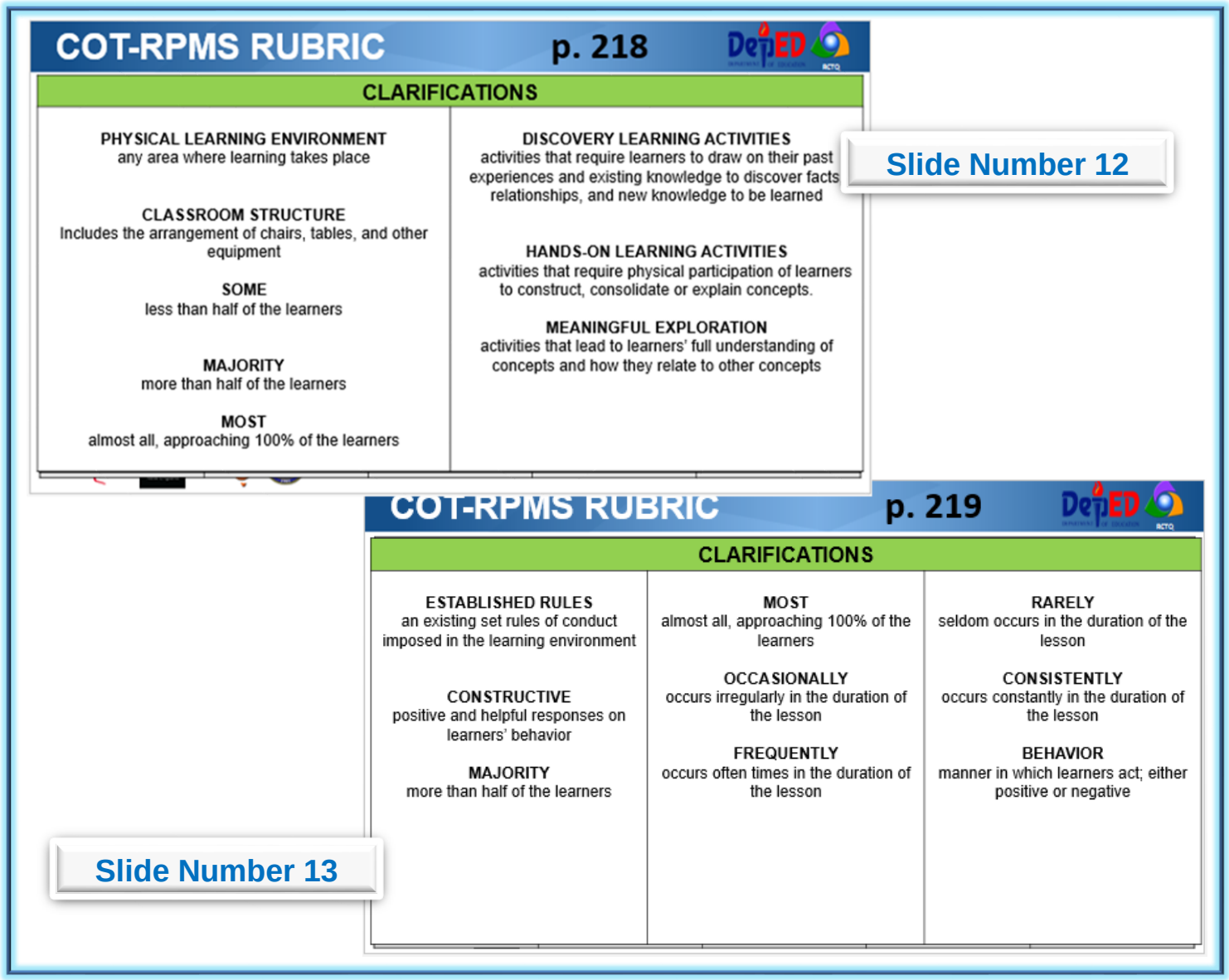
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 3 being the lowest and 7 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slides Number 12 and 13

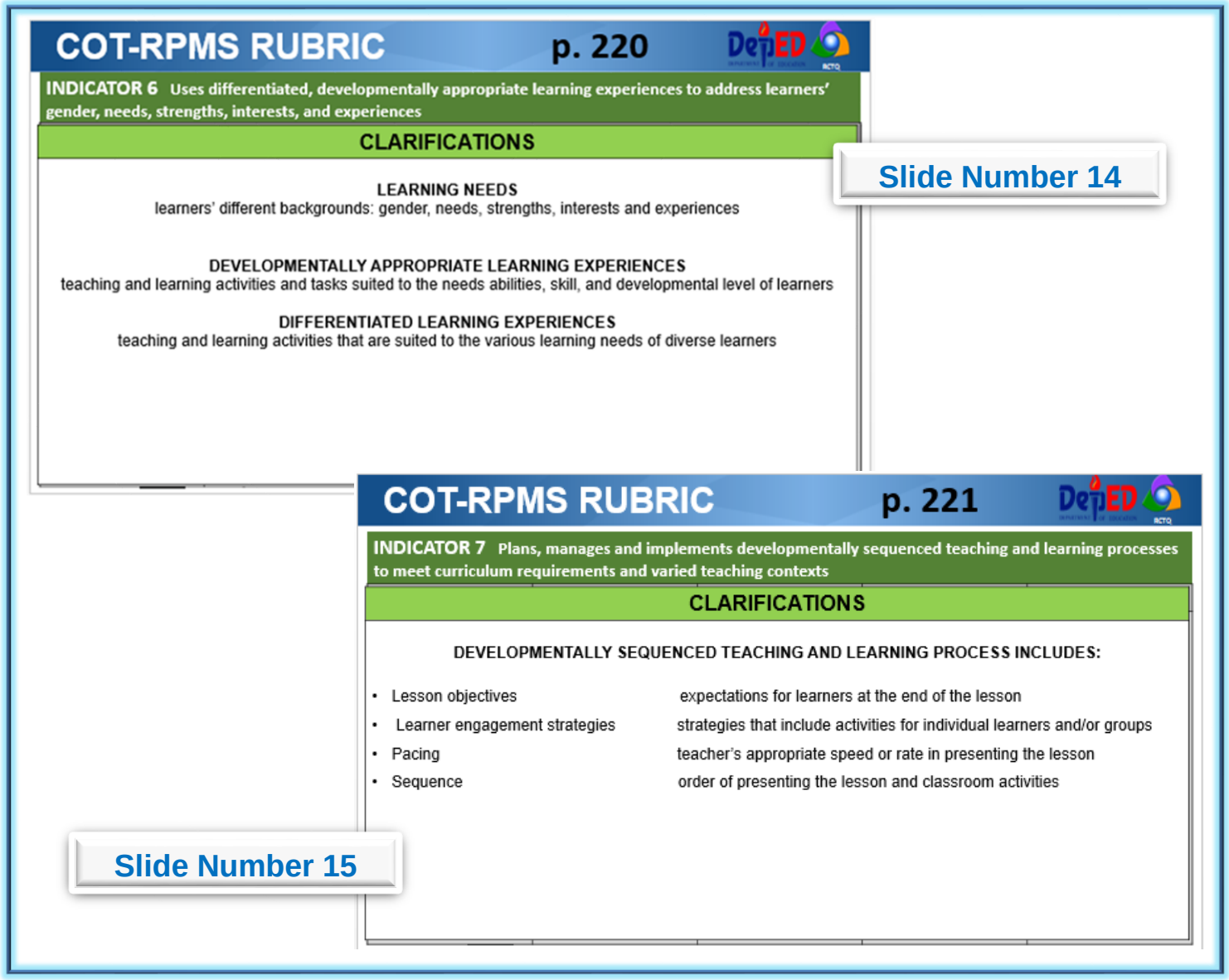
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 3 being the lowest and 7 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slides Number 14 and 15

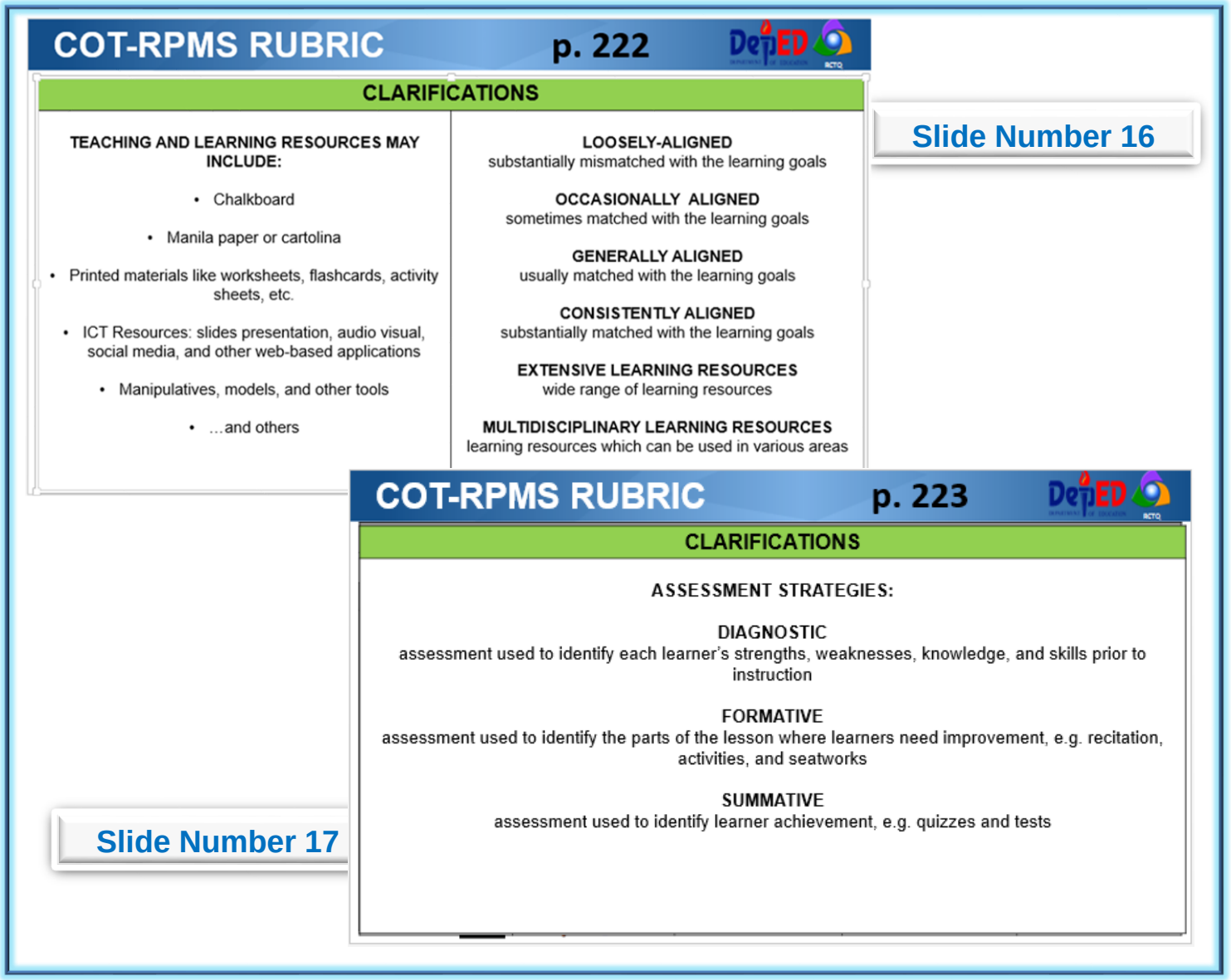
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 3 being the lowest and 7 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 16

Slide Number 17

Slides Number 16 and 17

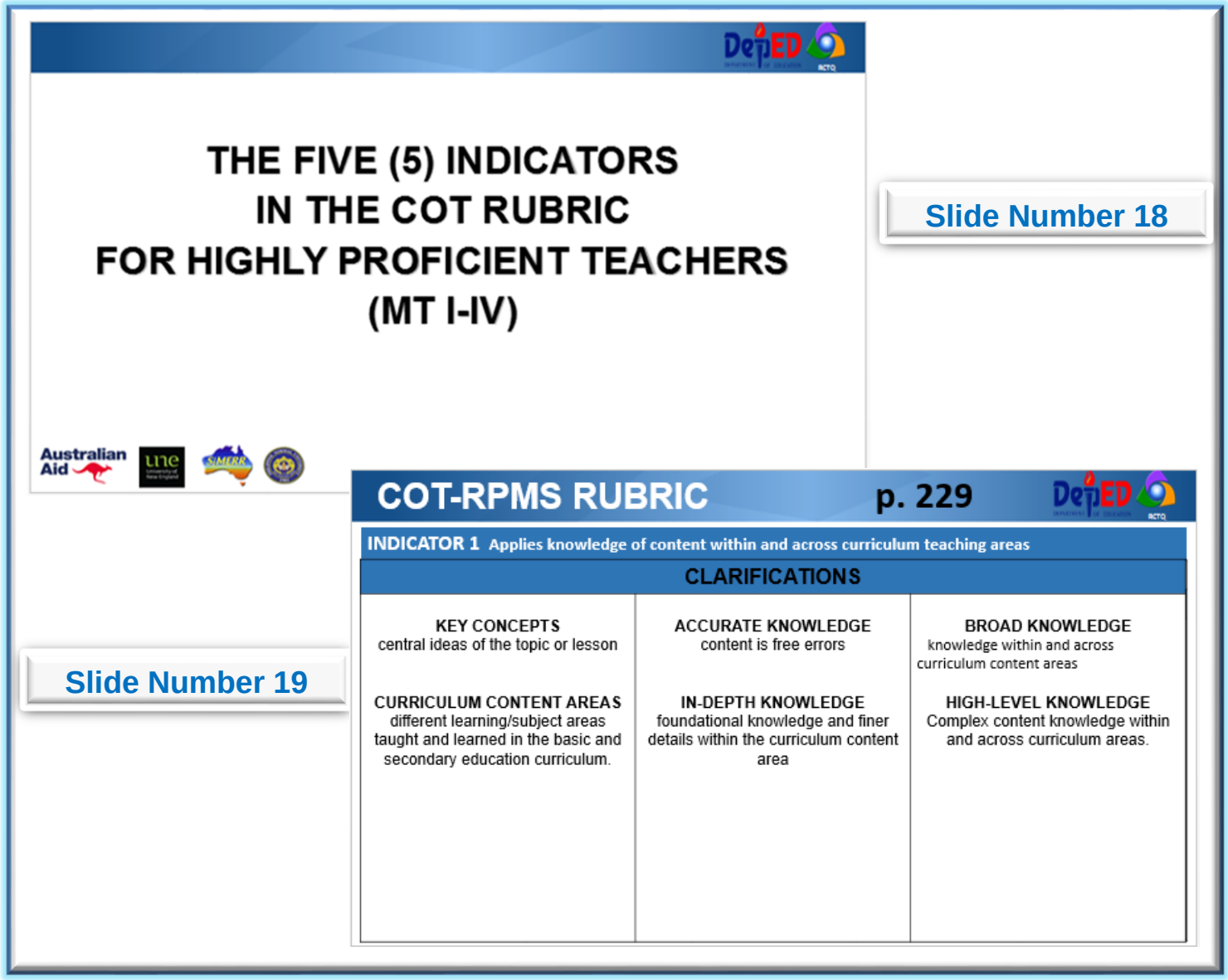
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 3 being the lowest and 7 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 18

Purpose of the Slide:

To orient the participants on the 5 indicators in the COT Rubric for Master Teacher I-IV (Highly Proficient Teachers)

Notes to Presenter:

- Mention that for Highly Proficient Teachers, there are five (5) indicators that are classroom observable.

Slide Number 19

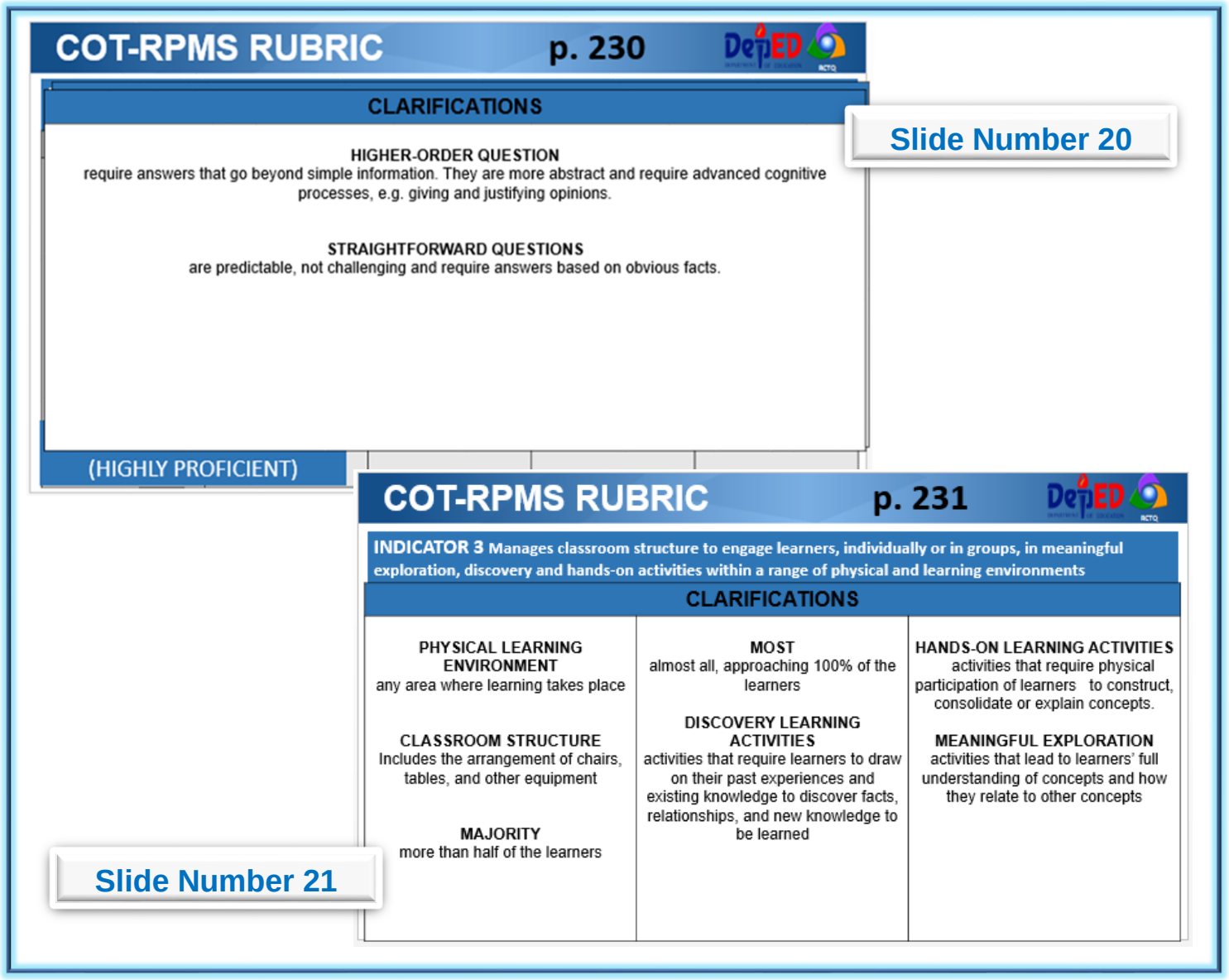
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 4 being the lowest and 8 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slides Number 20 and 21

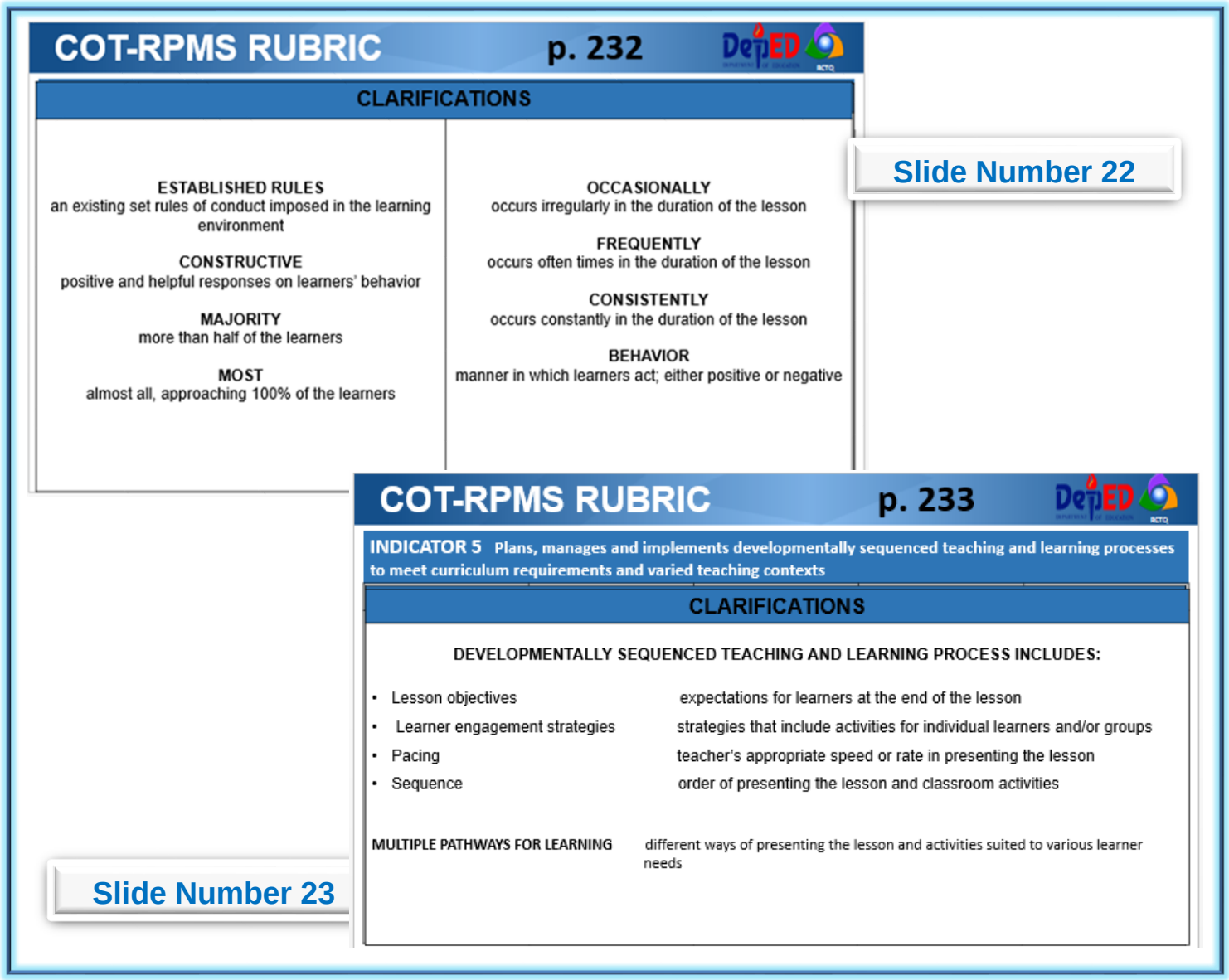
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 4 being the lowest and 8 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slides Number 22 and 23

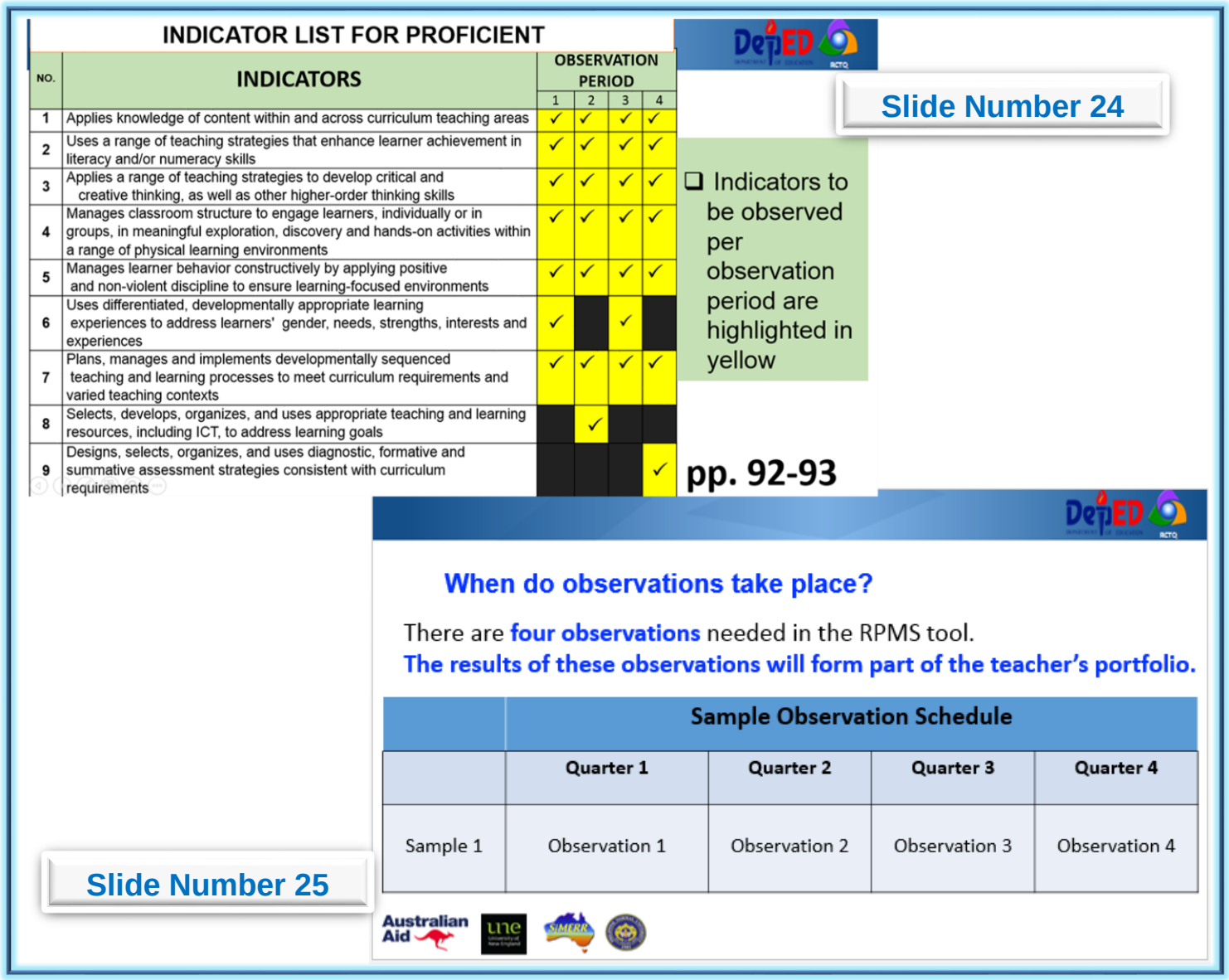
Purpose of the Slide:

To orient the participants on the key features of the COT-RPMS Rubric for Proficient Teachers

Notes to Presenter:

- Discuss the features of the COT as they are shown. The screen shot shows five levels, with 4 being the lowest and 8 being the highest.
- Emphasize the differences in each level, stressing on the highlighted words.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



INDICATOR LIST FOR PROFICIENT

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

Slide Number 24

❑ Indicators to be observed per observation period are highlighted in yellow

pp. 92-93

Slide Number 25

When do observations take place?

There are **four observations** needed in the RPMS tool.

The results of these observations will form part of the teacher's portfolio.

	Sample Observation Schedule			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Sample 1	Observation 1	Observation 2	Observation 3	Observation 4

Slide Number 24

Purpose of the Slide:

To introduce the **Indicator List**

Notes to Presenter:

- Explain that there are **prescribed indicators** for each observation period.
- Emphasize that the indicators to be observed per observation period are highlighted in yellow.

Slide Number 25

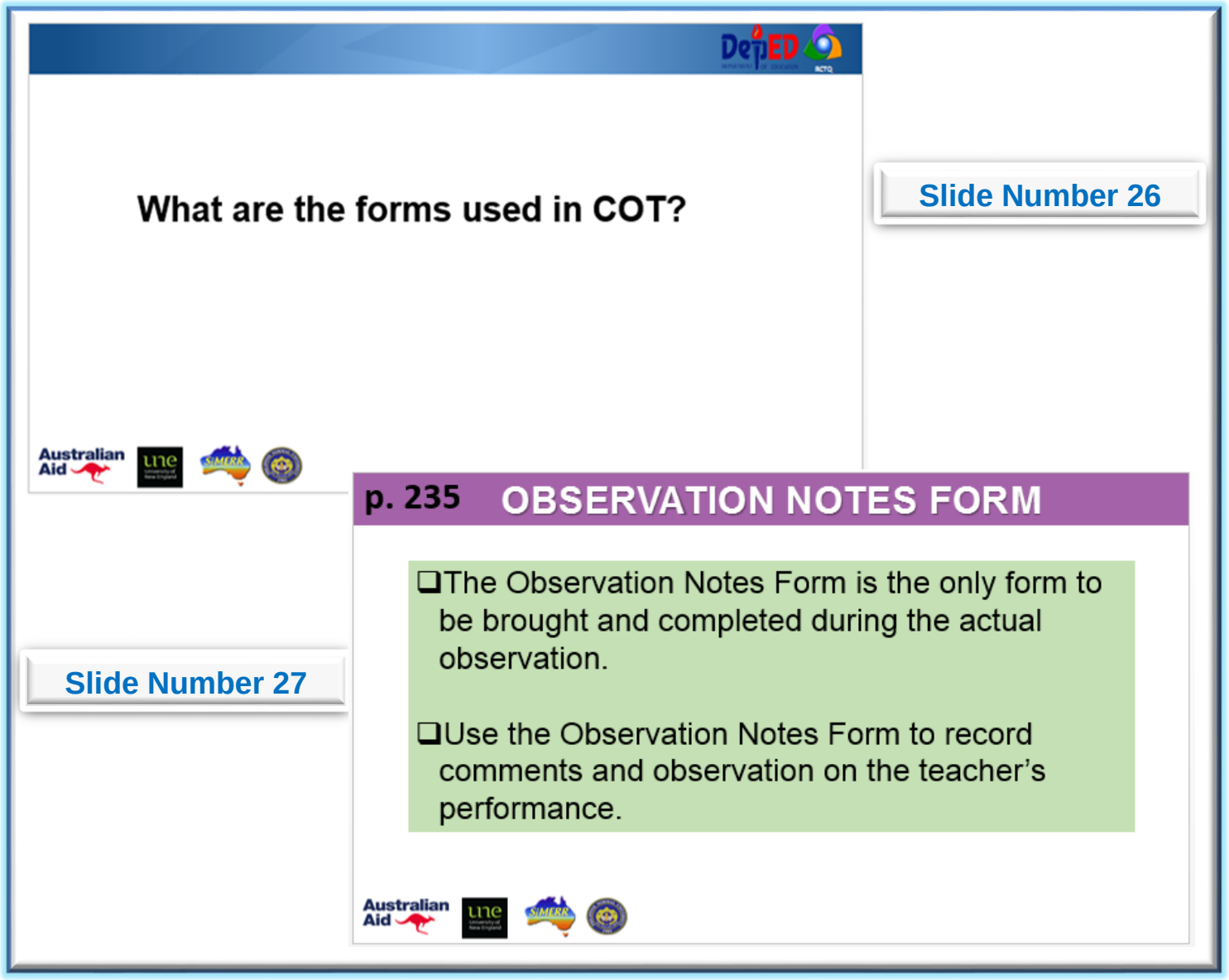
Purpose of the Slide:

To further explain when observations happen

Notes to Presenter:

- Emphasize that there are four (4) observations needed for the RPMS. There will be one classroom observation for each grading period.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 26

Purpose of the Slide:

To orient the participants on the different forms used in the classroom observation

Notes to Presenter:

- Explain that the different forms are used in the different parts of the observation.

Slide Number 27

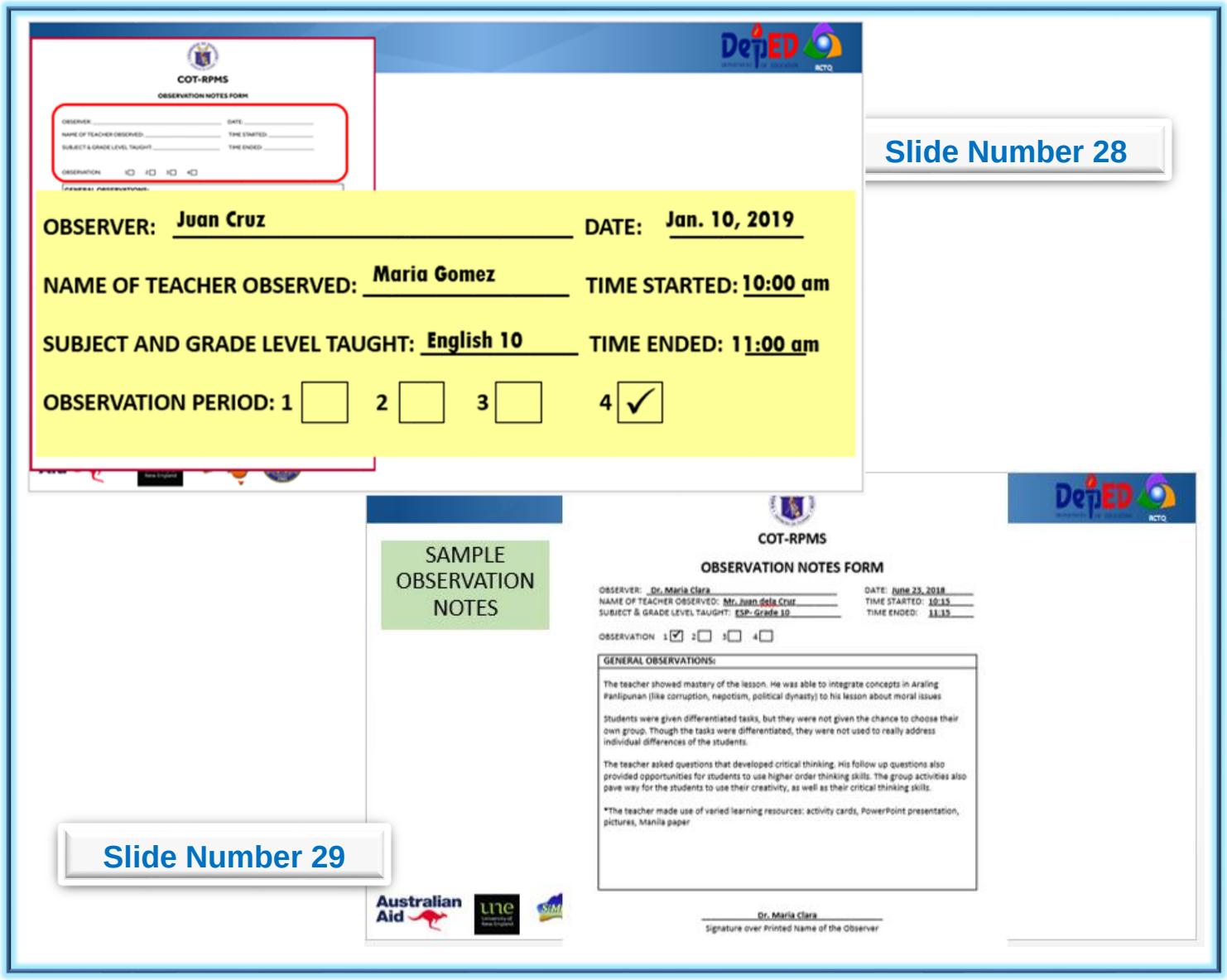
Purpose of the Slide:

To introduce the **Observation Notes Form**

Notes to Presenter:

- Emphasize that it is highly recommended that only the Observation Notes Form will be brought by the observer/s during the actual observation.
- Emphasize that bringing ONLY the Observation Notes Form allows the observer to focus on the teacher's performance.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 28

Purpose of the Slide:

To introduce the **Observation Notes Form**

Notes to Presenter:

- Emphasize that the needed data should be filled out during the actual observation.

Slide Number 29

Purpose of the Slide:

To provide a sample **Observation Notes Form**

Notes to Presenter:

- Present the sample observation notes form. Note the comments provided by the observer.
- Emphasize that observers can refer back to the comments he wrote on the observation notes form when they decide on the rating of the teacher observed on each of the indicators.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS

Slide Number 30

p.225

RATING SHEET

- ❑ Do not bring this form during actual observation.
- ❑ Refer to your observation notes in rating the teacher observed.

COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1☐ 2☐ 3☐ 4☐

DIRECTIONS FOR THE OBSERVER:

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

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

Note: For schools with only one observer (Principal), this form will serve as the final rating sheet.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

Slide Number 30

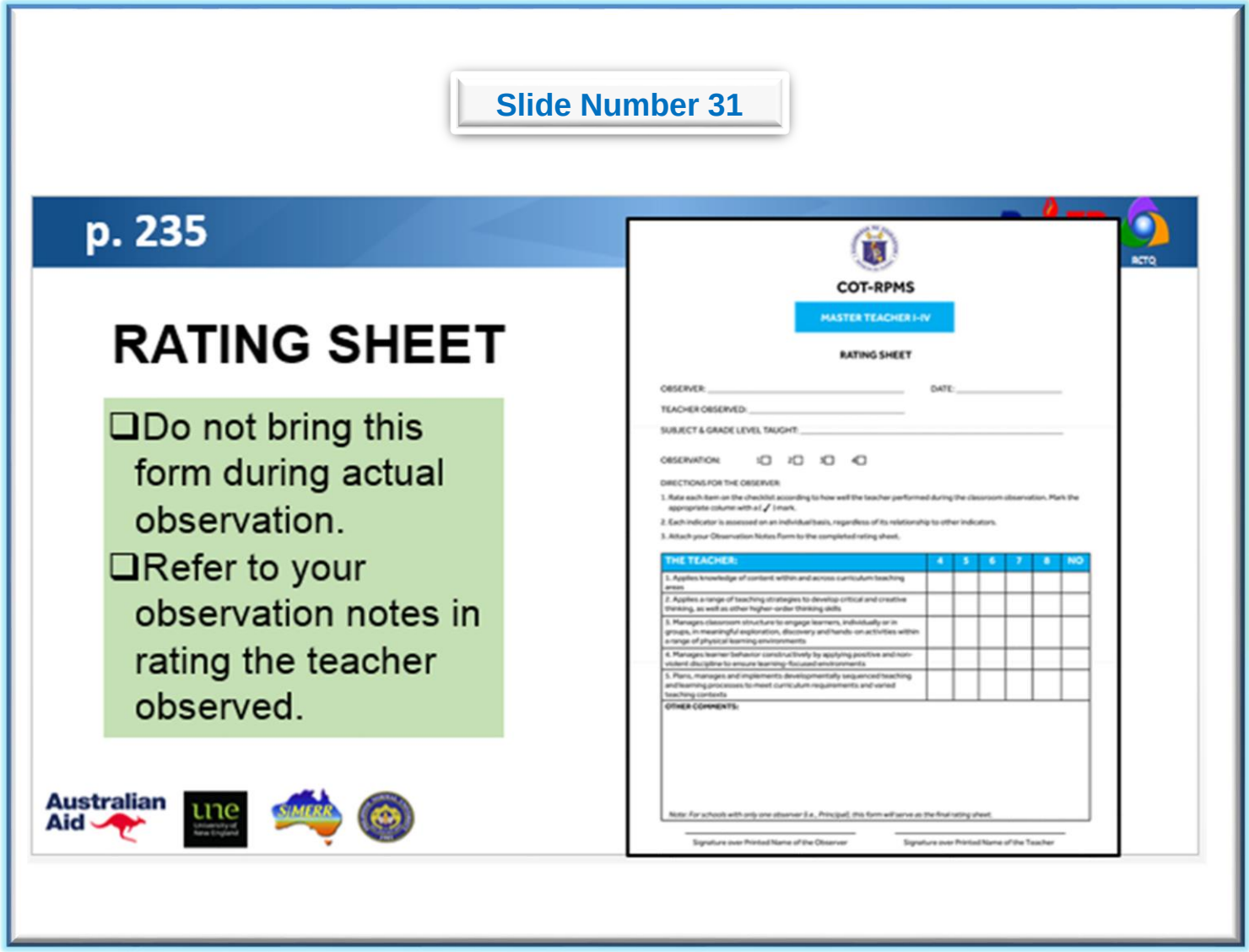
Purpose of the Slide:

To introduce and explain the purpose of the Rating Sheet form

Notes to Presenter:

- Note that this is a sample rating sheet for Teachers I-III or Proficient Teachers.
- This form is completed after the observation.
- In case of multiple observers, emphasize that this form is to be accomplished individually by the observer before the Inter-Observer Agreement Exercise.
- Point out that there is column for *NO* or *Not Observed* for indicators that were not observed.
- **Whenever possible,** a subject expert is expected to rate indicator 1 (Applies Knowledge of Content within and across curriculum content areas).
- Elementary teachers are 'generalists', any observer may rate Indicator 1.
- **If there is only one observer (i.e. Principal), she/he rates ALL indicators.**

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 31

Purpose of the Slide:

To introduce and explain the purpose of the Rating Sheet form

Notes to Presenter:

- Note that this is a sample rating sheet for Master Teachers I-IV or Highly Proficient Teachers.

Slide Number 32

p. 235

INTER-OBSERVER AGREEMENT FORM

In case of **multiple** observers

- Discuss the rating with fellow observer/s
- Arrive at an agreed rating

❑ The agreed rating is **NOT** an average; it is based on reasoned and consensual judgment.

COT-RPMS

TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF THE TEACHER OBSERVED:

OBSERVER 2: _____

OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT:

DATE: _____

OBSERVATION: ☐ ☐ ☐ ☐

DIRECTIONS FOR THE OBSERVER:

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

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

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

Signature over Printed Name of the Teacher

Slide Number 32

Purpose of the Slide:

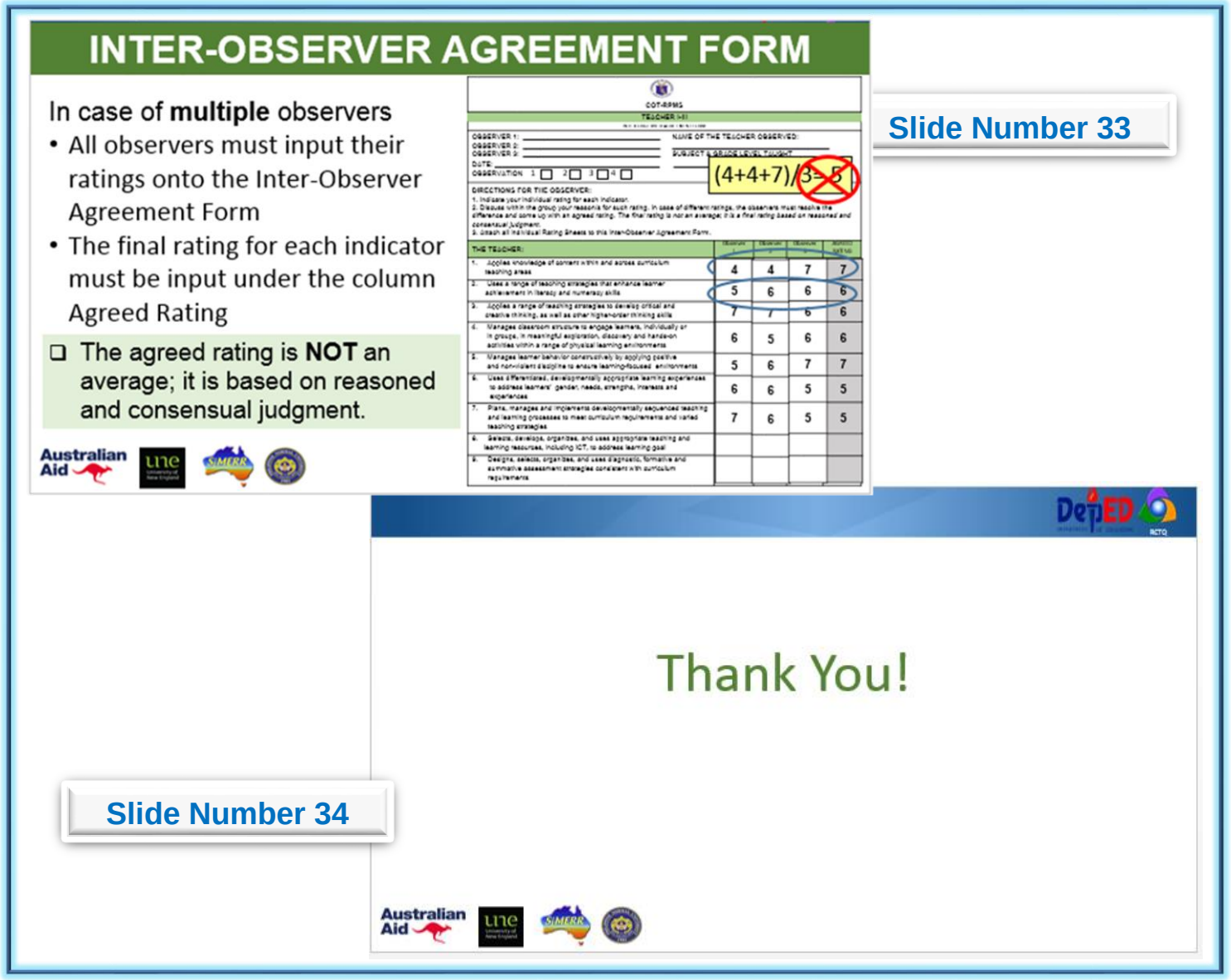
To orient the participants on the activities of the observers during the Inter-Observer Agreement Exercise (in case of multiple observers).

Notes to Presenter:

Explain the illustration:

- **In case of multiple observers:**
  - All observers meet together after they are done with the Individual Rating Exercise.
  - In doing the Inter-Observer Agreement Exercise, the observers agree on the final rating they will give the teacher for each indicator. The agreed rating must be based on reasoned and consensual judgment and NOT on the average of all the ratings given by the observers.
  - (**To average a rating is not appropriate**. Example: In indicator 1, a rater gives a rating of 3 while the other gives a rating of 7. Getting the average means that the teacher gets a rating of 5. Level/rating 5, in the rubric, has a different expectation from level 3 and level 7. **Hence, the average rating is not a correct representation of the teacher's performance.)**

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS



Slide Number 33

Purpose of the Slide:

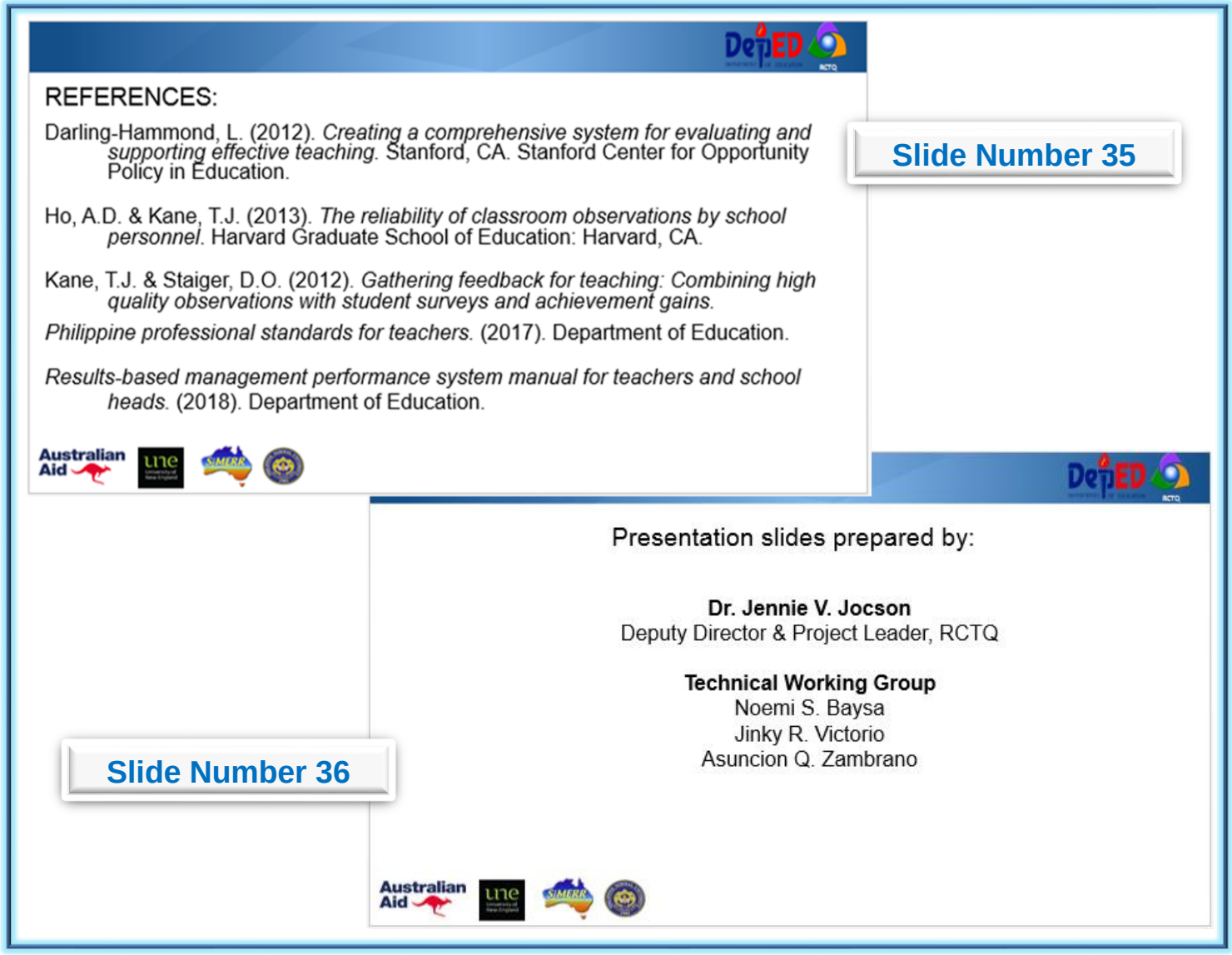
To introduce the Inter-Observer Agreement Form

Notes to Presenter:

In case of multiple observers:

- All observers meet together after they are done with the Individual Rating Exercise.
- All observers must input their ratings onto the Inter-Observer Agreement Form. The final rating for each indicator must be inputted under the column Final Rating. Emphasize that the final rating must be based on reasoned and consensual judgment and NOT on the average of all the ratings given by the observers.

SLIDE SET 8 – Classroom Observation Tool (COT) for RPMS

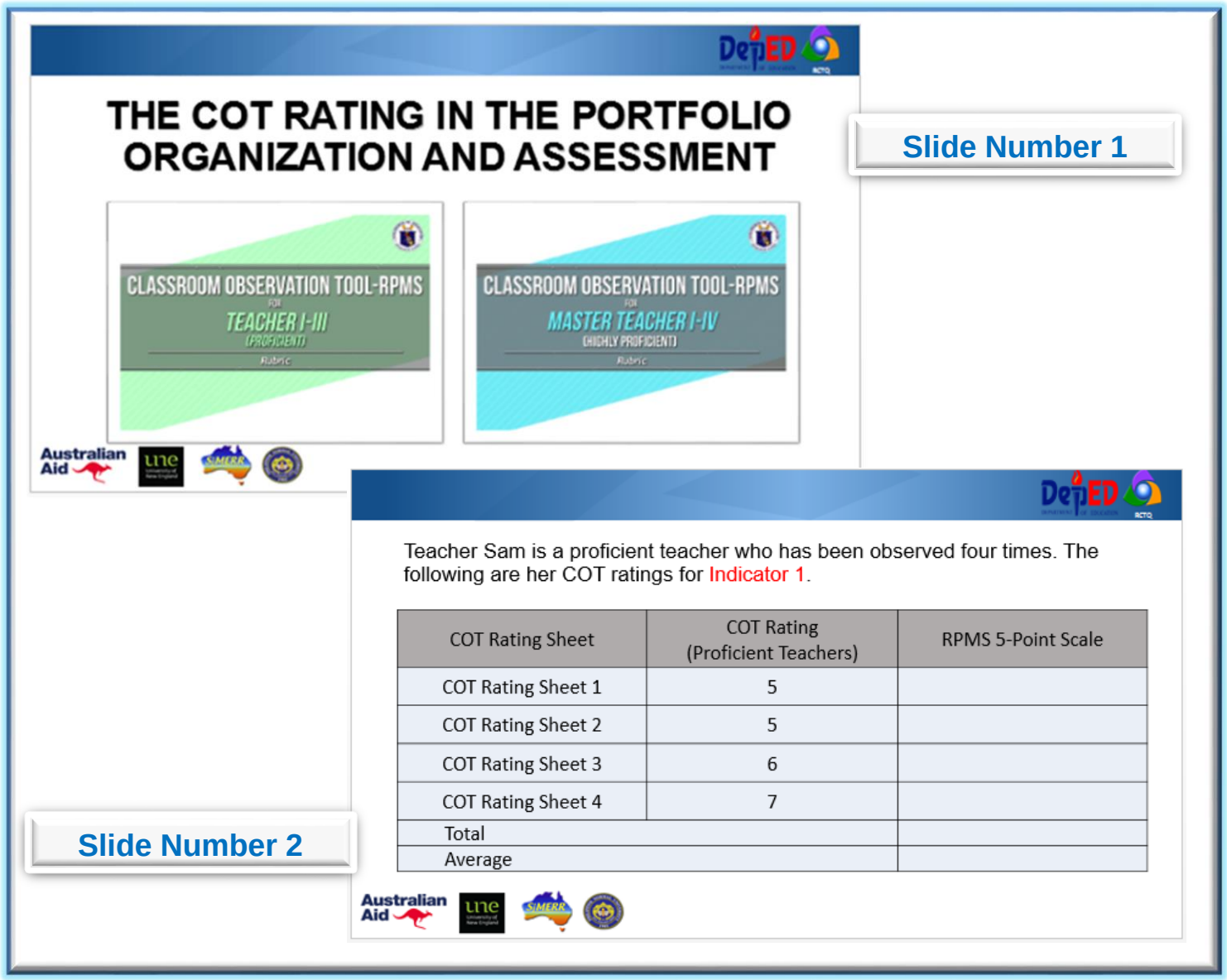


Slide Number 35

Purpose of the Slide:

To provide the participants with the references used in the PowerPoint presentation and session guide on the implementation of the PPST-based COT

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 1

Purpose of the Slide:

To show how COT rating is used in the Portfolio Organization and Assessment

Notes to Presenter:

Explain that the COT rating and classroom observation.

Slide Number 2

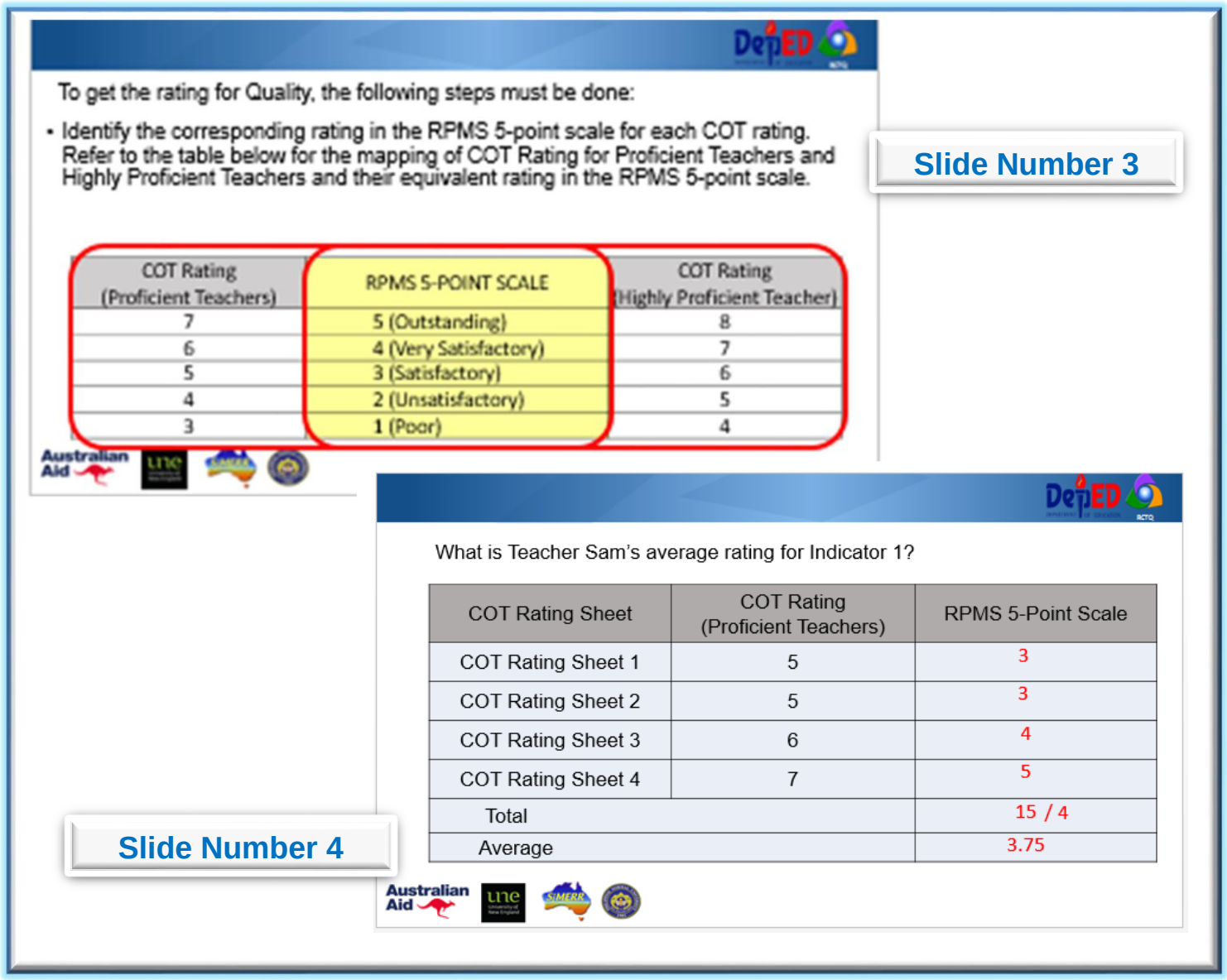
Purpose of the Slide:

To orient the participants on how to compute the COT rating to be used in the RPMS

Notes to Presenter:

- Explain that the average per indicator of the 4 COT ratings in the four classroom observations is reflected in the Portfolio Rating.
- For example, if you are a proficient teacher who have been observed four times, you need to get all your ratings per indicator. In the given example, the following are your COT ratings for Indicator 1 – 7, 6, 5 and 5.
- Each of these ratings should be transmuted to the RPMS 5-point scale.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



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

- Identify the corresponding rating in the RPMS 5-point scale for each COT rating. Refer to the table below for the mapping of COT Rating for Proficient Teachers and Highly Proficient Teachers and their equivalent rating in the RPMS 5-point scale.

Slide Number 3

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

What is Teacher Sam's average rating for Indicator 1?

COT Rating Sheet	COT Rating (Proficient Teachers)	RPMS 5-Point Scale
COT Rating Sheet 1	5	3
COT Rating Sheet 2	5	3
COT Rating Sheet 3	6	4
COT Rating Sheet 4	7	5
Total		15 / 4
Average		3.75

Slide Number 4

Slide Number 3

Purpose of the Slide:

To orient the participants on how to compute the COT rating to be used in the RPMS

Notes to Presenter:

- Explain that this is the transmutation table to be used in converting the COT rating to RPMS 5-point scale.
- Proficient and Highly Proficient Teachers follow two different transmutation table.

Slide Number 4

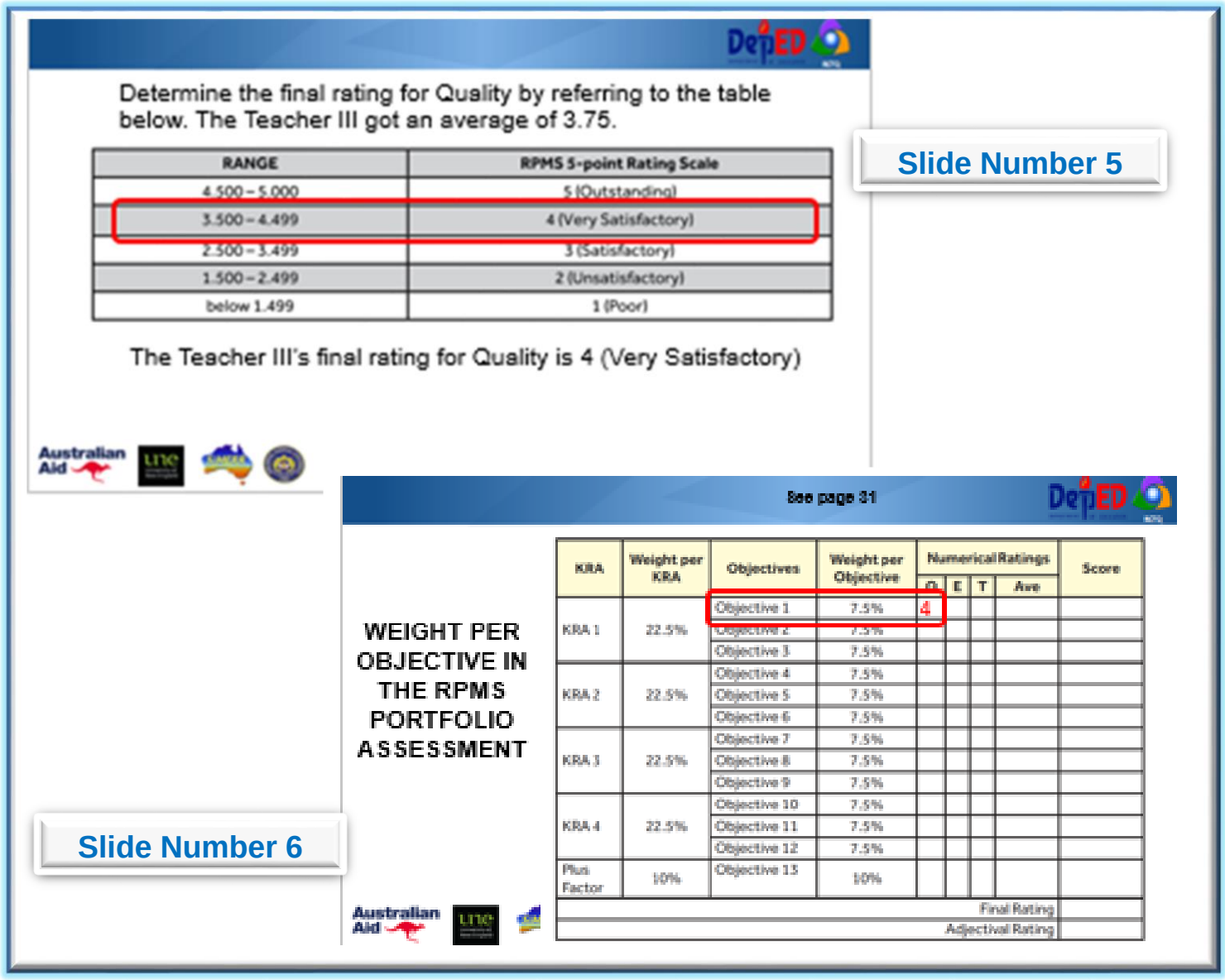
Purpose of the Slide:

To orient the participants on how to compute the COT rating to be used in the RPMS

Notes to Presenter:

- Ask the participants to give the corresponding points for each of the COT rating given.
- Explain that in order to get the average rating for a particular indicator, the total RPMS 5-point scale is divided into 4.
- Determine the final rating for Quality by referring to the Adjectival Rating Equivalence Table.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Determine the final rating for Quality by referring to the table below. The Teacher III got an average of 3.75.

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

The Teacher III's final rating for Quality is 4 (Very Satisfactory)

Slide Number 5

Slide Number 6

Slide Number 5

Purpose of the Slide:

To orient the participants on how to compute the COT rating to be used in the RPMS

Notes to Presenter:

- Ask the participants what rating will be reflected on the Portfolio Rating of the teacher who got an average of 3.75 rating in Indicator 1.
- Explain that in the given example, where the teacher got an average of 3.75, he/she will get a rating of 4 (Very Satisfactory).

Slide Number 6

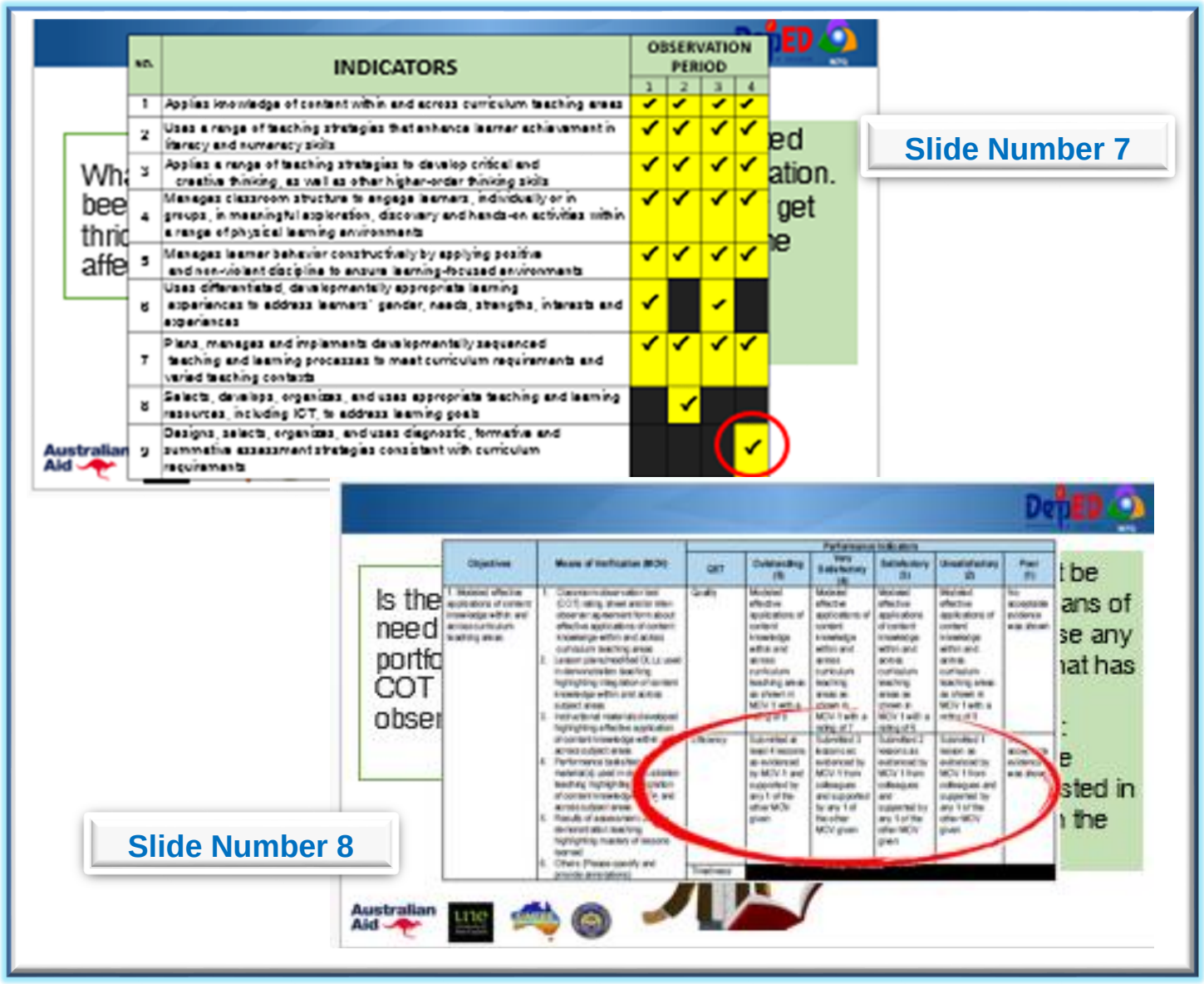
Purpose of the Slide:

To orient the participants on how to compute the COT rating to be used in the RPMS

Notes to Presenter:

- Explain that the 3.75 average COT rating in Indicator 1 is equivalent to a rating of 4 (Very Satisfactory), as shown in the Adjectival Rating Equivalence Table. This is what will be reflected on the Portfolio Rating for that particular indicator.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 7

Purpose of the Slide:

To enlighten participants on a frequently asked question regarding the number of observations

Notes to Presenter:

- Explain that there is a specific number of observations per indicator and also, specific period when they should be observed. Use indicator 9 as an example. It is to be observed just once and only on the 4th observation.

Slide Number 8

Purpose of the Slide:

To enlighten participants on a frequently asked question regarding the MOV

Notes to Presenter:

- Explain that the COT rating must be supported by other means of verification. The RPMS provides the different means of verification (MOV) that the teacher can use.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment

Slide Number 9

Objective	COT Rating Sheet and/or Inter-observer Agreement Form	DLP	Instructional Materials	Performance Tasks/ Assessment Tools
Indicator 1				
Indicator 2				
Indicator 3				
Indicator 4				
Indicator 5				
Indicator 6				
Indicator 7				
Indicator 8				
Indicator 9				

Remember that one document may be used as MOV or evidence of performance for other objectives.

Slide Number 9

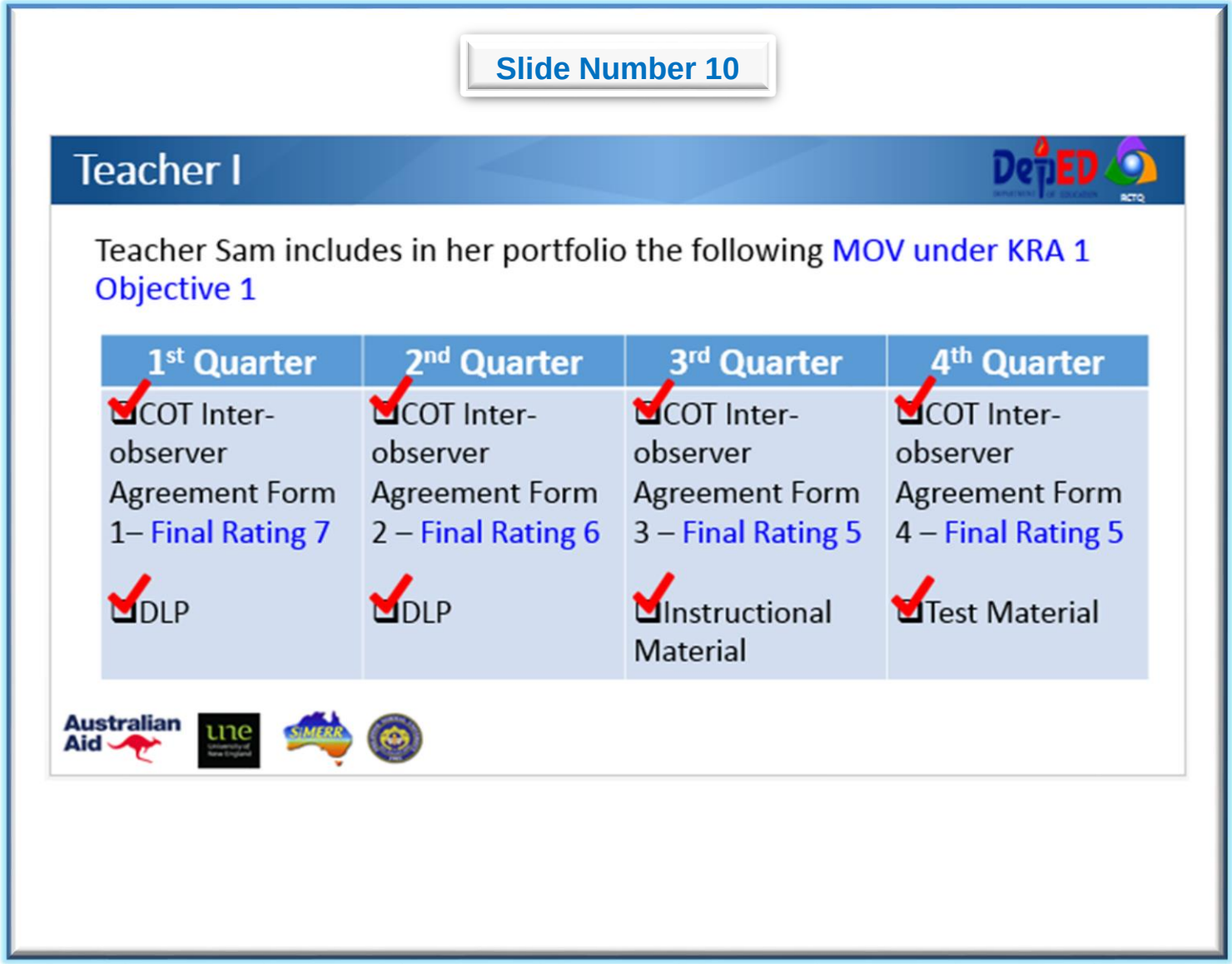
Purpose of the Slide:

To show the summary of possible MOV/document for the 9 classroom observable objectives

Notes to Presenter:

- Note that this table just shows the summary of MOV per Indicator.
- Highlight in the discussion the green colored boxes. These are the MAIN MOV. Those highlighted in yellow are supporting MOV. Teachers should only choose one of them **(NOT all)**.
- Emphasize that **one document may be used as MOV or evidence for other objectives.** For example, one COT Rating Sheet may be used as MOV for at most 7 Objectives.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 10

Purpose of the Slide:

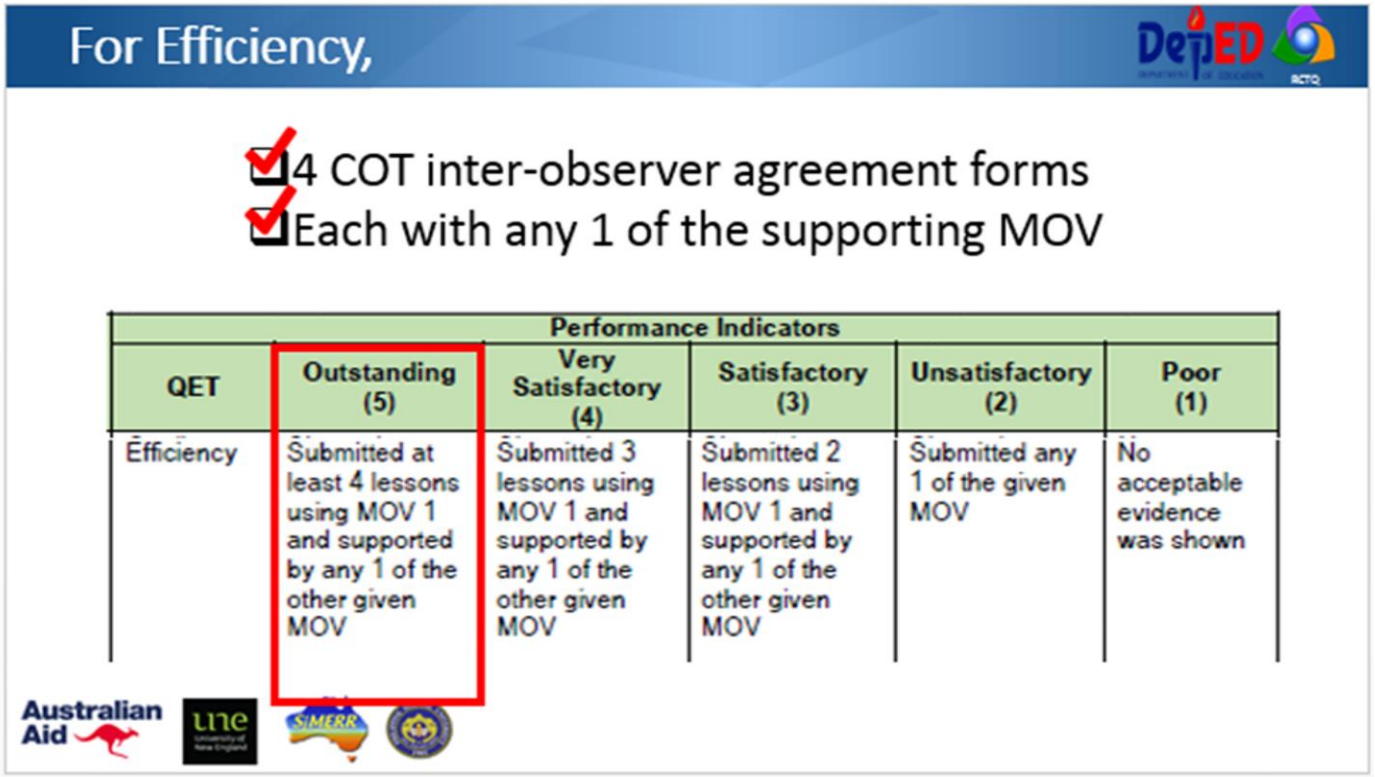
To show sample scenario of Teacher I collecting MOV for Objective 1

Notes to Presenter:

- Present the sample scenario in order to get the rating for Efficiency.
- Ask participants if each of the MOV Teacher Sam included in her portfolio is valid. To show validity of the MOV, click next for the appearance of check mark.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment

Slide Number 11



Slide Number 11

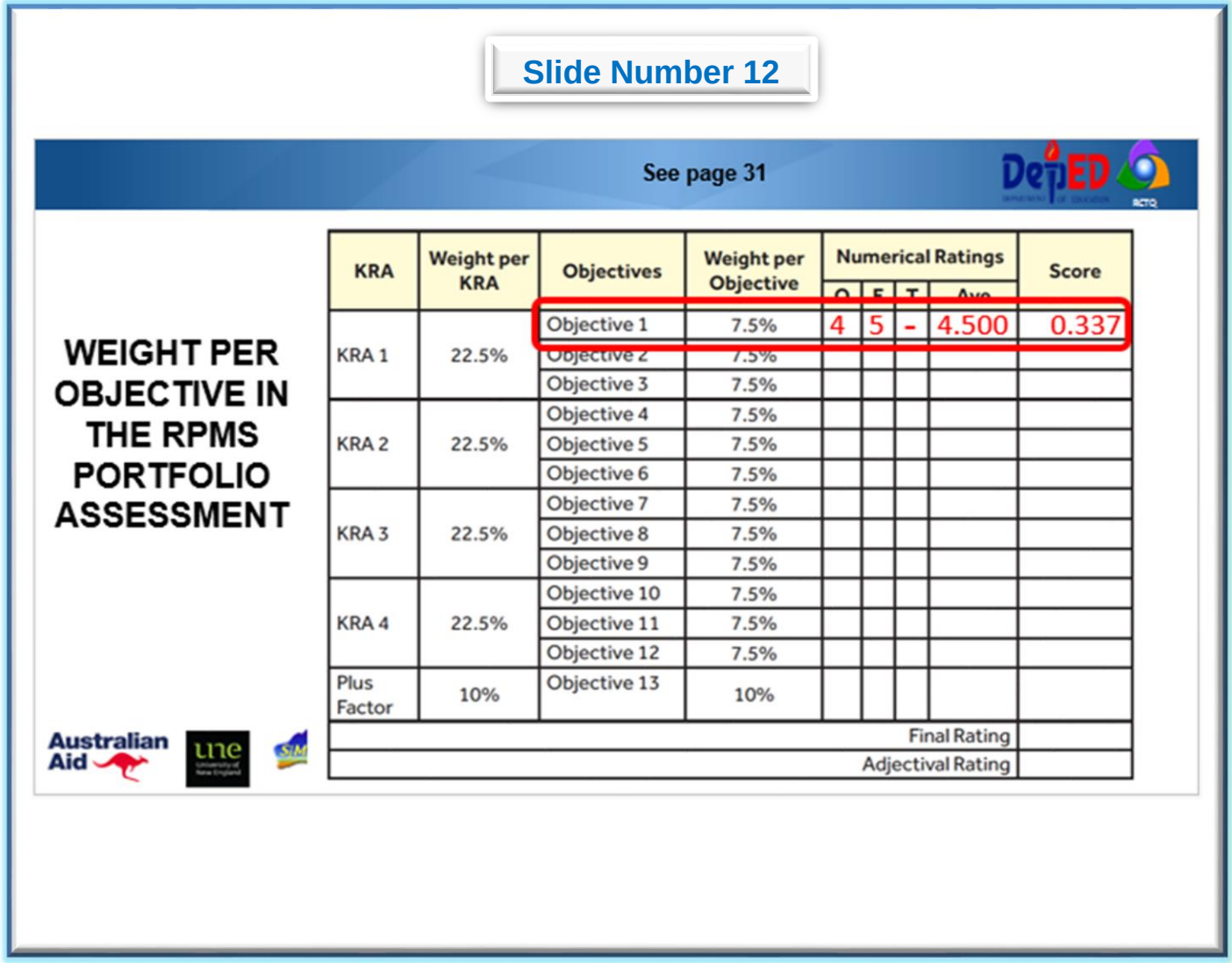
Purpose of the Slide:

To identify the Rating for Efficiency using a sample scenario

Notes to Presenter:

- Decide for the validity of the MOV presented by Teacher Sam. Click next button for the appearance of check marks.
- Refer to the Performance Indicators for Efficiency. Identify the appropriate rating of Teacher Sam based on the descriptions.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings Q	E	T	Ave	Score
KRA 1	22.5%	Objective 1	7.5%	4	5	-	4.500	0.337
		Objective 2	7.5%					
		Objective 3	7.5%					
KRA 2	22.5%	Objective 4	7.5%					
		Objective 5	7.5%					
		Objective 6	7.5%					
KRA 3	22.5%	Objective 7	7.5%					
		Objective 8	7.5%					
		Objective 9	7.5%					
KRA 4	22.5%	Objective 10	7.5%					
		Objective 11	7.5%					
		Objective 12	7.5%					
Plus Factor	10%	Objective 13	10%					
							Final Rating	
							Adjectival Rating	

Slide Number 12

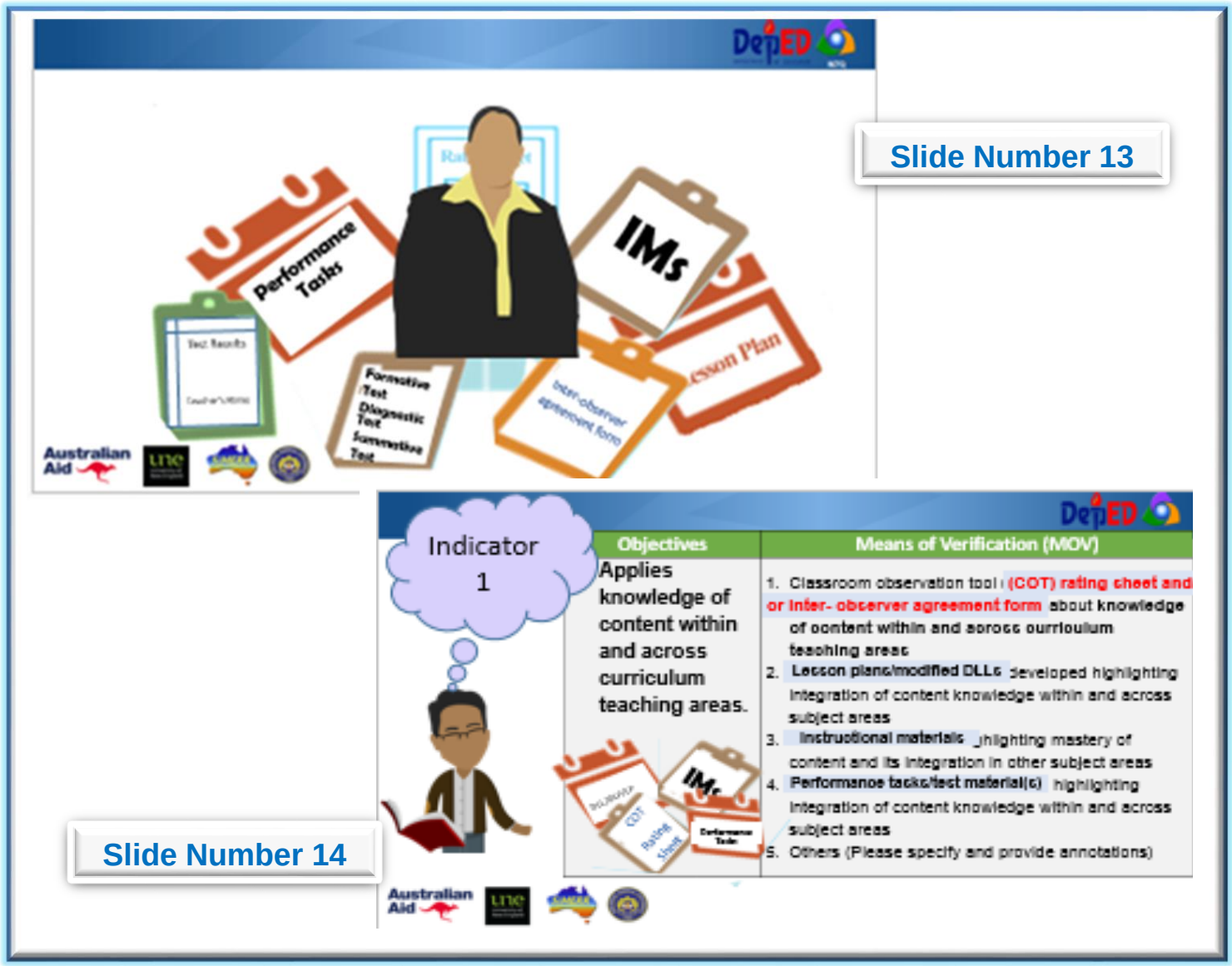
Purpose of the Slide:

To orient the participants on how to compute the COT rating to be used in the RPMS

Notes to Presenter:

- Explain that the rating for Efficiency of Teacher Sam, which is 5, will be reflected on the Portfolio Rating for that particular indicator.
- Ask the participants what will be the next step. Let them solve for the average of the Quality and Efficiency rating of Teacher Sam. Remind them that the divisor used is 2 since there is no timeliness for the objective. Should there be timeliness, the divisor will be 3.
- Tell the participants that the average rating will then be multiplied to the weight per objective, in this case to 0.075.
- Explain that the score shall be in 3 decimal places, so all digits after the 3 decimal places shall be dropped. In the sample scenario, .3375 will become 0.337.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 13

Purpose of the Slide:

To enlighten participants on a frequently asked question regarding the MOV

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) usually ask for any **ONE** of the listed MOV that has been used during the classroom observation, i.e. DLP, IMs, Performance Tasks; **NOT ALL** of them to support the COT rating, which is a non-negotiable MOV.

Slide Number 14

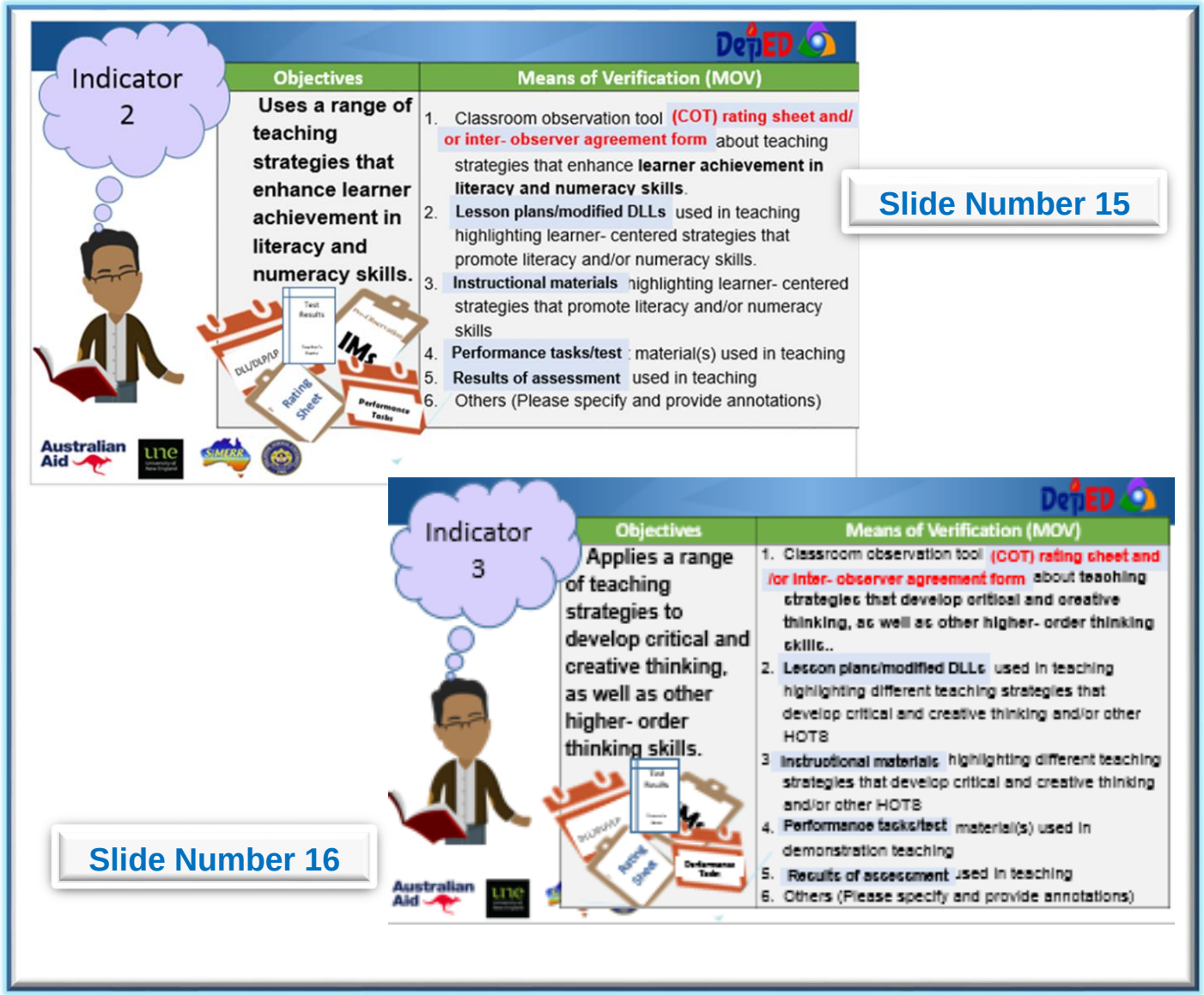
Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 1

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 1 ask for any **ONE** of the following MOV that has been used during the classroom observation to support the COT rating: DLP, IMs, Performance Tasks; **NOT ALL** of them.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 15

Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 2

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 2 ask for any **ONE** of the following MOV that has been used during the classroom observation to support the COT rating: DLP, IMs, Performance Tasks, results of assessment; **NOT ALL** of them.

Slide Number 16

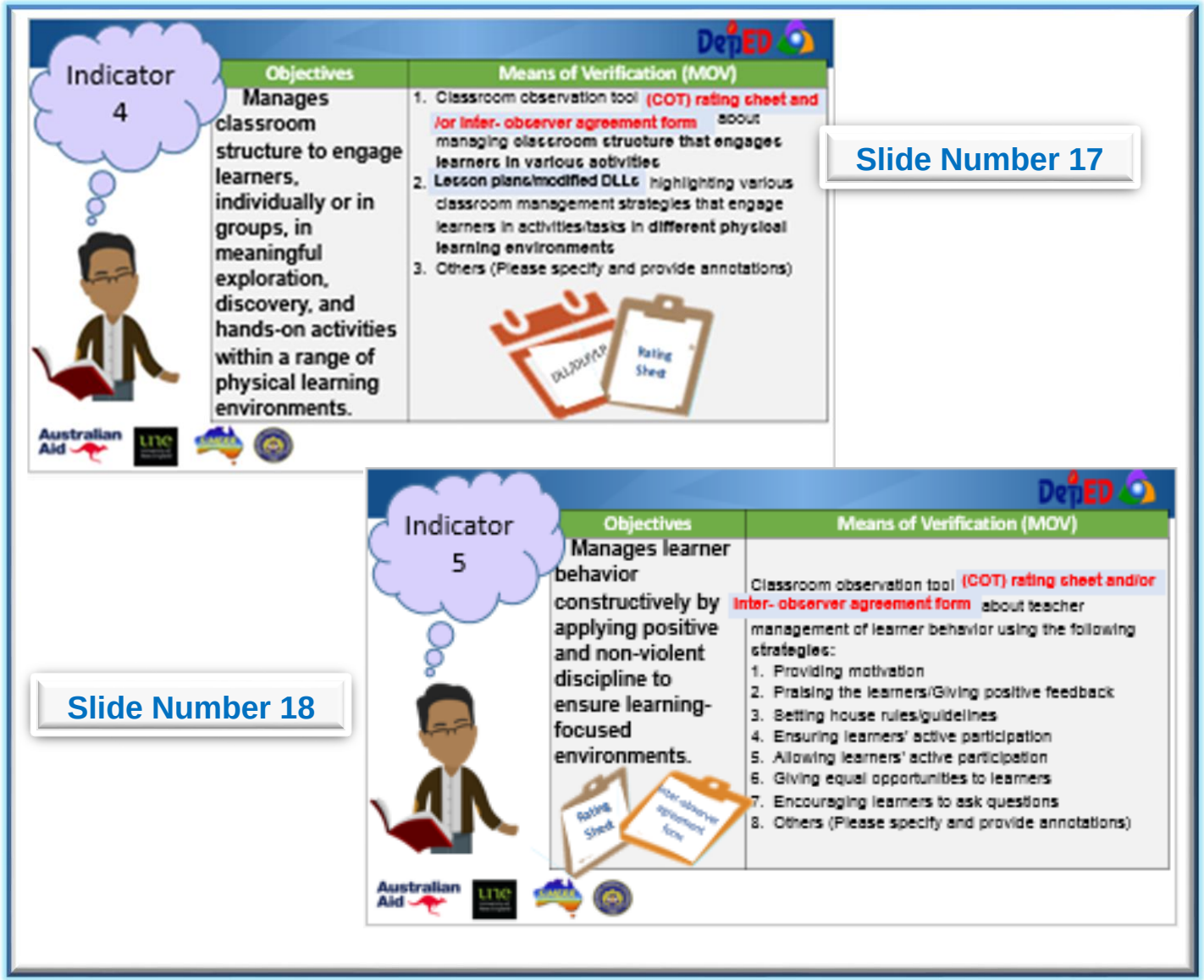
Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 3

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 3 ask for any **ONE** of the following MOV that has been used during the classroom observation to support the COT rating: DLP, IMs, Performance Tasks, results of assessment; **NOT ALL** of them.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 17

Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 4

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 4 ask for the DLP that has been used during the classroom observation as a supporting document to the COT rating to prove teacher's attainment of the objective.

Slide Number 18

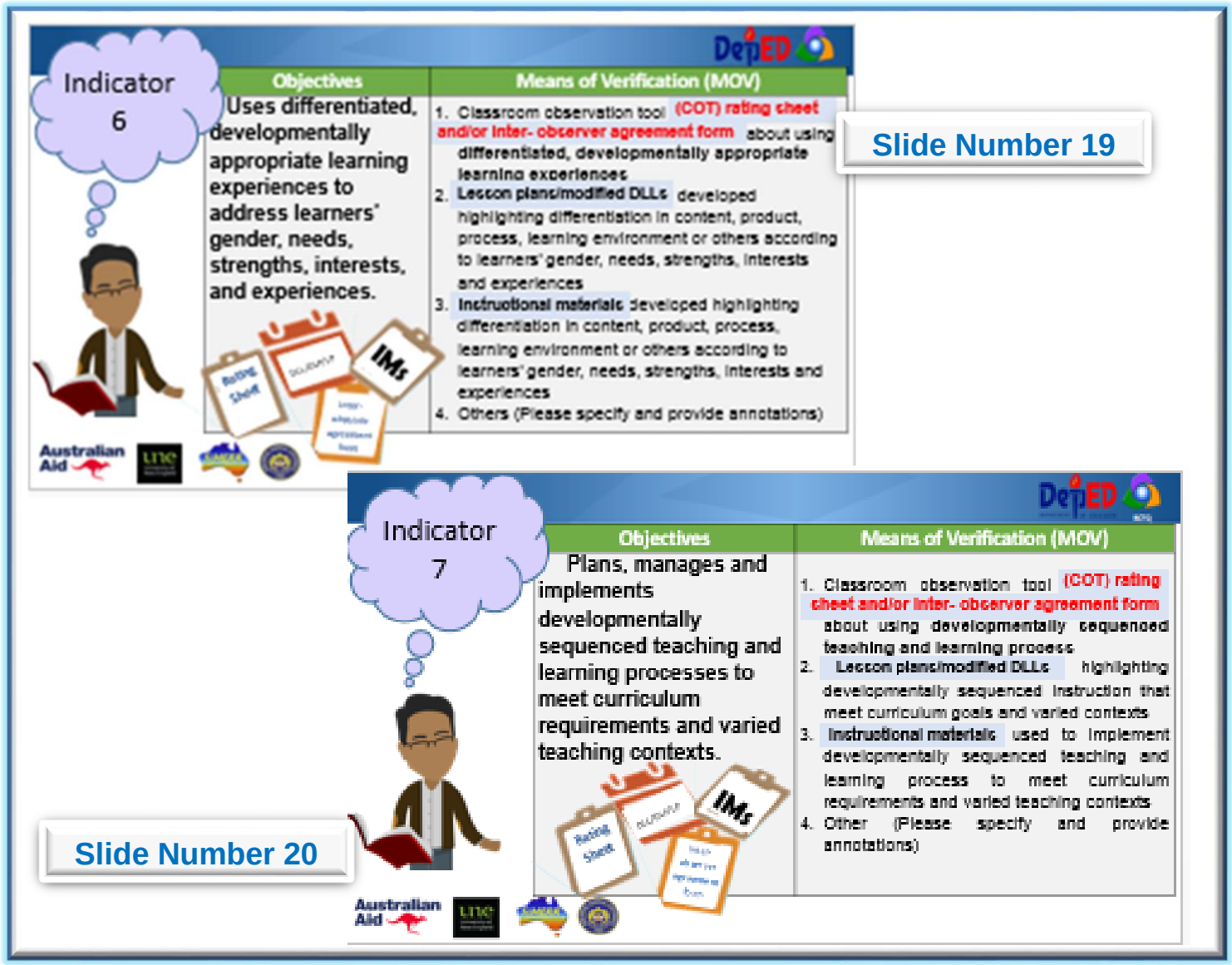
Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 5

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 5 ask for the strategies used during the classroom observation to support the COT rating: providing motivation, praising the learners/giving positive feedback, setting house rules/guidelines, ensuring learners' active participation, giving equal opportunities to learners, encouraging learners to ask questions, etc.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 19

Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 6

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 6 ask for any **ONE** of the following MOV that has been used during the classroom observation to support the COT rating: DLP, IMs; **NOT ALL** of them.

Slide Number 20

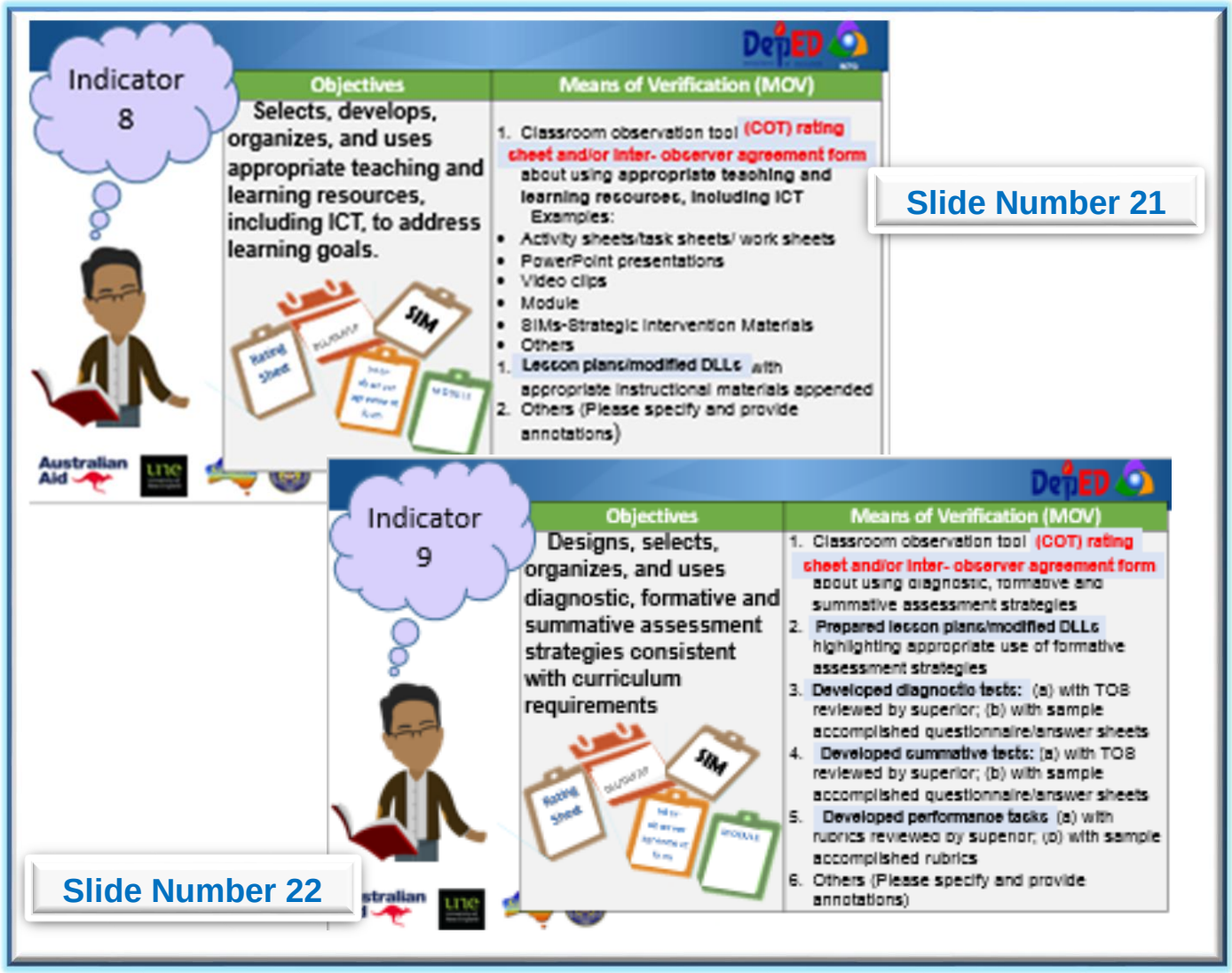
Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 1

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 1 ask for any **ONE** of the following MOV that has been used during the classroom observation to support the COT rating: DLP, IMs, Performance Tasks; **NOT ALL** of them.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 21

Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 8

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 8 ask for the DLP that has been used during the classroom observation with appropriate IMs appended to support the COT rating.

Slide Number 22

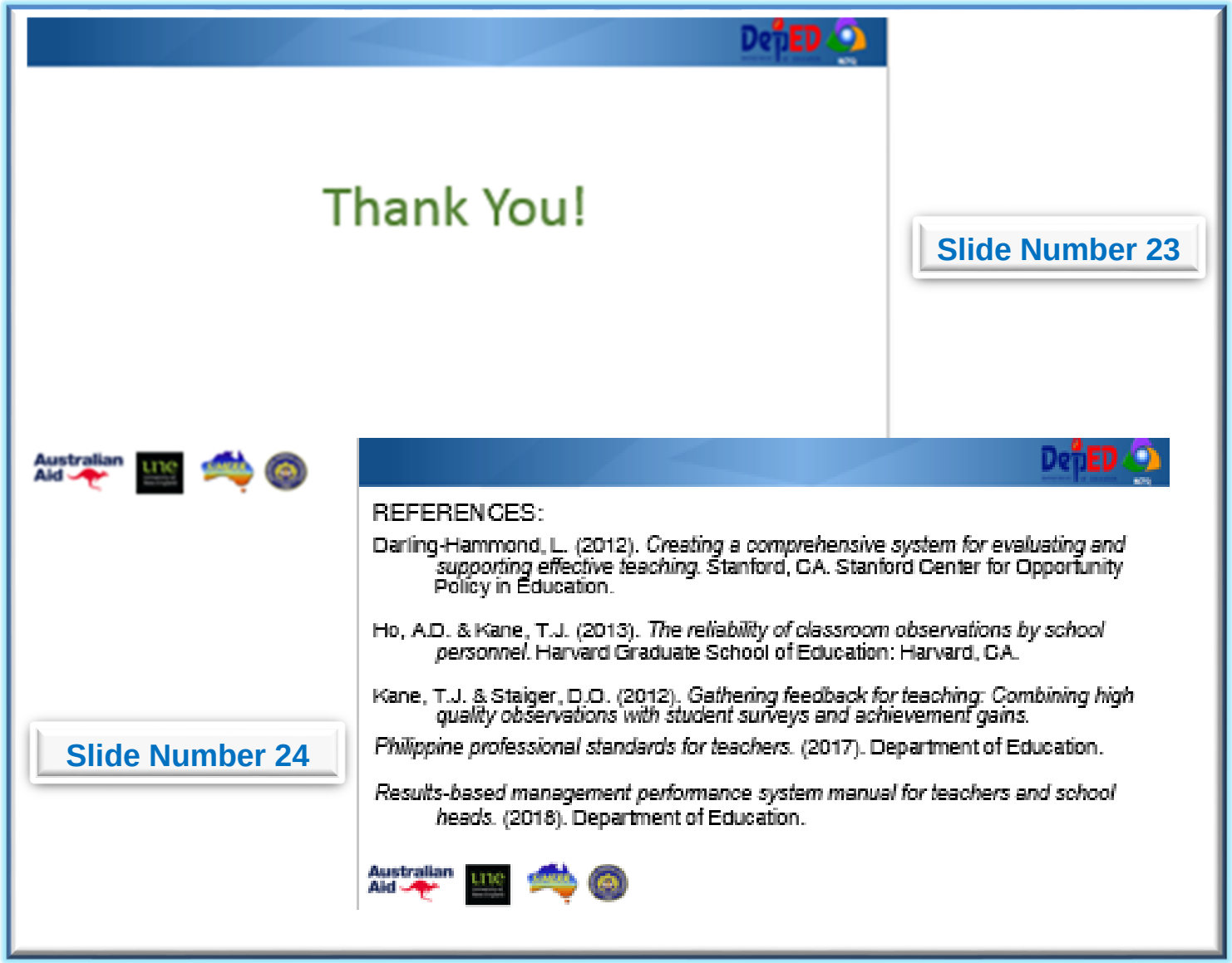
Purpose of the Slide:

To stress the MOV that can be used to support the COT rating for Indicator 9

Notes to Presenter:

- Emphasize that the Performance Indicators (PIs) for Indicator 9 ask for any ONE of the following MOV: DLP that has been used during the classroom observation highlighting appropriate use of formative assessment strategies, developed diagnostic or summative test with TOS reviewed by supervisor, and with sample accomplished questionnaire/answer sheet, developed performance tasks with rubrics reviewed by superior and with accomplished rubrics in order to support the COT rating.

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment

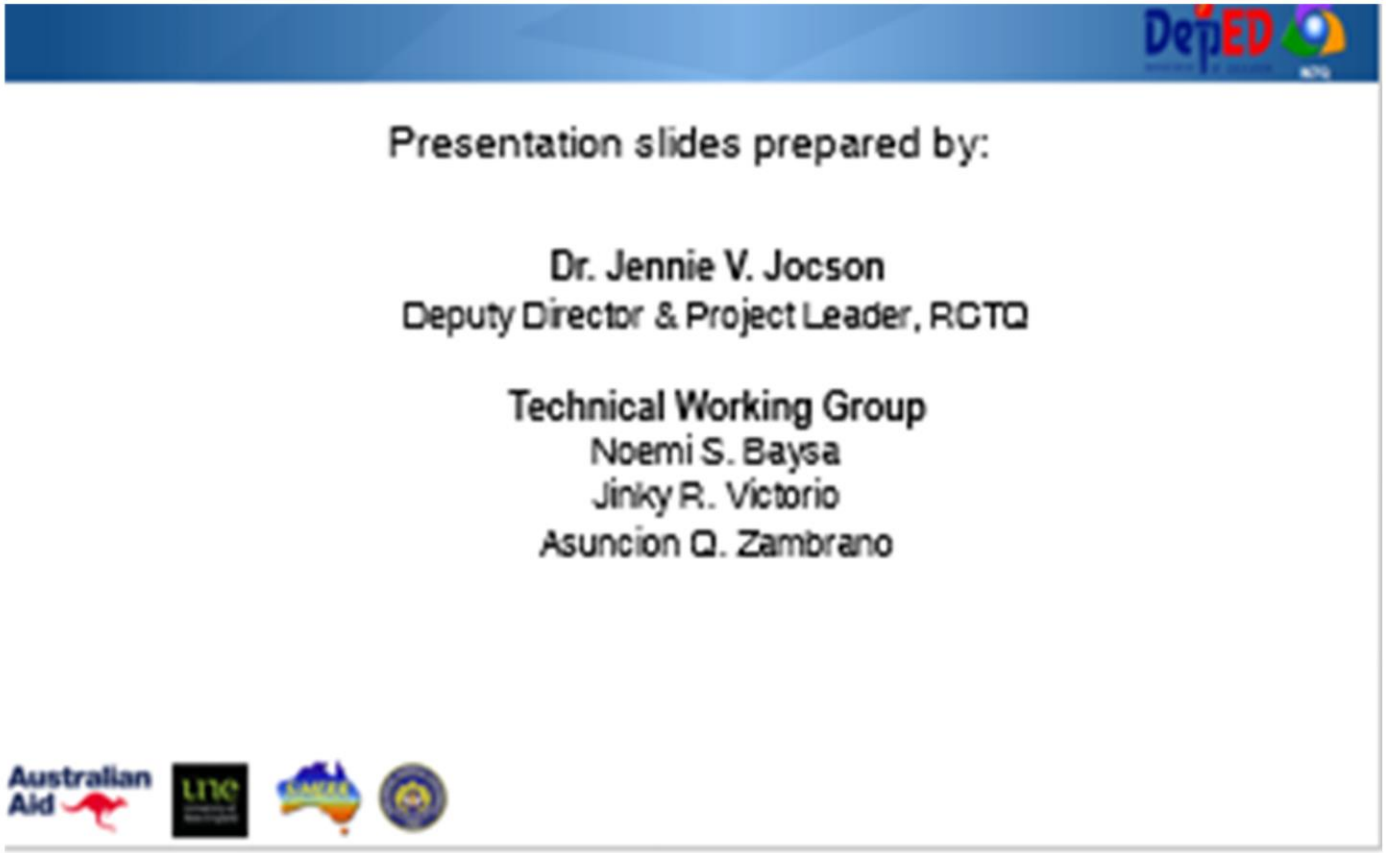


Slide Number 24

Purpose of the Slide:

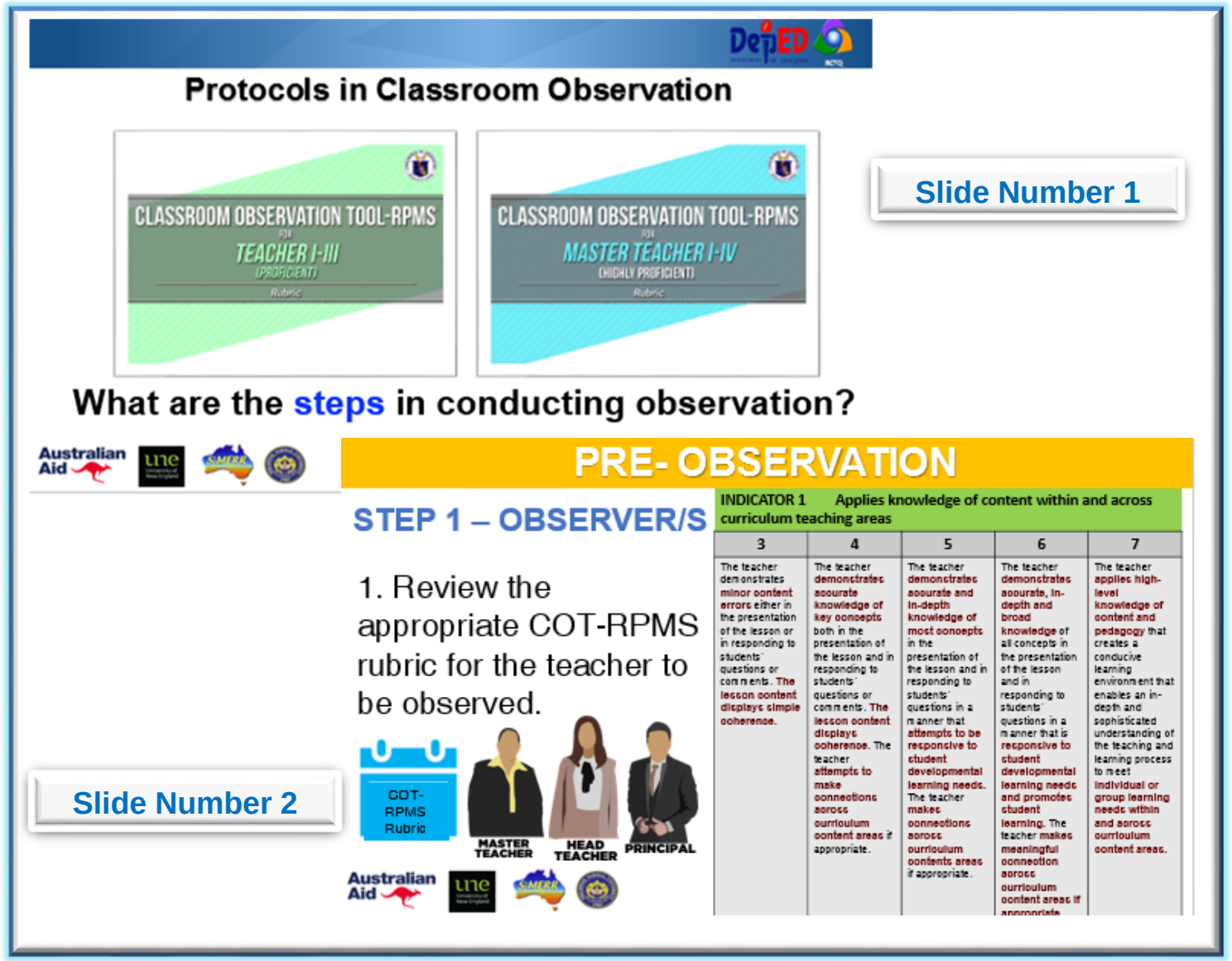
To provide the participants with the references used in the PowerPoint presentation and session guide on the implementation of the PPST-based COT

SLIDE SET 9 – The COT Rating in the Portfolio Organization and Assessment



Slide Number 25

SLIDE SET 10 – Protocols in Classroom Observation



Slide Number 1

Purpose of the Slide:

To orient the participants on the COT-RPMS Protocols

Notes to Presenter:

- Explain that the Classroom Observation is divided into three parts. The Pre-Observation, Actual Observation, and Post-Observation.
- Mention that in the succeeding slides, the protocols for observers will be given first, and then followed by the protocols for teachers.

Slide Number 2

Purpose of the Slide:

To orient the participants on the pre-observation activities of the observers

Notes to Presenter:

- Explain the illustration:
  - Observer reviews the COT Rubric to be used for the teacher to be observed.

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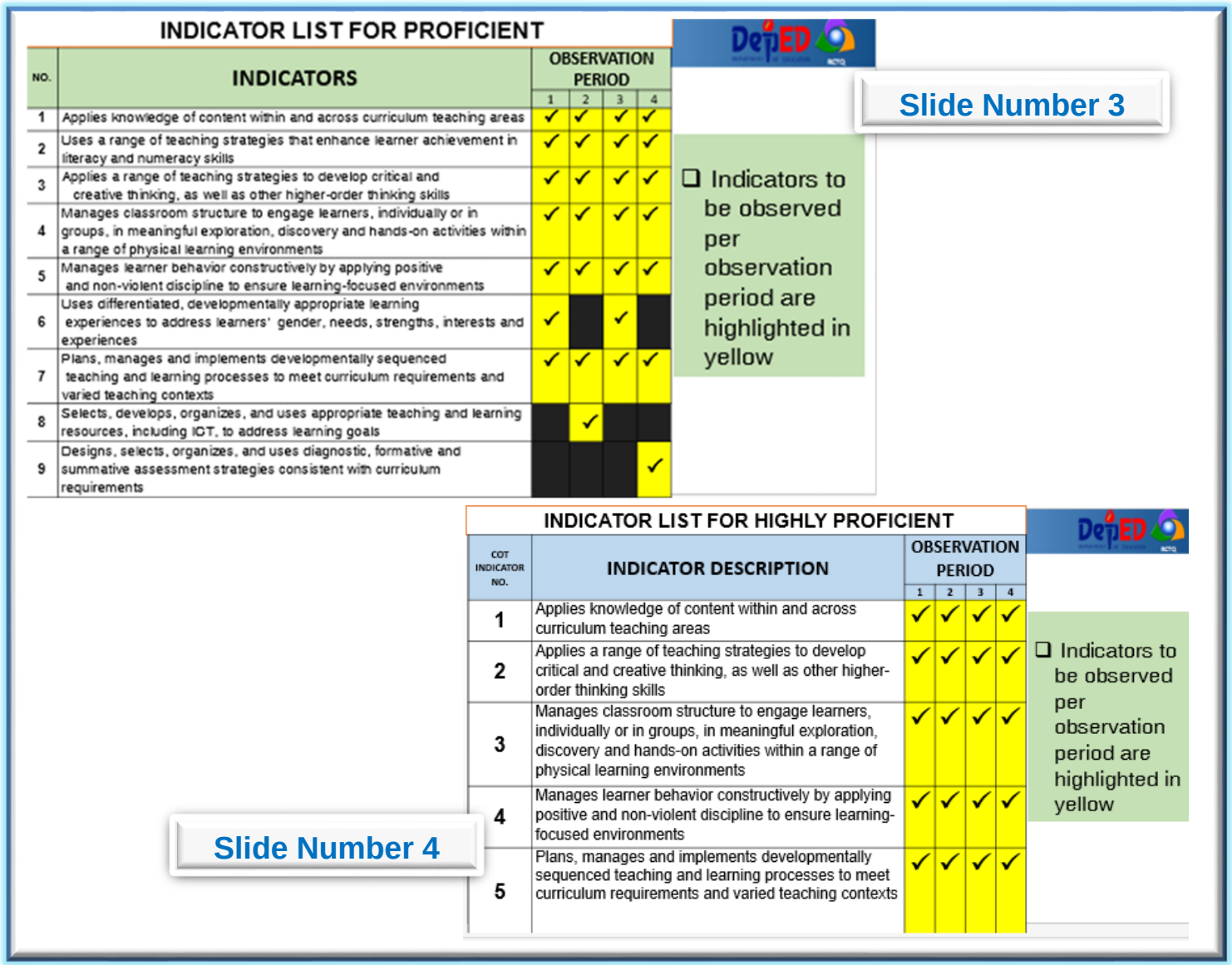
SLIDE SET 10 – Protocols in Classroom Observation



INDICATOR LIST FOR PROFICIENT

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

❑ Indicators to be observed per observation period are highlighted in yellow

Slide Number 3

INDICATOR LIST FOR HIGHLY PROFICIENT

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

❑ Indicators to be observed per observation period are highlighted in yellow

Slide Number 4

Slide Number 3

Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain that the observer must consider the Indicator List in noting which indicator will be observed.
- Emphasize that there are only 7 indicators to be observed per observation for Teachers I-III (Proficient Teachers)

Slide Number 4

Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain that the observer must consider the Indicator List in noting which indicator will be observed.
- Emphasize that there are only 5 indicators to be observed for Master Teachers I-IV (Highly Proficient Teachers).

SLIDE SET 10 – Protocols in Classroom Observation

Slide Number 5

p. 235 ACTUAL OBSERVATION

STEPS 1 & 2 – OBSERVER/S

1. Sit at available chairs. Multiple observers are expected to sit apart.

2. Use the Observation Notes Form to record comments and observations on the teacher's performance.

p. 235 ACTUAL OBSERVATION

COT-RPMS
OBSERVATION NOTES FORM

OBSERVER: _____ DATE: _____
NAME OF TEACHER OBSERVED: _____ TIME STARTED: _____
SUBJECT & GRADE LEVEL TAUGHT: _____ TIME ENDED: _____
OBSERVATION 1 2 3 4

GENERAL OBSERVATIONS:

- ❑ The Observation Notes Form is the only form to be brought and completed during the actual observation.
- ❑ Use the Observation Notes Form to record comments and observation on the teacher's performance.

Slide Number 5

Purpose of the Slide:

To orient the participants on the actual observation activities of the observers

Notes to Presenter:

- Explain the illustration:
  - Observers sit apart from one another.
  - Emphasize that it his highly recommended that only the Observation Notes Form will be brought by the observer/s during the actual observation.
  - **Emphasize that bringing ONLY the Observation Notes Form allows the observer to focus on the teacher's performance.**

SLIDE SET 10 – Protocols in Classroom Observation

Slide Number 6

Slide Number 6

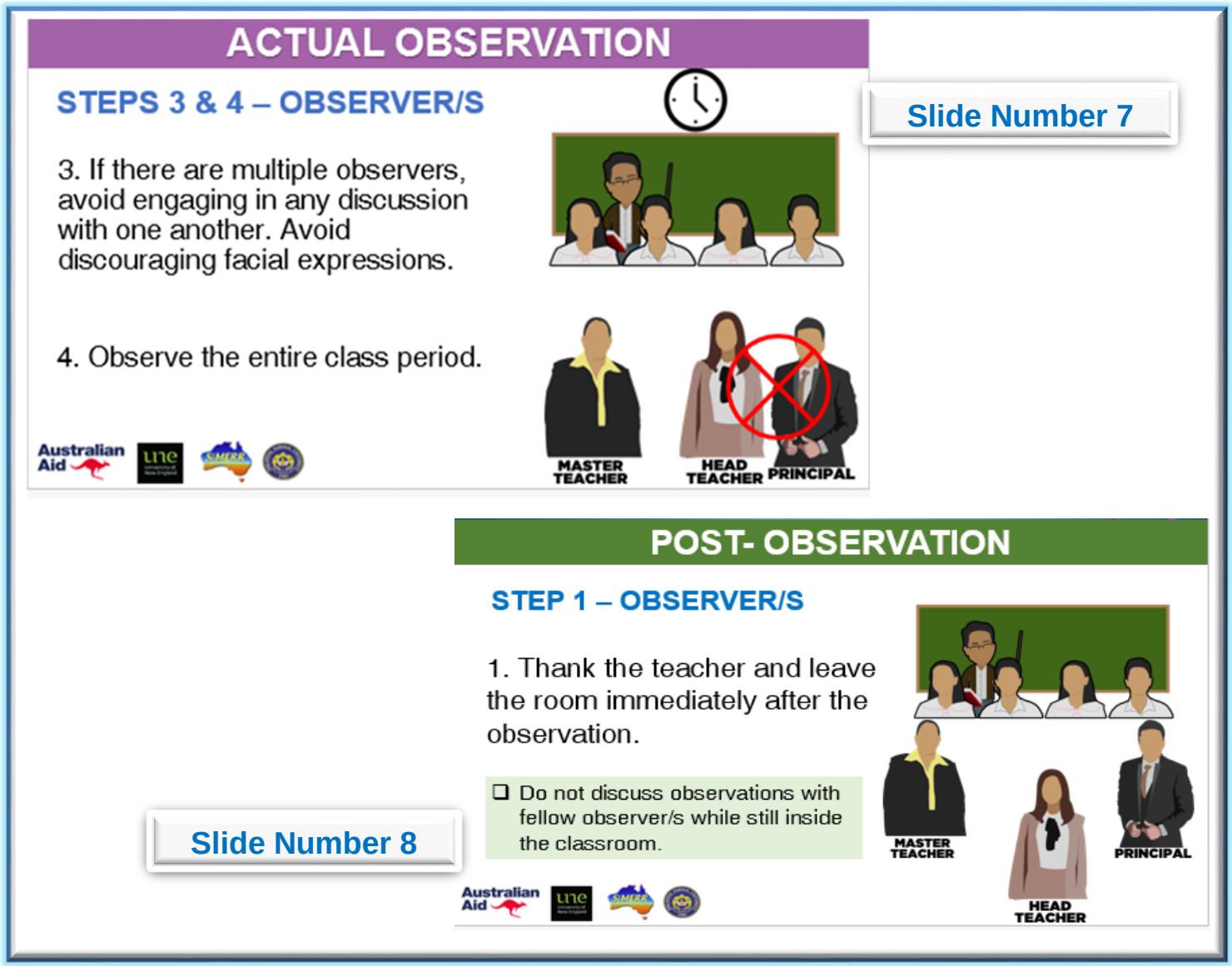
Purpose of the Slide:

To orient the participants on the pre-observation activities of the observers.

Notes to Presenter:

- Explain the illustration:
  - Ideal number of observers is 2-3. However, if this is not possible, one observer is enough.
  - In case of multiple observations, an observer must undertake no more than 3 observations per day.
- Emphasize that district and division supervisors (EPS and PSDS) may still observe but their ratings will be used only for technical advice and not for the portfolio.

SLIDE SET 10 – Protocols in Classroom Observation



Slide Number 7

Purpose of the Slide:

To orient the participants on the actual observation activities of the observers

Notes to Presenter:

- Explain the illustration:
  - It is highly recommended that the observers stay for the entire period during classroom observation.
  - It is requested that observers refrain from engaging in any discussion and to avoid discouraging facial expressions.
  - Observers use the Observation Notes Form.

.

Slide Number 8

Purpose of the Slide:

To orient the participants on the Post Observation activities of the observers

Notes to Presenter:

- Explain the illustration:
  - The observers thank the teacher and leave the room immediately after the observation.

SLIDE SET 10 – Protocols in Classroom Observation

Slide Number 9

POST- OBSERVATION

STEP 2 – OBSERVER/S

Individual Rating

Rate the teacher using the COT-RPMS Rubric appropriate to the teacher's position.

Refer to the Indicator List for the indicators to be rated.

- ❑ Rating should be done individually.
- ❑ If there are multiple observers, the subject specialist/s will rate indicator 1.
- ❑ If there is only one observer, she/he will rate ALL indicators.
- ❑ Elementary teachers are generalists; therefore, all observers are expected to rate Indicator 1.

Slide Number 9

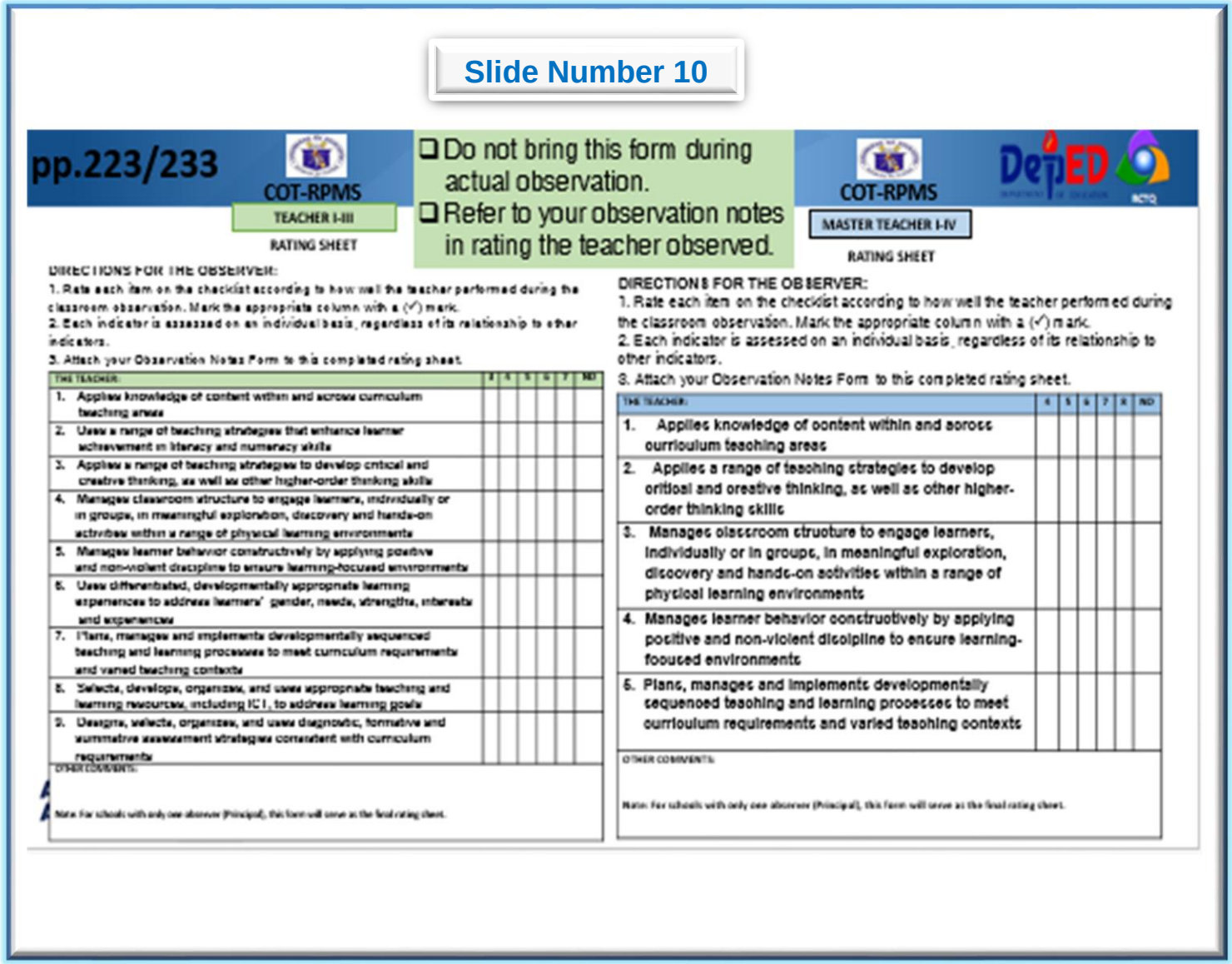
Purpose of the Slide:

To orient the participants on the activities of the observers during the Individual Rating

Notes to Presenter:

- Explain the illustration:
  - Observers individually rate the performance of the teacher and fill out the rating sheet fully. They will use their recorded observations from the Observation Notes Form for a more accurate rating.
  - It is highly encouraged that there are more than 1 observer. From among several observers, one subject specialist is highly recommended.
  - In case that only one observer is available, she/he will rate ALL indicators.

SLIDE SET 10 – Protocols in Classroom Observation



Slide Number 10

Purpose of the Slide:

To introduce and explain the purpose of the Rating Sheet form

Notes to Presenter:

- This form is completed after the observation.
- In case of multiple observers, emphasize that this form is to be accomplished individually by the observer before the Inter-Observer Agreement Exercise.
- Point out that there is column for *NO* or *Not Observed* for indicators that were not observed.
- **Whenever possible,** a subject expert is expected to rate indicator 1 (Applies Knowledge of Content within and across curriculum content areas).
- Elementary teachers are 'generalists', any observer may rate Indicator 1.
- **If there is only one observer (i.e. Principal), she/he rates ALL indicators.**

SLIDE SET 10 – Protocols in Classroom Observation

Slide Number 11

POST- OBSERVATION

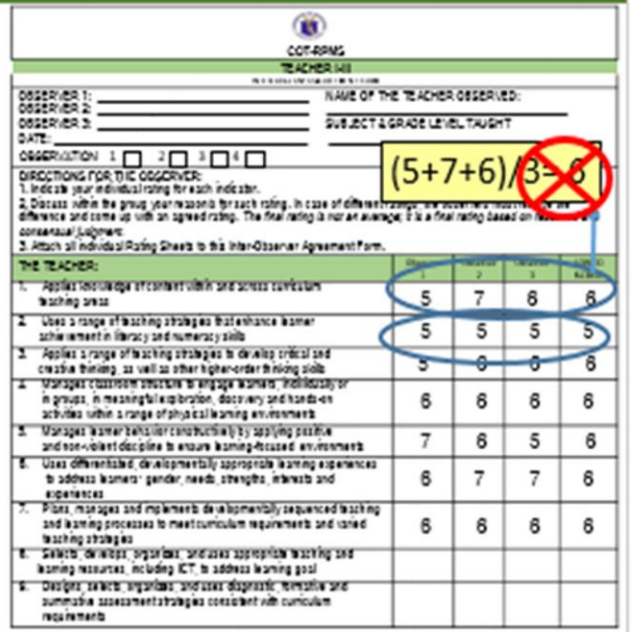
STEP 3 - OBSERVERS

In case of **multiple** observers

Inter-Observer Agreement Exercise

- Discuss the rating with fellow observer/s
- Decide the final rating

❑ The agreed rating is **NOT** an average; it is the final rating based on reasoned and consensual judgment.



Slide Number 11

Purpose of the Slide:

To orient the participants on the activities of the observers during the Inter-Observer Agreement Exercise (in case of multiple observers)

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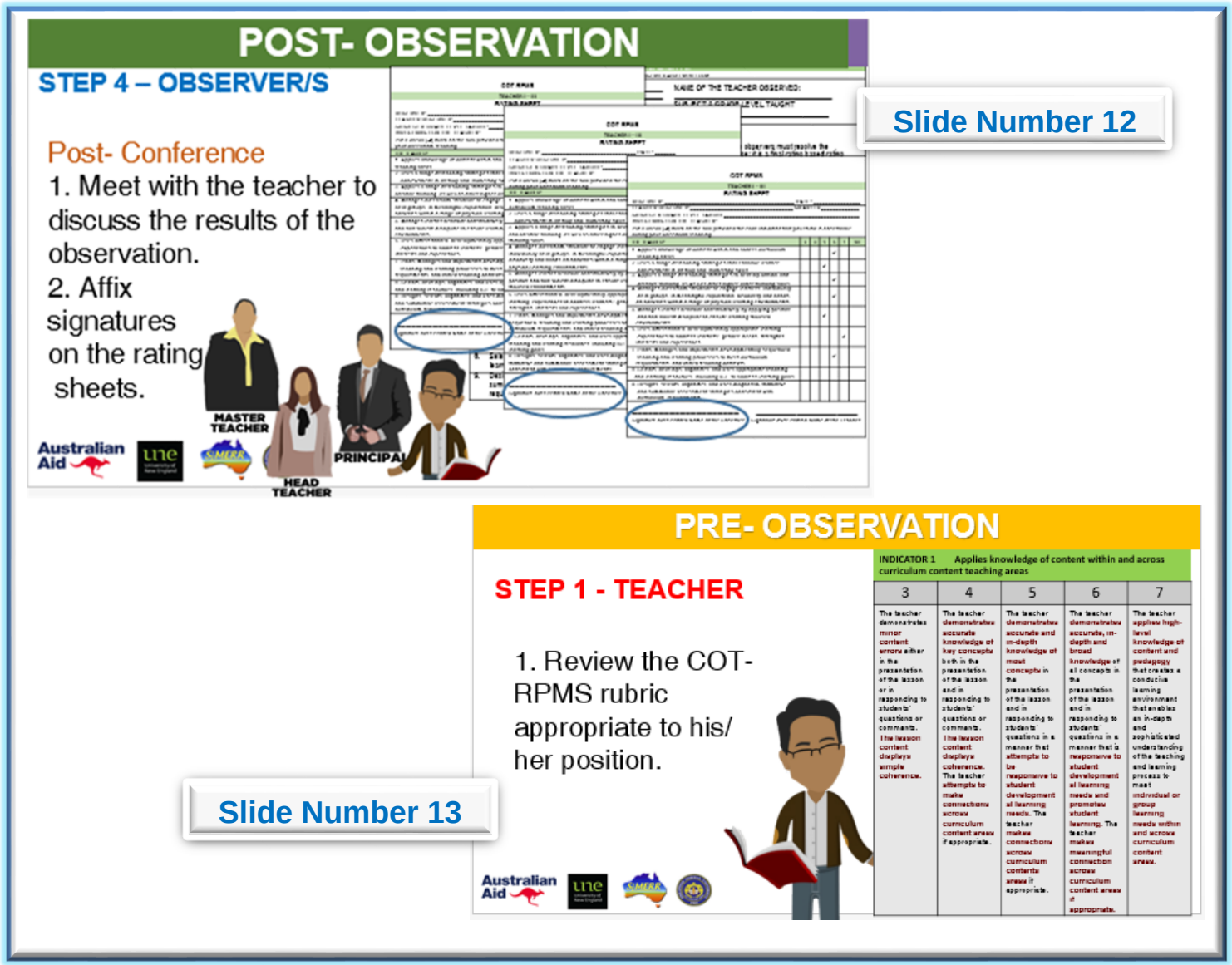
Notes to Presenter:

- Explain the illustration:
  - **In case of multiple observers:**
    - All observers meet together after they are done with the Individual Rating Exercise.
    - In doing the Inter-Observer Agreement Exercise, the observers agree on the final rating they will give the teacher for each indicator. The agreed rating must be based on reasoned and consensual judgment and NOT on the average of all the ratings given by the observers.
    - (**To average a rating is not appropriate**. Example: In indicator 1, a rater gives a rating of 3 while the other gives a rating of 7. Getting the average means that the teacher gets a rating of 5. Level/rating 5, in the rubric, has a different expectation from level 3 and level 7. **Hence, the average rating is not a correct representation of the teacher's performance.)**

SLIDE SET 10 – Protocols in Classroom Observation



Slide Number 12

Purpose of the Slide:

To orient the participant on the activities of the observers during the Post Conference

Notes to Presenter:

- Explain the illustration:
  - The observer/s meet with the teacher to discuss the results of the observation.
  - They are to affix their signatures on the Individual Rating Sheets..

Slide Number 13

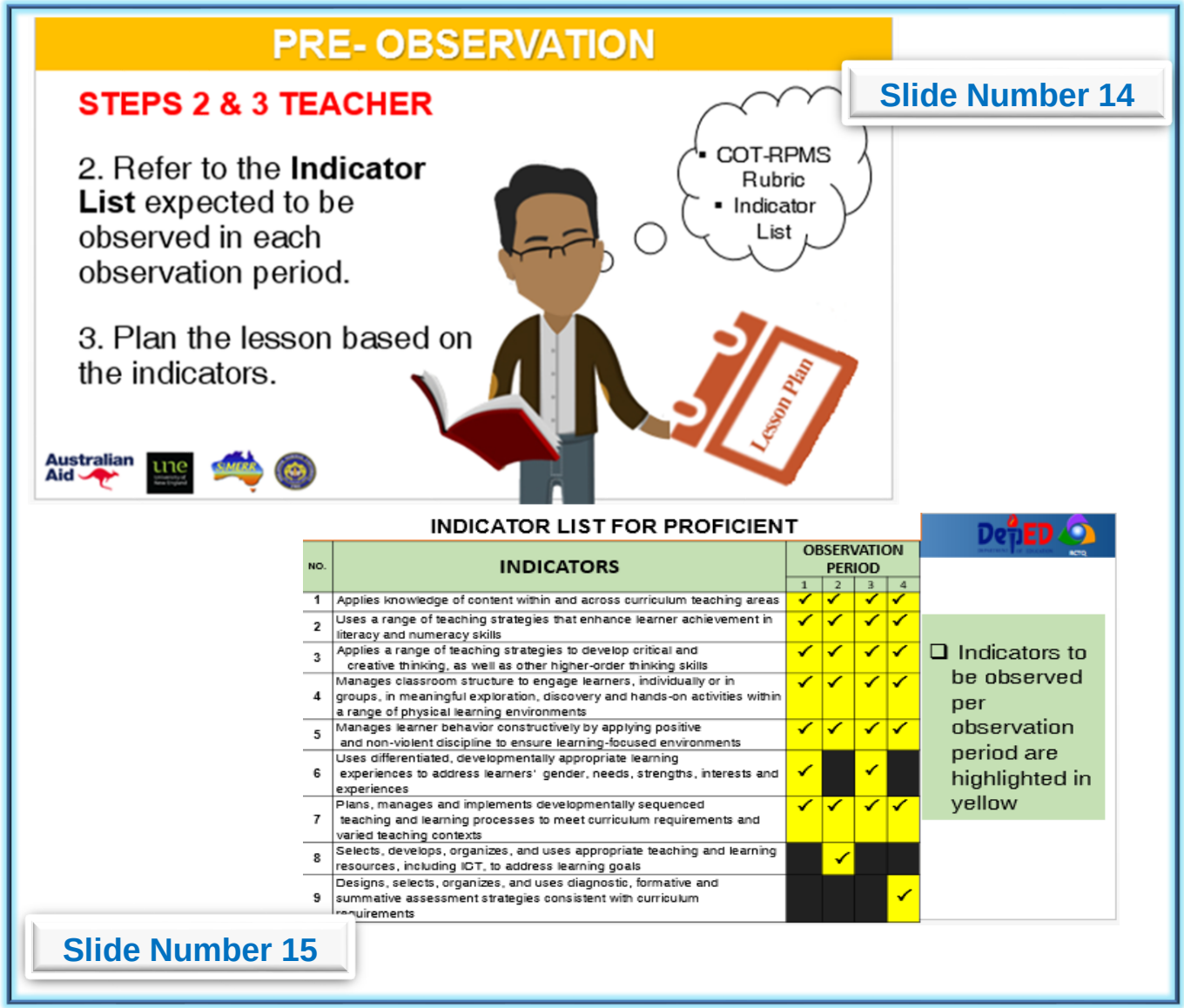
Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain the illustration:
  - Teacher reviews the rubric appropriate to his/her level.

SLIDE SET 10 – Protocols in Classroom Observation



Slide Number 14

Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain the illustration:
  - The teacher considers the indicators in the COT-RPMS rubric in planning his/her lesson.
- Emphasize that the teachers are encouraged to give his/her lesson plan to the observer/s a day before or at least an hour before the observation. This is for the observers to have time to review the lesson plan of the teacher.

Slide Number 15

Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain that the teacher must consider the indicators in the Indicator List in planning his/her lesson.
- Emphasize that there are only 7 indicators that Teachers I-III (Proficient Teachers) must show in every observation.

SLIDE SET 10 – Protocols in Classroom Observation

INDICATOR LIST FOR HIGHLY PROFICIENT

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

Slide Number 16

❑ Indicators to be observed per observation period are highlighted in yellow

PRE- OBSERVATION

STEP 4 - TEACHER

4. Provide the observer/s with the DLP.

Slide Number 17

Slide Number 16

Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain that the teacher must consider the indicators in the Indicator List in planning his/her lesson.
- Emphasize that there are only 5 indicators that Master Teachers I-IV (Highly Proficient Teachers) must show in every observation.

Slide Number 17

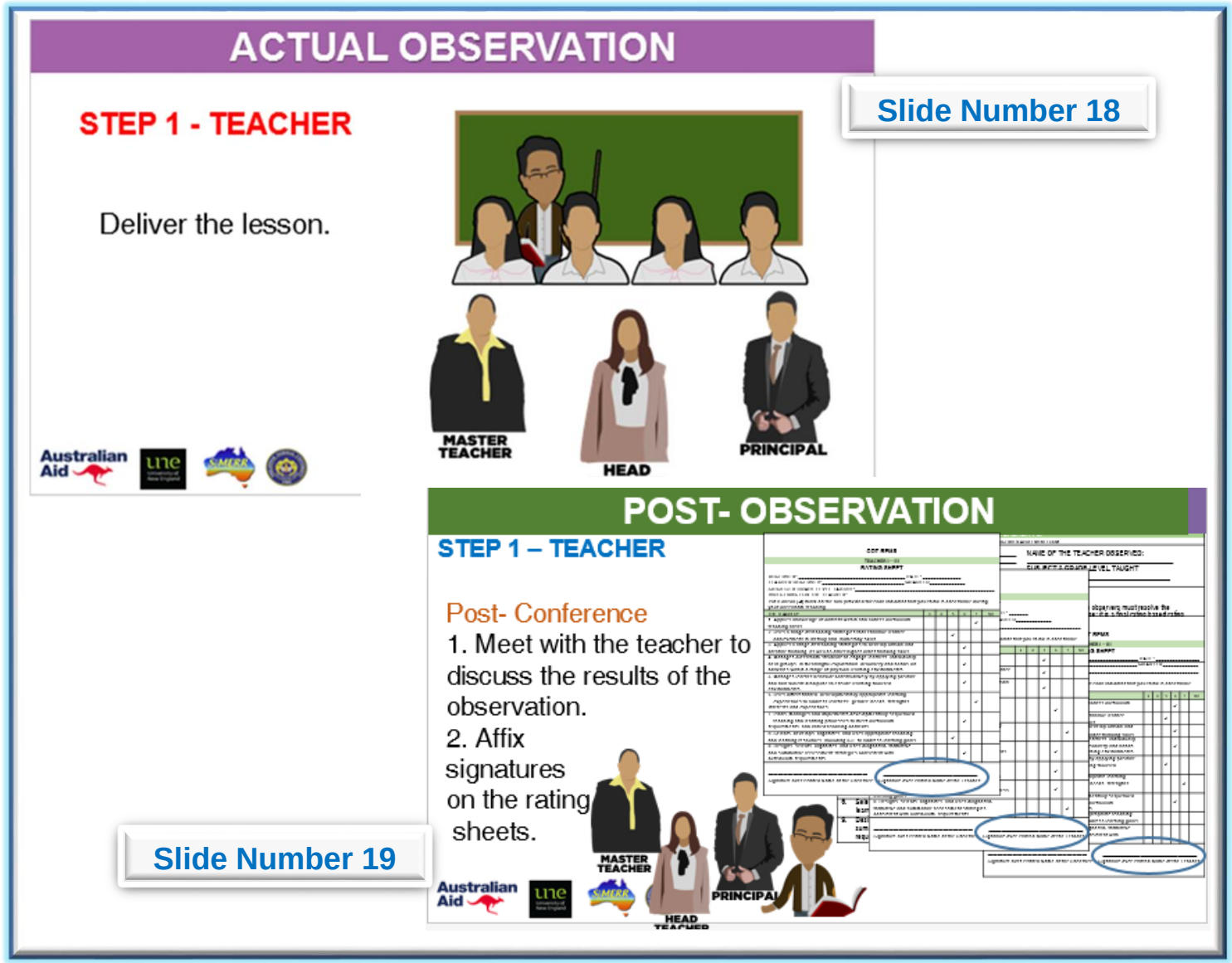
Purpose of the Slide:

To orient the participants on the pre-observation activities of the teachers to be observed

Notes to Presenter:

- Explain that the teacher must provide the DLP to the observers before the actual observation.

SLIDE SET 10 – Protocols in Classroom Observation



Slide Number 18

Purpose of the Slide:

To orient the participants on the Actual Observation activities of the teachers to be observed

Notes to Presenter:

- Explain the illustration:
  - Teachers show their best in their classroom teaching.

Slide Number 19

Purpose of the Slide:

To orient the participants on the activities of the observers during the Post Conference

Notes to Presenter:

- Explain the illustration:
  - The observer/s meet with the teacher to discuss the results of the observation.
  - The teacher will affix his/her signature on the Individual Rating Sheets and Inter-Observer Agreement Form.

SLIDE SET 10 – Protocols in Classroom Observation

Slide Number 20

Thank You!

Slide Number 21

REFERENCES:

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching.* Stanford, CA. Stanford Center for Opportunity Policy in Education.

Ho, A.D. & Kane, T.J. (2013). *The reliability of classroom observations by school personnel.* Harvard Graduate School of Education: Harvard, CA.

Kane, T.J. & Staiger, D.O. (2012). *Gathering feedback for teaching: Combining high quality observations with student surveys and achievement gains.*

Philippine professional standards for teachers. (2017). Department of Education.

Results-based management performance system manual for teachers and school heads. (2018). Department of Education.

Slide Number 21

Purpose of the Slide:

To provide the participant with the references used in the PowerPoint presentation and session guide on the implementation of the PPST-based COT

SLIDE SET 10 – Protocols in Classroom Observation

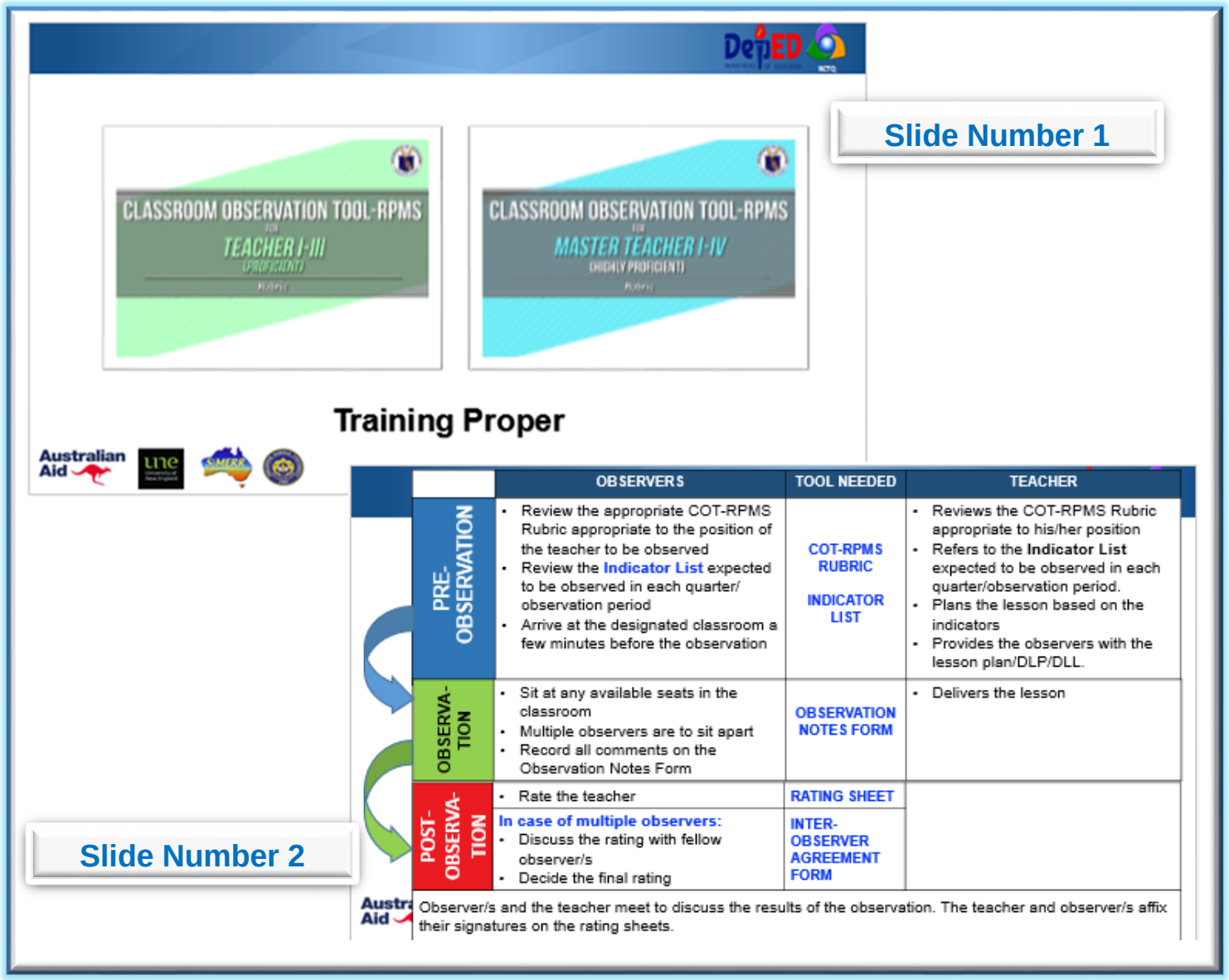
Slide Number 22

Presentation slides prepared by:

Dr. Jennie V. Jocson
Deputy Director & Project Leader, RCTQ

Technical Working Group
Noemi S. Baysa
Jinky R. Victorio
Asuncion Q. Zambrano

SLIDE SET 11 – Training / Simulation



Slide Number 1

Purpose of the slide:

To train the participants in the use of the COT-RPMS using sample videos

Notes to the Presenter:

- Inform the participants of the protocols of the training (see next slide). If the participants have questions, ask them to write them down on a piece of paper.
- Questions collected will be answered by the trainers.

Slide Number 2

Purpose of the slide:

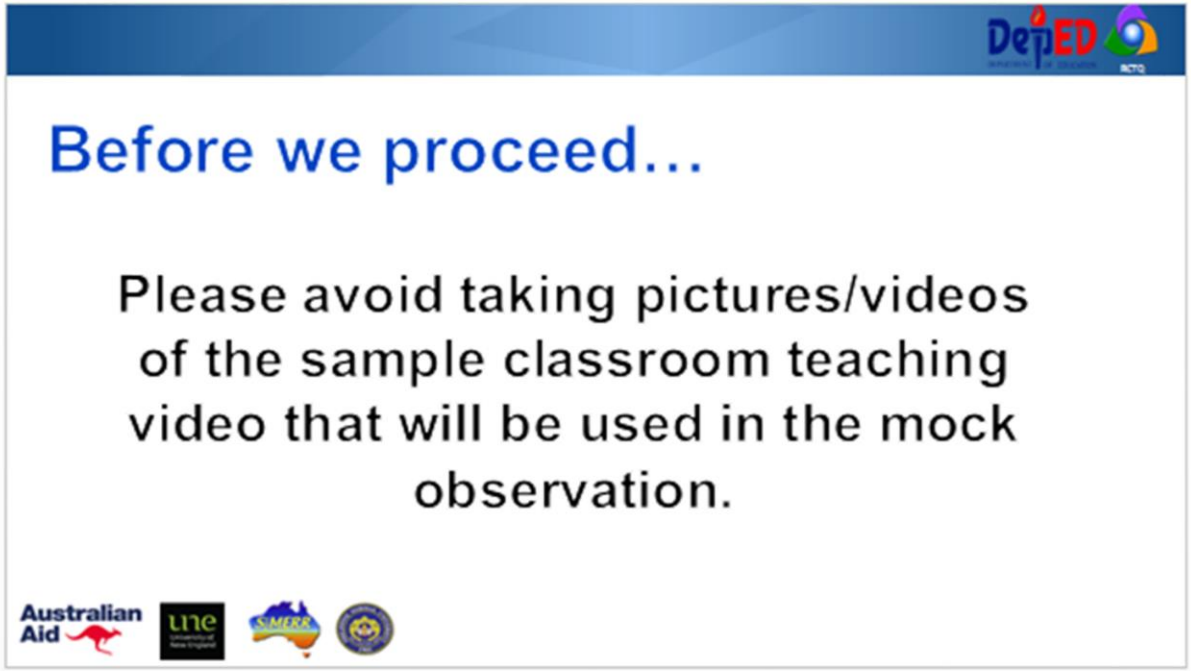
To give a final view of all protocols discussed

Notes to the Presenter:

- This slides recap all the protocols in classroom observation for RPMS.

SLIDE SET 11 – Training / Simulation

Slide Number 3



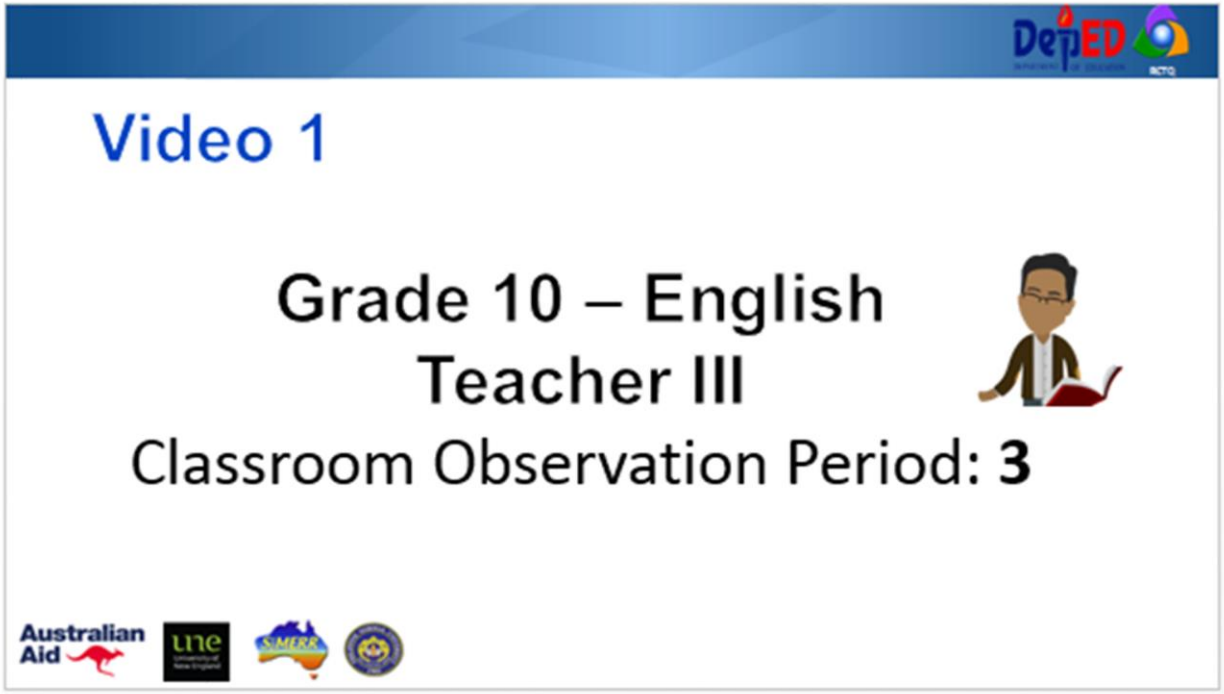
Slide Number 3

Purpose of the slide:
To train the participants in the use of the COT-RPMS using a sample video

Notes to the Presenter:

- Emphasize that the audience should NOT take pictures/videos of the demo teaching clip that will be used in the mock observation.
- 60 minutes is allotted for the **Mock Observation**. Another 30 minutes will be given for the **Individual Rating** and 30 minutes again for the **Inter-Observer Exercise**.
- **Tell the participants the details of the mock observation:**
  - Grade Level: **Grade 10**
  - Subject: **English**
  - RPMS Tool: **Proficient (Teacher III)**
  - Classroom Observation Period: **3**
- Ask the participants to review the COT-RPMS Rubric for Teacher I-III (Proficient Teachers), the Indicator List for Teacher I-III (Proficient Teachers), and the Lesson Plan submitted by the teacher. Give them 15 minutes to do this before playing the video clip.

SLIDE SET 11 – Training / Simulation



Slide Number 4

Slide Number 4

Purpose of the Slide:

To train the participants in the use of the COT-RPMS using a sample video

Notes to the Presenter:

- Tell the participants that the demonstration teaching was actually one hour, but was edited and shortened to 26 minutes.
- Distribute the Observations Notes Form. Ask the audience to use it to record comments and observation on the teacher's performance during the mock observation. Ask them to keep all the other forms before playing the video clip.
- Play the video with the filename Proficient-Demo.

SLIDE SET 11 – Training / Simulation

Slide Number 5

Purpose of the slide:
To train the participants in the use of the COT-RPMS using a sample video

Notes to the Presenter:

- After the clip, ask the audience to refer to the rubric for Proficient Teacher. Tell them to use their comments on the Observations Notes Form as a guide in giving the appropriate rating for the teacher.
- Ask the audience to write their rating of the teacher's classroom practice for each indicator on the Rating Sheet.
- Ask which indicators were observed in the clip. Ask their rating and their justification.
- To probe on the observations, trainer may ask questions like:
  - What did you see in the observation that led you to give the rating?
  - Was there anything in the teacher performance that hinder/s you from giving a higher rating/level?
  - How did the teacher show the indicator?

REMEMBER: focus on the levels in each indicator. Do not look for anything in the observation that the indicator does not focus on.

SLIDE SET 11 – Training / Simulation

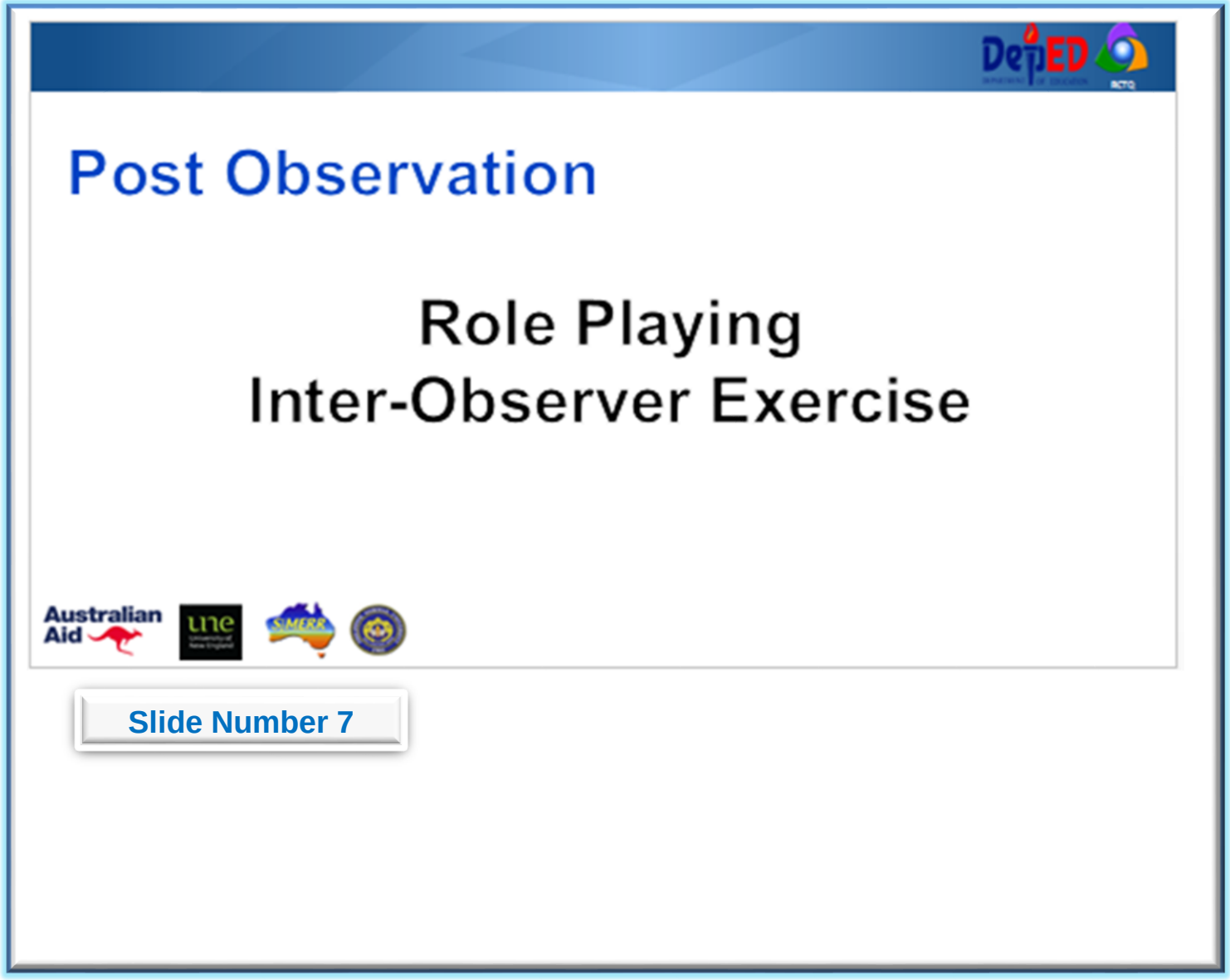
Slide Number 6

Purpose of the slide:
To train the participants in the use of the COT-RPMS using a sample video

Notes to the Presenter:

- 30 minutes is allotted for the Inter-observer Agreement Exercise.
- After the Individual Rating, ask the audience to divide themselves into groups of three. Ask them to do the Inter-Observer Agreement Exercise. Remind them that the observers must agree on the final rating they will give the teacher for each indicator. The agreed rating must be based on reasoned and consensual judgment and NOT on the average of all the ratings given by the observers.
- Observers may ask questions to one another like:
  - What did you see in the observation that led you to give the rating?
  - Was there anything in the teacher performance that hinder/s you from giving a higher rating/level?
  - How did the teacher show the indicator?

REMEMBER: focus on the levels in each indicator. Do not look for anything in the observation that the indicator does not focus on.



Slide Number 7

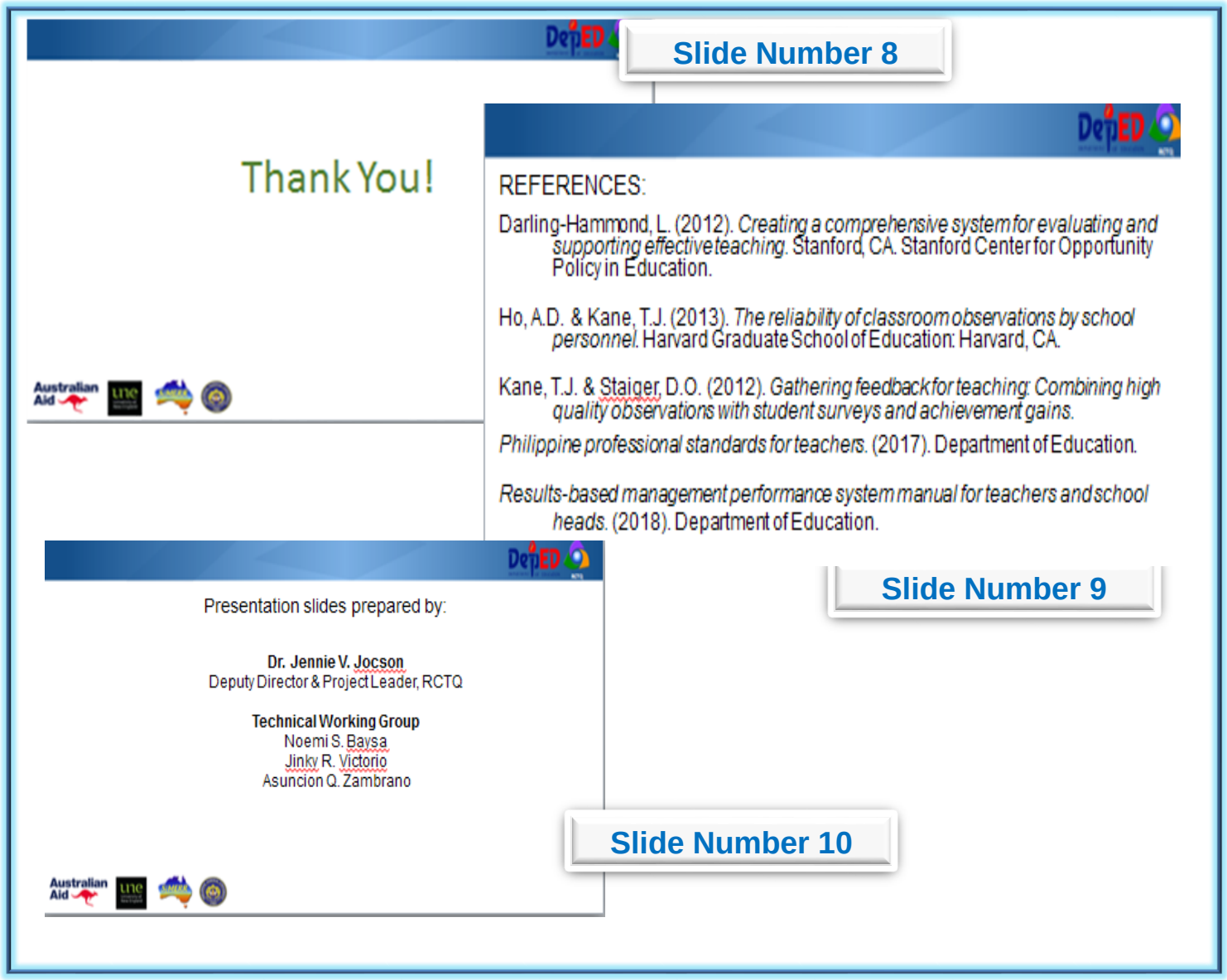
Purpose of the slide:
To train the participants in the use of the COT-RPMS using a sample video

Notes to the Presenter:

- 30 minutes is allotted for the role playing of the Inter-Observer Agreement Exercise.
- Ask for volunteers to role play the Inter-Observer Agreement Exercise. Show on the projector the Inter-Observer Agreement Form. Fill out the form while the role playing is going on.
- After the role playing, ask the audience to assess if the protocols were observed by the raters.

REMEMBER: Focus on the levels in each indicator. Do not look for anything in the observation that the indicator does not focus on.

SLIDE SET 11 – Training / Simulation



Slide Number 9

Purpose of the slide:
To provide the participants with the references used in the PowerPoint presentation and session guide on the implementation of the PPST-based COT

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 1

Purpose of the Slide:
To engage teachers in reading and appreciating the PPST Support Materials

Notes to the Presenter:

- This is a title slide.

Slide Number 2

Purpose of the Slide:
To introduce participants to a walkthrough session on PPST Resource Package Module 2

Notes to the Presenter:

- This is a title slide.

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 3

Purpose of the Slide:
To introduce the characters in the PPST Resource Package Module 2

Notes to the Presenter:

- Note that Teacher Mike and Teacher Jen are also the characters in all PPST Resource Package Modules (Modules 1-12).
- Emphasize that the module is reader-friendly – with only around 30 pages (including cover, table of contents, bibliography) and with Teacher-Friends Mike and Jen as guide.

Slide Number 4

Purpose of the Slide:
To emphasize the objectives of the session

Notes to the Presenter:

- Emphasize that in this presentation, participants are encouraged to reflect on their practices as teachers for continuous improvement.

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 5

Purpose of the Slide:
To emphasize the focus of the PPST Resource Package Module 2

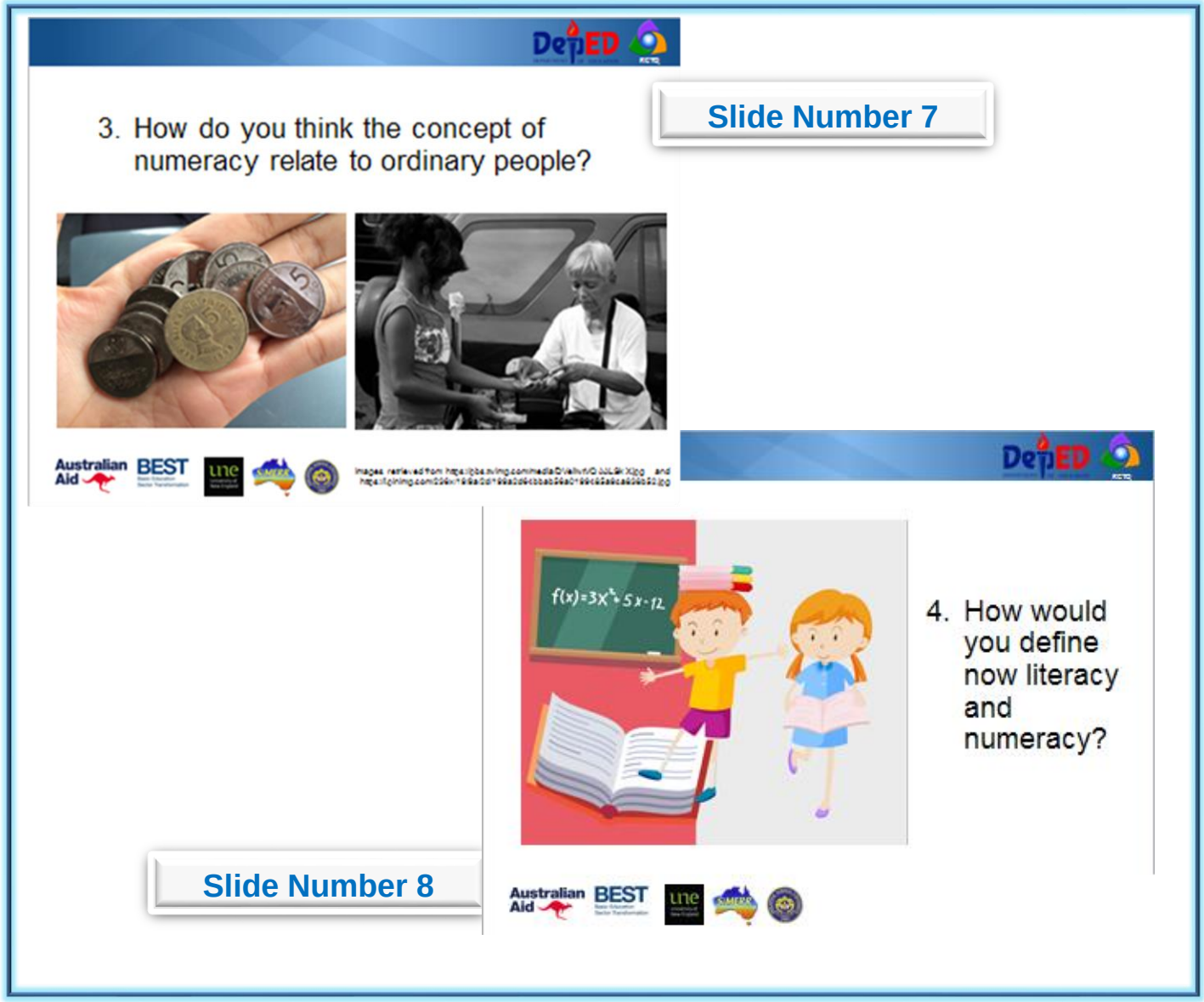
Notes to the Presenter:

- Emphasize that this module particularly covers and expounds on Indicator 1.4.2 of the PPST. In the RPMS, Indicator 1.4.2 is Objective 2.
- Mention that 1 in Indicator 1.4.2 refers to Domain of the PPST, 4 refers to the Strand in the Domain of the PPST, and 2 refers to the career stage in the PPST.

Slide Number 6

- **Note that the leg of the student in the picture is not amputated. He simply stepped across the thin wire connecting the two cones.**
- Ask participants the questions on this slide. Answers that can be elicited from the participants:
  1. Literacy isn't just about decoding a combination of letters
  2. Literacy is also making sense of the world
  3. Learning how to understand, follow order, be socially responsible, be critical and not succumb to propaganda and fake news, etc.
- Allow participants to answer the questions.

SLIDE SET 12 – Module 2 Walkthrough



Slide Number 7

Purpose of the Slide:
To prompt participants on the discussion about numeracy

Notes to the Presenter:

- Note that the reason for the picture is that many got confused when the new P5-coin was released for circulation; putting some at a clear disadvantage.
- Ask participants the questions on this slide. Answers that can be evoked from the participants:
  1. Individuals with low-level skills in comprehension and analysis are prone to be victims of fraudulent activities
  2. Numeracy also deals with logic, ability to decide and solve problems, etc.

Slide Number 8

Purpose of the Slide:
To prompt participants on the discussion about literacy and numeracy

Notes to the Presenter:

- Combine their inputs in the last two slides to make an operational definition of literacy and numeracy.

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 9

Purpose of the Slide:
To introduce the discussion on Module 2 walkthrough

Notes to the Presenter:

- Make sure that participants are focused and immersed in the activity.

Slide Number 10

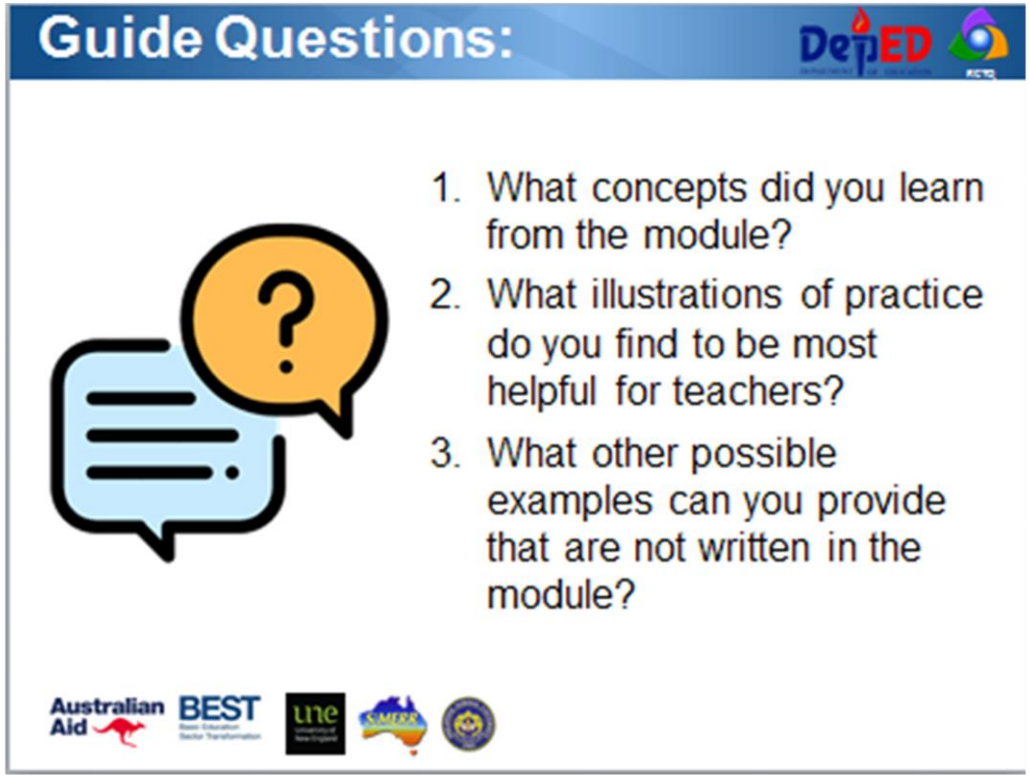
Purpose of the Slide:
To direct participants in reading individually PPST Resource Package Module 2

Notes to the Presenter:

- Ask the participants to get their copies of Module 2. If participants do not have copies of Module 2, flash Module 2 on the screen and walkthrough participants to each part of the module:
  - Indicators
  - Key Concept
  - Illustration of Practice
  - Suggestion for Improvement
- Discuss at least one (1) sample of Illustrations of Practice both for literacy and numeracy.

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 11



Slide Number 11

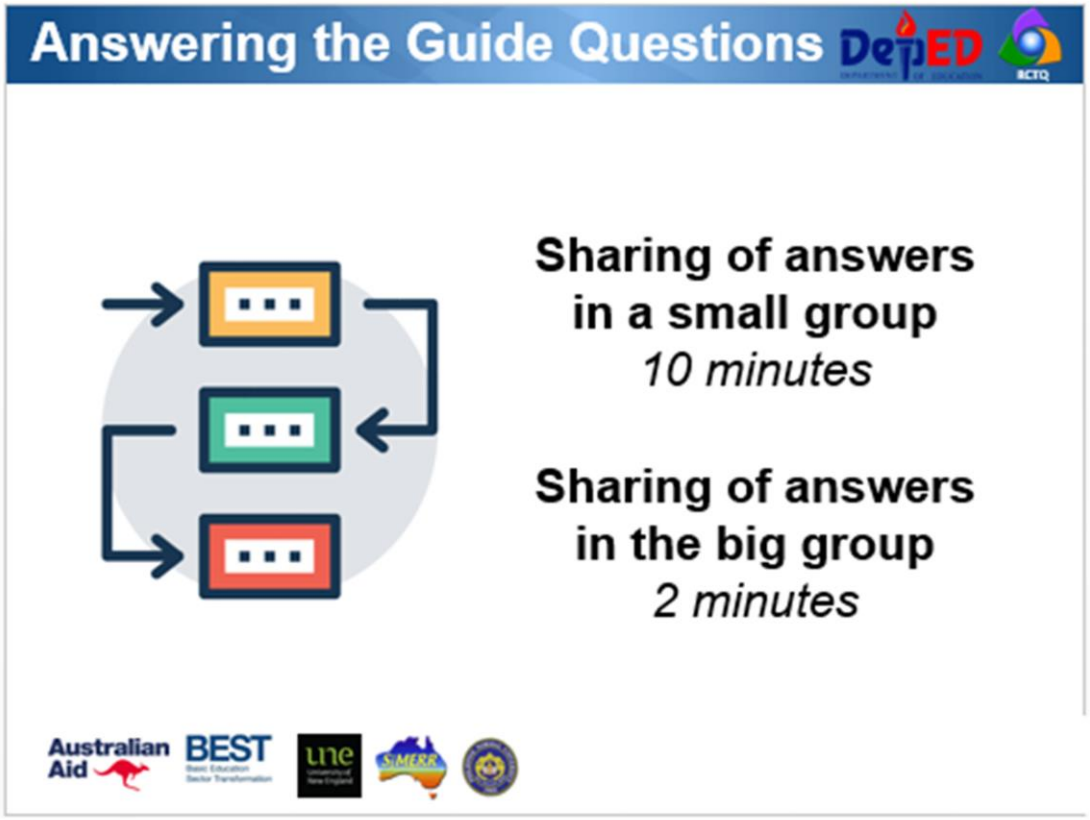
Purpose of the Slide:
To discuss the concepts and discuss Illustrations of Practice from module 2

Notes to the Presenter:

- Flash this on the screen and read the three questions before flashing the mechanics on the next slide.
- Note that Question 3 is targeted towards possible concerns that illustrations of practice included in the module may seem to be inadequate.
- Emphasize that at the end of the day, teachers still know their context best. Other possible examples that they may think of are greatly appreciated and are meant to ignite professional discussions within their schools.

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 12



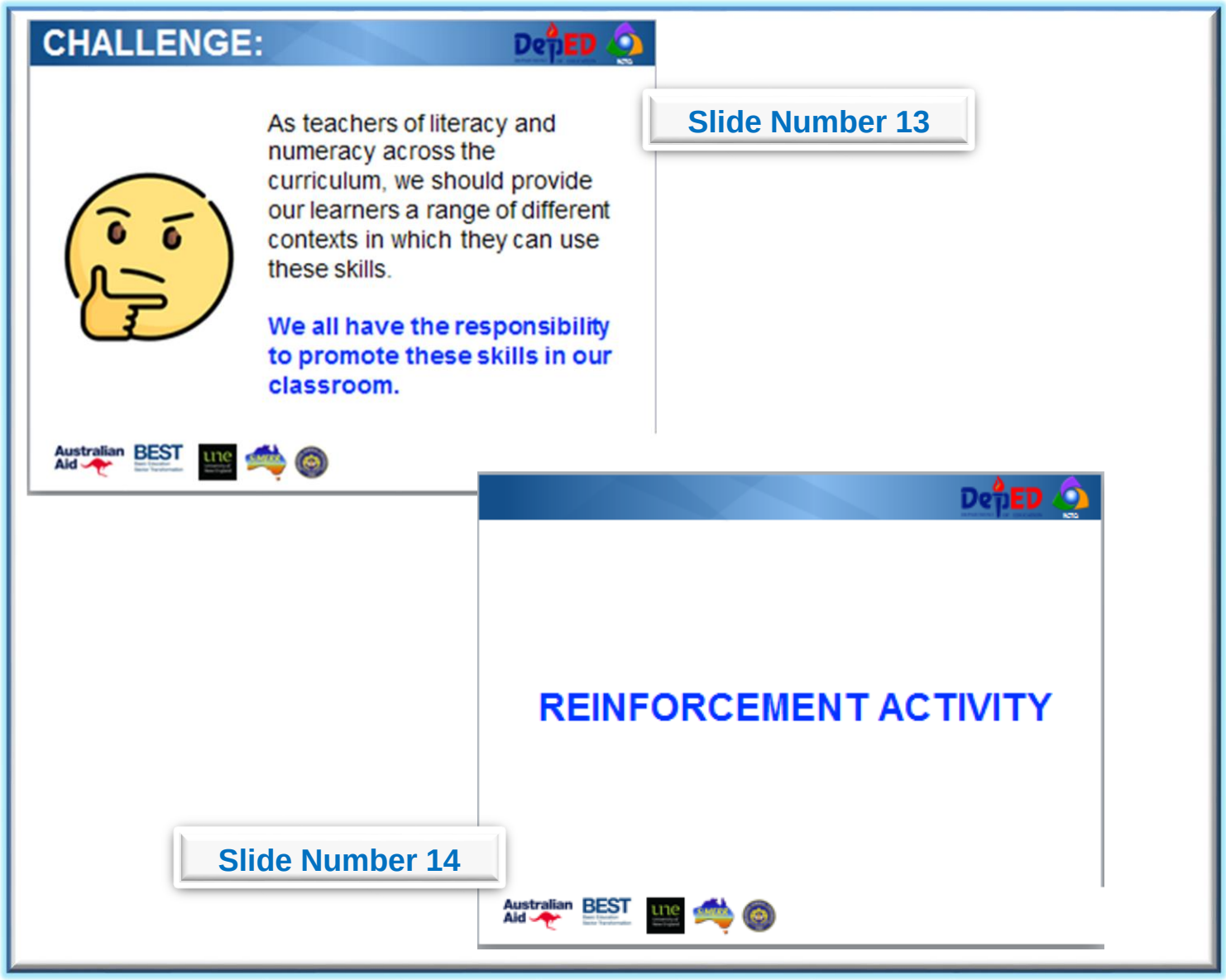
Slide Number 12

Purpose of the Slide:
To guide participants on the process of answering the questions

Notes to the Presenter:

- Note that to allow everyone to share what's on their mind, participants can be grouped so they will have someone to share their thoughts with. (Could be think-pair-share in case of a small audience.) After 10 minutes, representatives from each pair/group then share their discussion in the plenary (to everyone).
- Flash the questions again in the previous slide after explaining the mechanics.

SLIDE SET 12 – Module 2 Walkthrough



Slide Number 13

Purpose of the Slide:
To challenge the participants (teachers) to promote literacy and numeracy in their classrooms

Notes to the Presenter:

- Emphasize that literacy and numeracy are not just shouldered by language and math teachers, respectively.

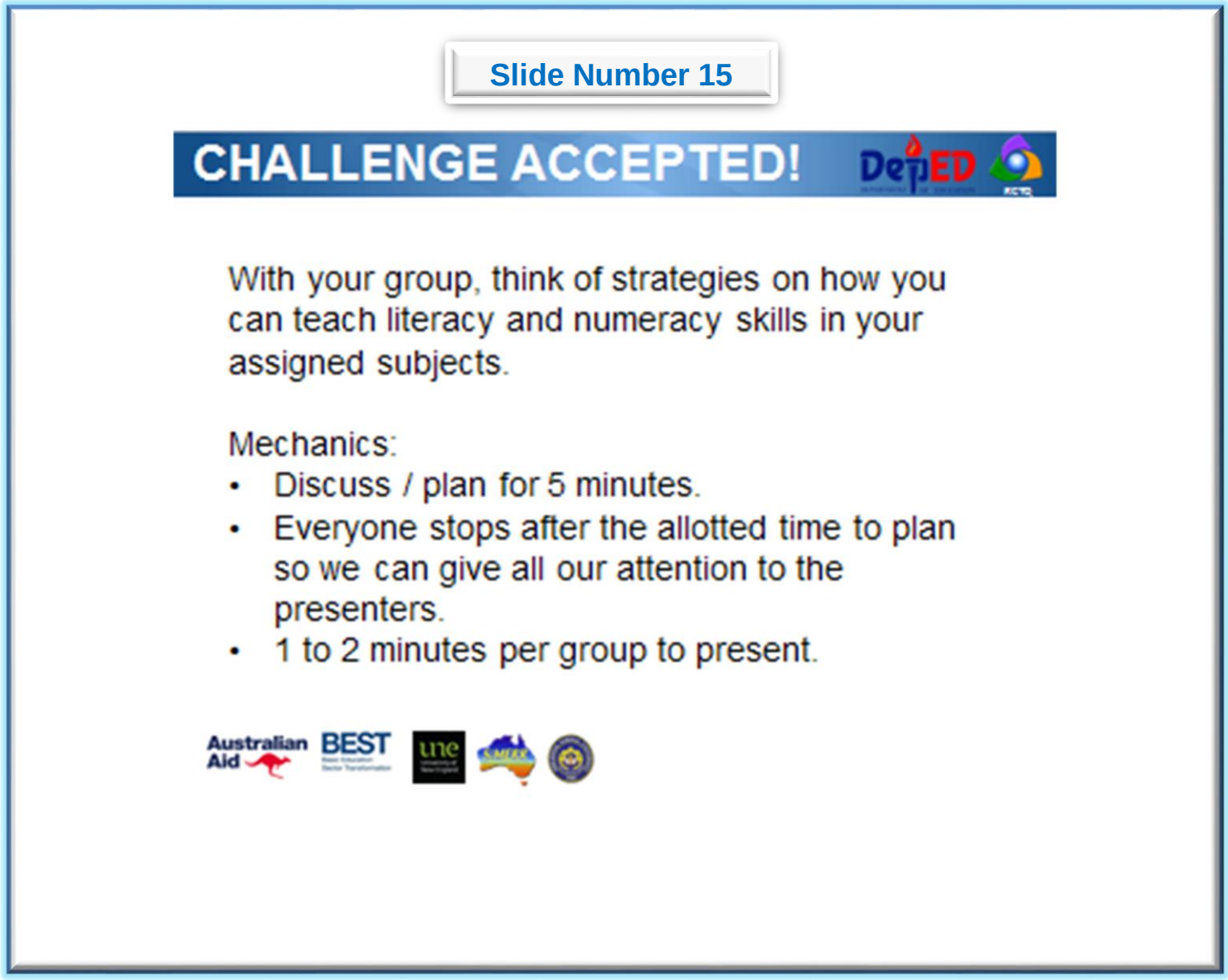
Slide Number 14

Purpose of the Slide:
To prompt participants on the next activity

Notes to the Presenter:

- This is a title slide.

SLIDE SET 12 – Module 2 Walkthrough



Slide Number 15

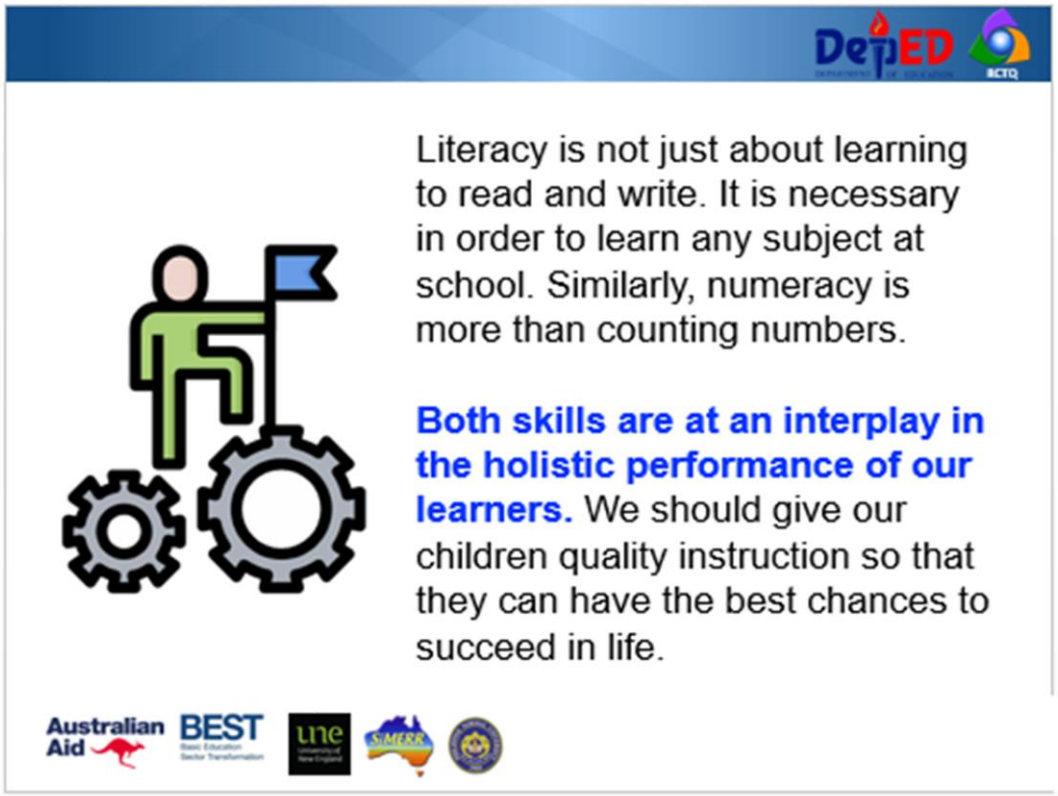
Purpose of the Slide:
To give instructions of the reinforcement activity

Notes to the Presenter:

- Depending on the number of participants, suggested content areas may include:
  - Physical education
  - Music
  - Arts
  - Araling panlipunan
  - Science
  - EPP / TLE
  - Computer / ICT
  - SHS subjects e.g. research
  - ESP
  - Others

SLIDE SET 12 – Module 2 Walkthrough

Slide Number 16



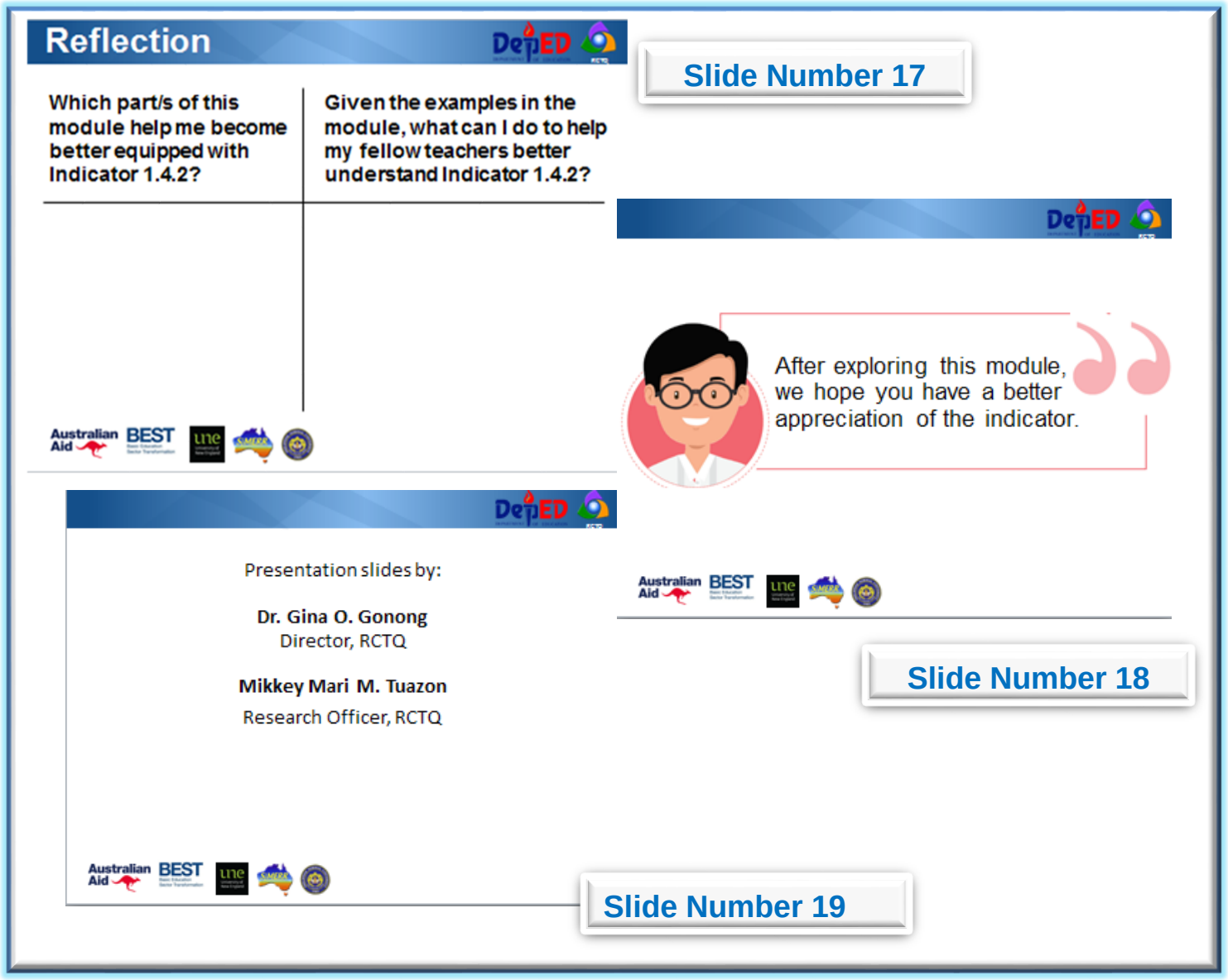
Slide Number 16

Purpose of the Slide:
To emphasize that literacy is more than reading and writing, and numeracy is more than counting numbers

Notes to the Presenter:

- Emphasize that it is important to realize that having both literacy and numeracy skills would advance the quality of life especially among individuals at a disadvantage.

SLIDE SET 12 – Module 2 Walkthrough



Slide Number 17

Purpose of the Slide:
To encourage participants to reflect on how they can help fellow teachers understand Indicator 1.4.2 (or RPMS Objective 2) better.

Notes to the Presenter:
Note that:

- This slide deals with Objective 3 of the session and also on how to pay it forward.
- Either this gets discussed in the plenary or submitted to the presenter.
- They can keep their reflection outputs as a sense of personal pledge to help colleagues.

Slide Number 18

Purpose of the Slide:
To close the session on PPST Resource Package Module 2 Walkthrough.

Notes to the Presenter:

- This is to close the session.

RESOURCES

Resources

Daily Lesson Plan for Classroom Observation Simulation

LESSON PLAN

Module 2

Lesson 3 Being Sensitive to Others
"Laura" by Francesco Petrarch

Content Standard The learner demonstrates understanding on how world literature and other text types serve as ways of expressing and resolving conflicts among individuals or groups; also how to use deliver in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches.

Performance Standard The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups

Date	Domain	Learning Competencies	Tasks	Page No.	Materials
January 10, 2019	Oral Language and Fluency	Demonstrate confidence and ease of delivery	**Your Initial Tasks** **Task 1: Pictures Talk** What message does each of the following social media post point out? Compare and contrast the message they give. Which of the two is more like you? **Your Text** **Task 2: Mystery Words** Match each word in Column A with its meaning in Column B. Use the given sentences as your clues to the meaning. Column A — Column B 1) radiant — a. intensively violent 2) tinder — b. any substance that readily takes fire from a spark 3) heaped — c. not straightened out 4) furiously — d. glowing brightly 5) unbent — e. piled up		Screenshot of social media posts about love Sentences (on PPT) copy of the vocabulary activity on cartolina

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Resources

Daily Lesson Plan for Classroom Observation Simulation

Date	Domain	Learning Competencies	Tasks	Page No.	Materials
	Oral Language and Fluency	Demonstrate confidence and ease of delivery	1. The bride looked radiant at her wedding. 2. His speech was tinder to the demonstrators' unrest. 3. There were a lot of old newspapers heaped in a cabinet at the library. 4. He tears the document and throws the pieces about furiously. 5. The bow will remain unbent if you will not stretch it out.		
	Literature		**Task 3: Reading of the Poem** Teacher reads the poem. Students read the poem. **Task 4: Understanding of the Poem** 1. Who is the addressee in the poem? 2. How is she described in the text? 3. What figures of speech were used? 4. What could you infer about the relationship of the persona and the addressee? 5. What were the verbs used in the text? What does the tense of these verbs suggest? 6. Did the feelings of the persona towards the addressee change? 7. Did the addressee feel the same twords the persona? Prove your answer. 8. What figure of speech is used in the line, "Well though the bow's unbent, the wound bleeds on?" 9. What kind of love is talked about in this poem? 10. If you were the persona, would you also love the addressee in the same manner, and the same degree? Explain your answer. 11. If you were the addressee, how would you react to the love offered by the persona? 12. What does the poem say about love? **Your Discovery Tasks** **Task 5: Petrarch and His Laura** Read the brief background of the life and workds of Francesco Petrarch. Be ready to share what you have learned about him and his life and works.		copy of the poem on PPT hard copy of the life of story of Petrarch

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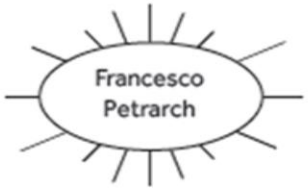
Daily Lesson Plan for Classroom Observation Simulation

Date	Domain	Learning Competencies	Tasks	Page No.	Materials
	Oral Language and Fluency	Demonstrate confidence and ease of delivery	 **Your Final Task** **Task 6: Team for the Theme** By group (according to inclination), generate a theme that surfaced in the poem. Write is this on a bond paper. Then use your creativity and imagination to present the theme your arrived a through your talent. You will be given 10 minutes to do the task. **Group 1: ACTORS** Present the monologues of the persona and the addressee that would stress the theme of the poem. **Group 2: SINGERS** Present a medley of songs that shows the kind of love the persona have for the addressee highlighting the theme of the poem. **Group 3: ILLUSTRATORS** Create a photo album using your illustrations to show the relationship of the persona and the addressee. Focus the images on the theme presented in the poem. **Group 4: WRITERS** Write a 14-line poem that highlights the theme. This time, use Laura as the persona and Petrarch as the addressee.		chalkboard task cards

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Daily Lesson Plan for Classroom Observation Simulation

Date	Domain	Learning Competencies	Tasks	Page No.	Materials
			Your final task will be graded using the following rubric: 1. CONTENT/RELEVANCE TO THE THEME - 20 points The theme is clearly illustrated. There are no deviations made that lead to misinterpretation of the text discussed. 2. PERFORMANCE/OUTPUT - 20 points The performance/output shows creativity and resourcefulness. The delivery has great impact to the audience. 3. COLLABORATION - 10 points The group shows teamwork and cooperation. Tasks are well distributed to all members. Be ready to give feedback to the performance of the group that would present next to you. Your review/comments on their performance should also be in accor dance to the given rubrics. * Teacher will give time for students to review the performance of their classmates before she would before she would give her feedback. * Teacher will deliberately ask students to get to their total scores in their presentation to provide opportunity for them to use their numeracy skills. ASSIGNMENT 1. What is Petrarchian/Italian sonnet? 2. Differentiate it from a Shakespearean/English sonnet.		
REFLECTION:			MASTER LEVEL:		

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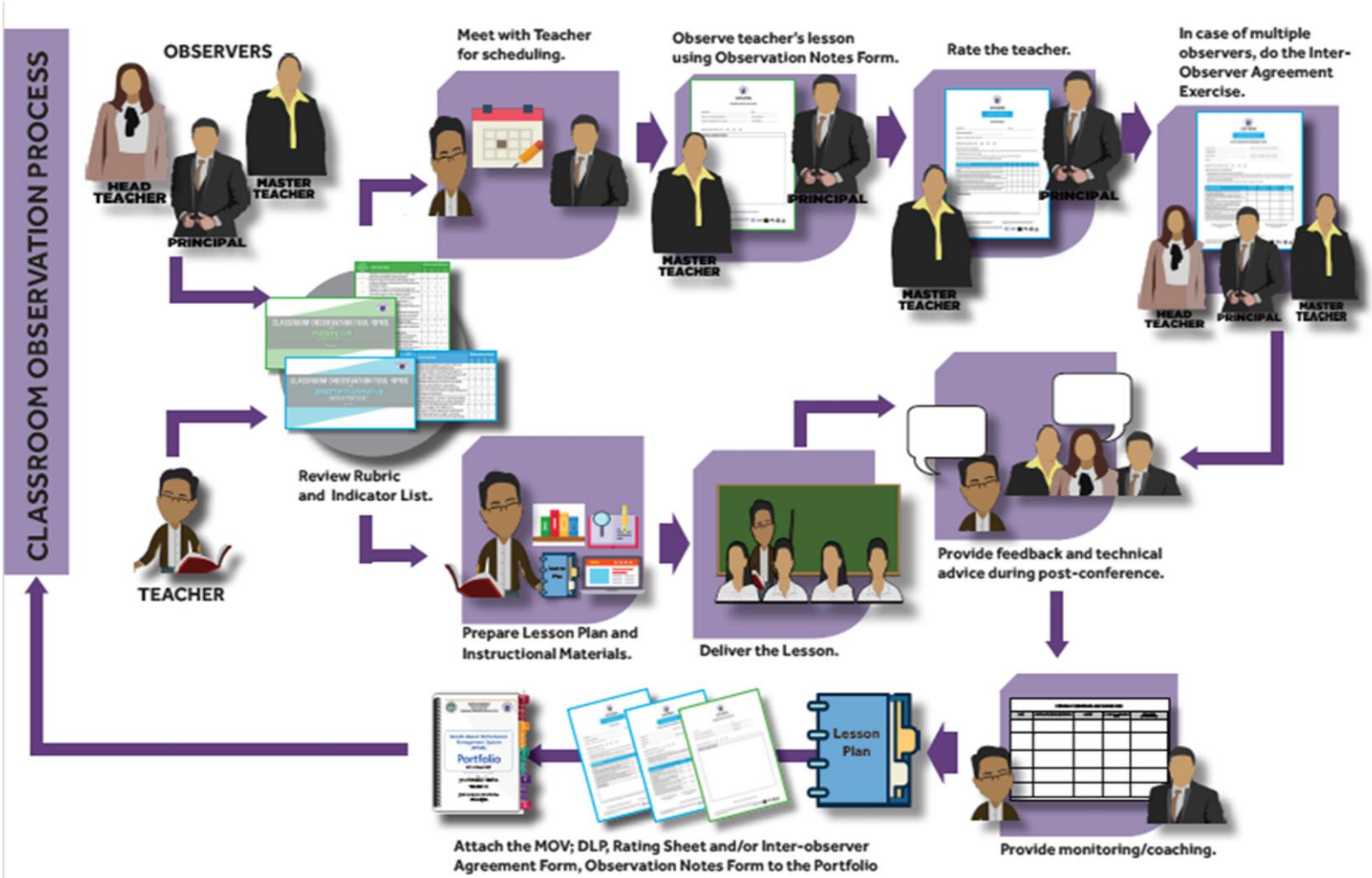
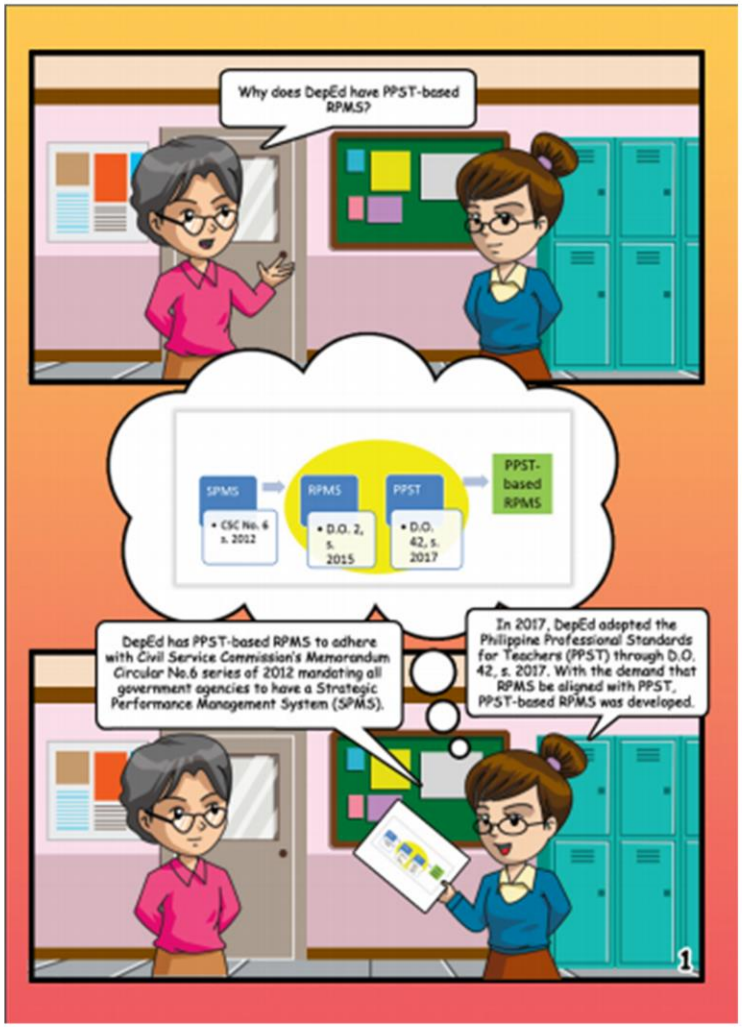
Resources

Understanding the Process of Classroom Observation



Resources

RPMS Frequently Asked Questions (FAQs)



Resources

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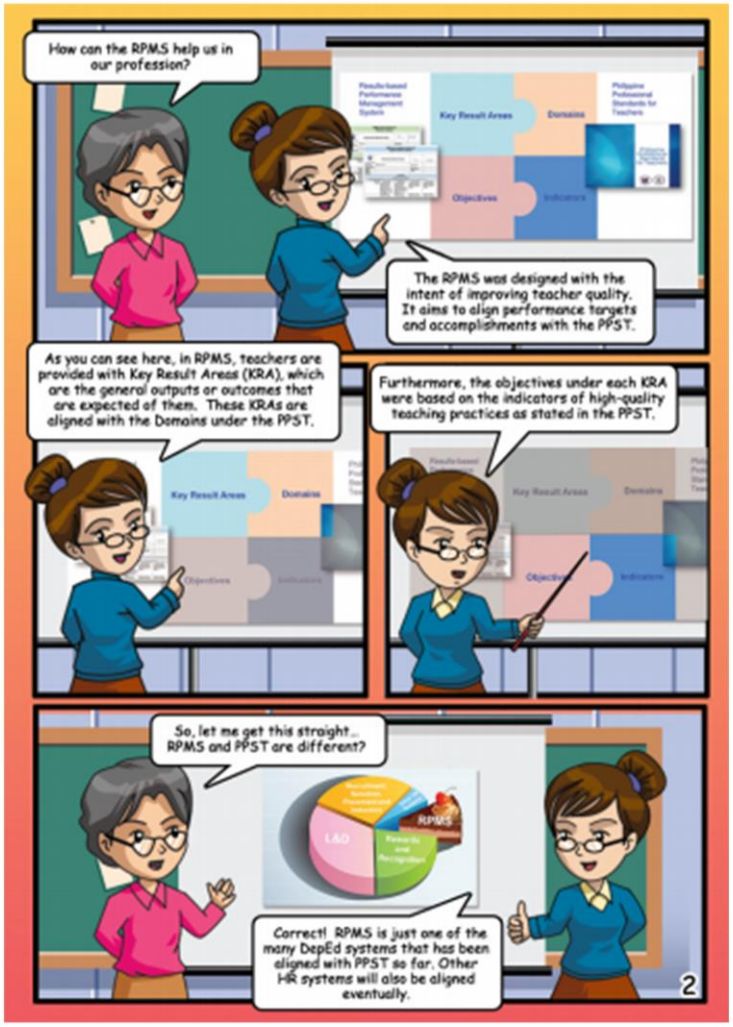
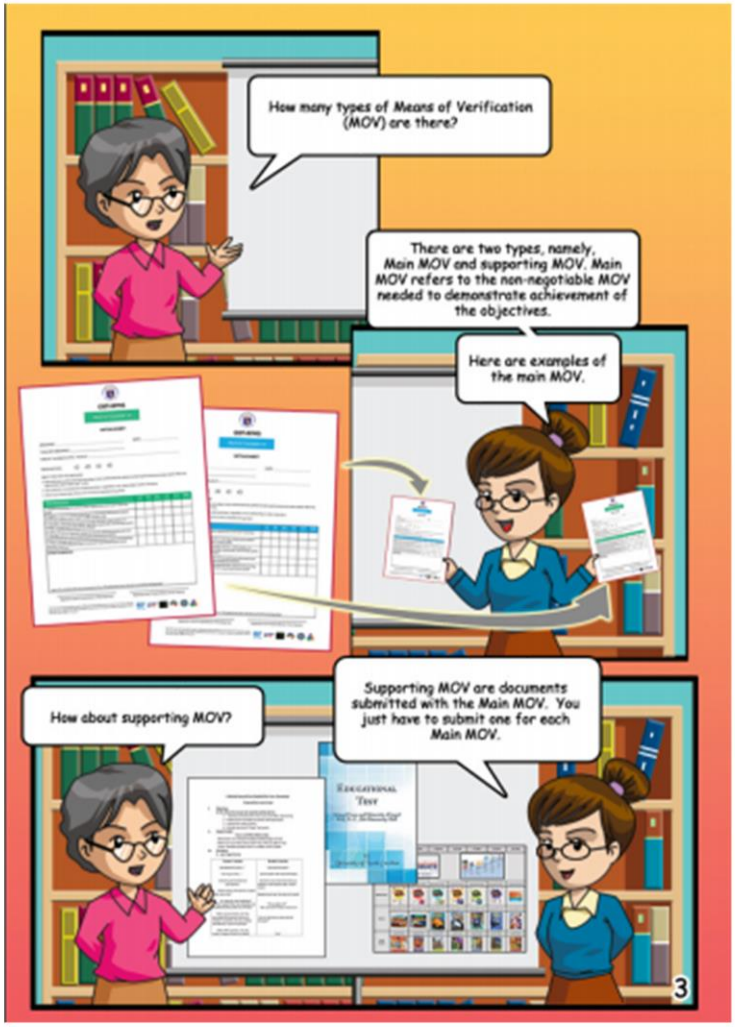
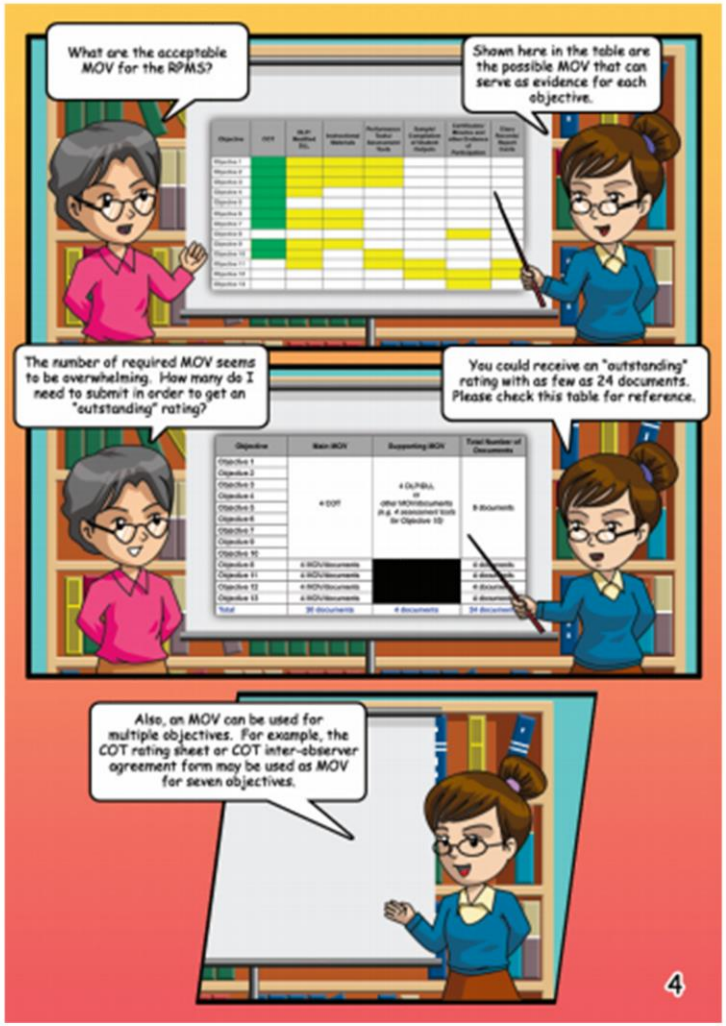
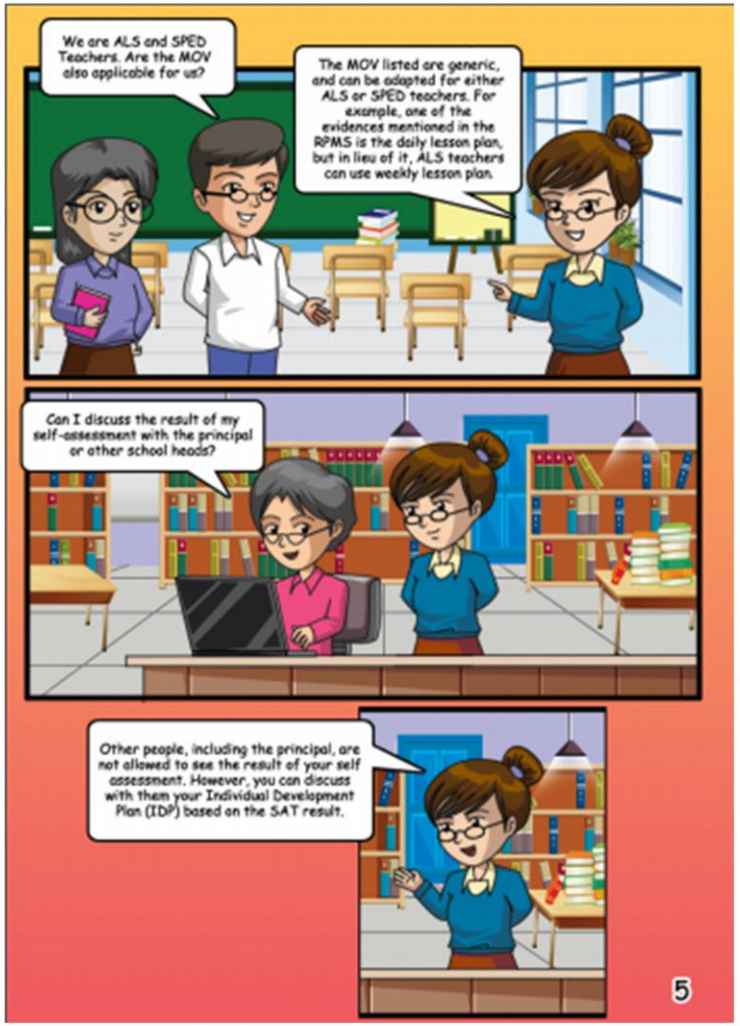




Resources

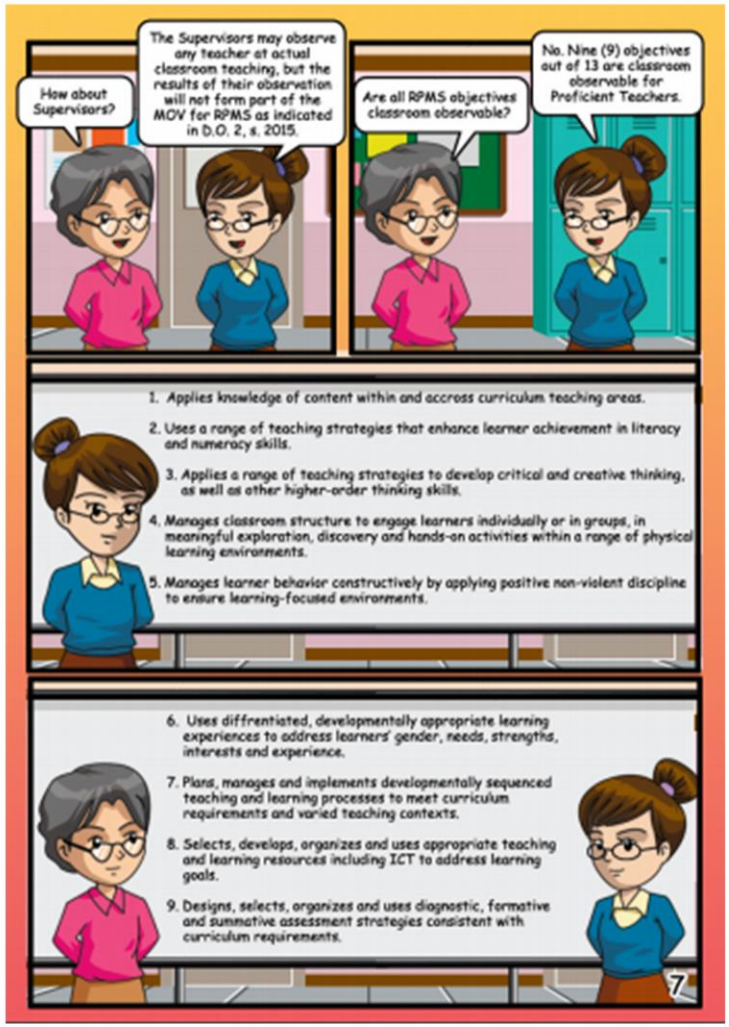
RPMS Frequently Asked Questions (FAQs)



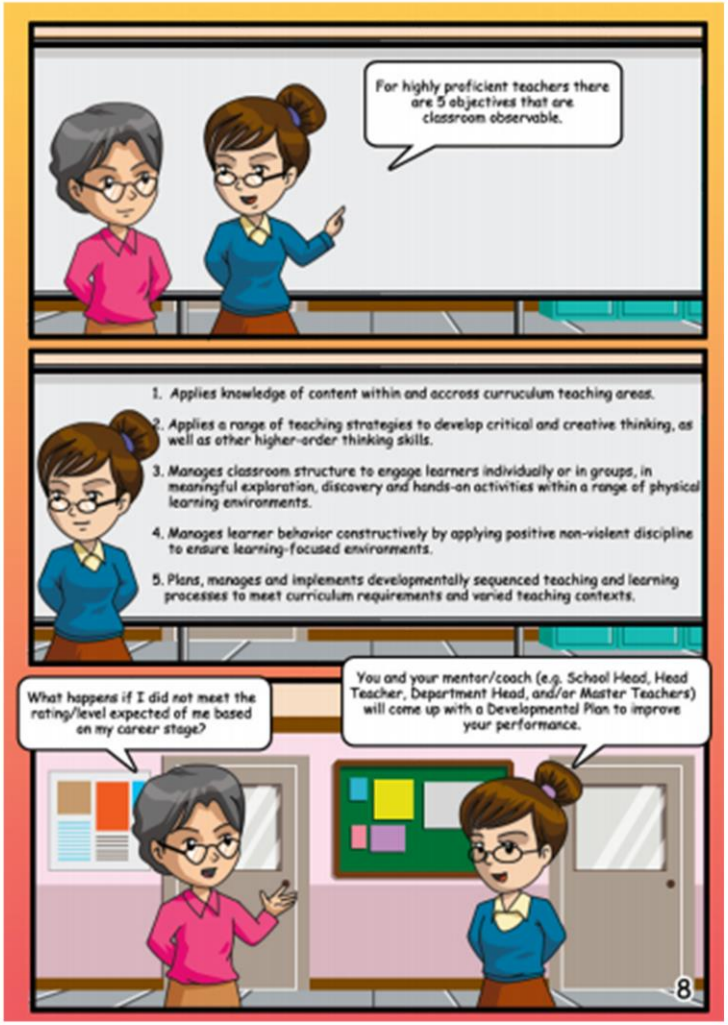


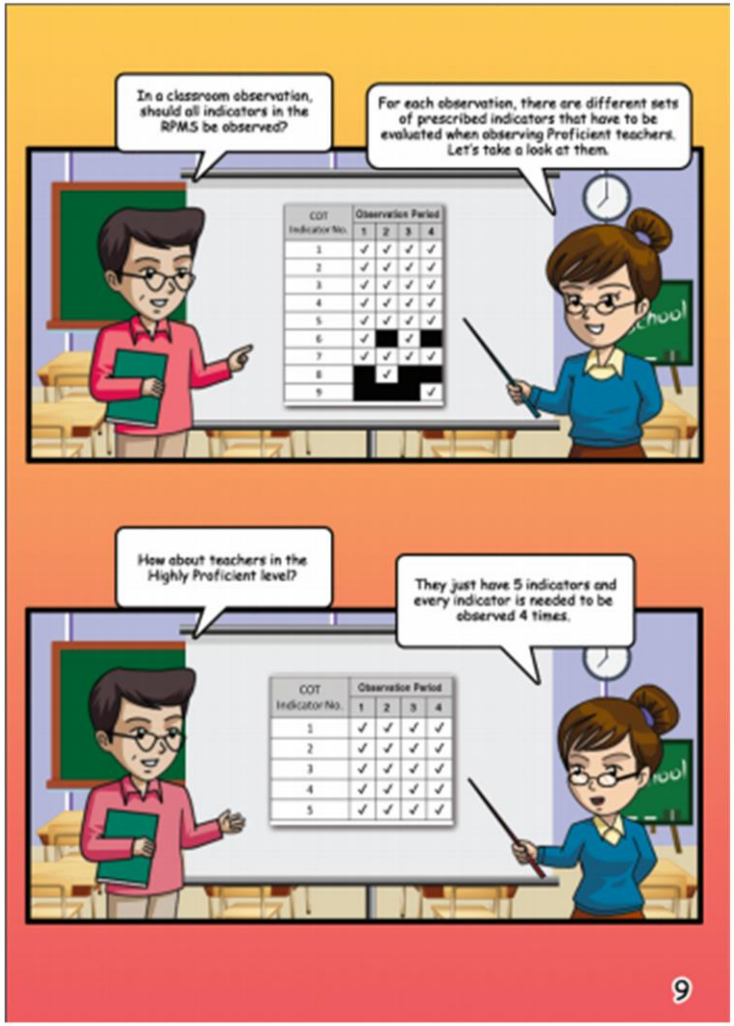
Resources

RPMS Frequently Asked Questions (FAQs)

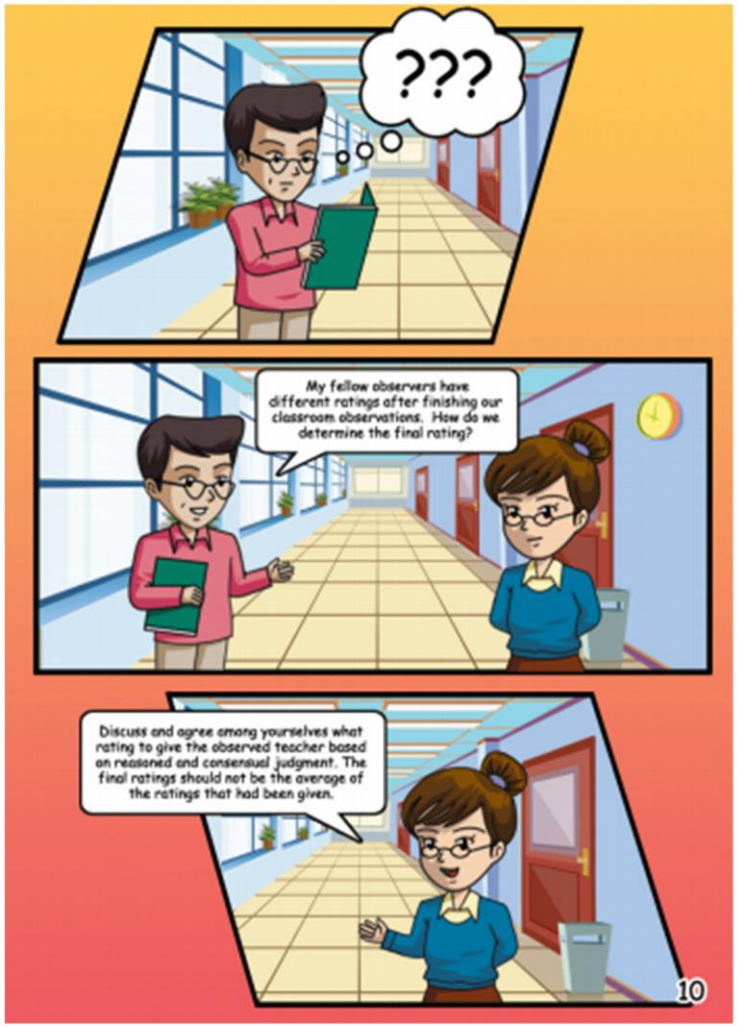


RPMS Frequently Asked Questions (FAQs)





RPMS Frequently Asked Questions (FAQs)



To access the RPMS Facilitator's Guide and other RPMS Support Materials, you may visit this link: http://tinyurl.com/RPMSPPSTSY20192020

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