



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)



Philippine National
**RESEARCH CENTER
FOR TEACHER QUALITY**



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Table of Contents

The Project Team	1
RPMS Facilitator's Guide Overview.....	3
Session Guide.....	5
Required Materials.....	6
Program Overview.....	7
Power Point Presentation with Presenters Note Day 1	
Preliminaries.....	11
Context of RPMS.....	29
The Philippine Professional Standard for Teachers.....	42
Process of RPMS Highlighting Roles of Raters and Ratees in Each Phase of the RPMS Cycle.....	61
Understanding RPMS Tools and MOVs.....	78
E-SAT including Data Management and Use of Results.....	120
Power Point Presentation with Presenters Note Day 2	
Uses of Classroom Observation Tool (COT) in the RPMS.....	151
Forms in COT-RPMS.....	172
COT-RPMS in Portfolio Assessment.....	192
Classroom Observation Protocols.....	207
Training/Simulation.....	221
PPST Resource Package Module 2 Walkthrough.....	228
Resources	
Daily Lesson Plan for Classroom Observation Simulation.....	240
Understanding the Process of Classroom Observation.....	244
RPMS Frequently Asked Questions (FAQs)	245

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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

- 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

Day 2

- 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Computing for the COT Rating • MOV for the Portfolio 	SLIDE SET 9 Slides: 1 - 25
11:15 – 12:00	45	Classroom Observation Protocols <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

Philippine Professional Standards for Teachers

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

RPMS Tool for Master Teacher IV (Single Proficient Teachers)

CLASSROOM OBSERVATION TOOL- RPMS MASTER TEACHER IV (2019-2020)

Australian Aid BEST DepED

Slide Number 2

NATIONAL ANTHEM

Australian Aid LInE SIMERR DepED

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 Number 3



Introduction of Participants

Slide Number 4



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



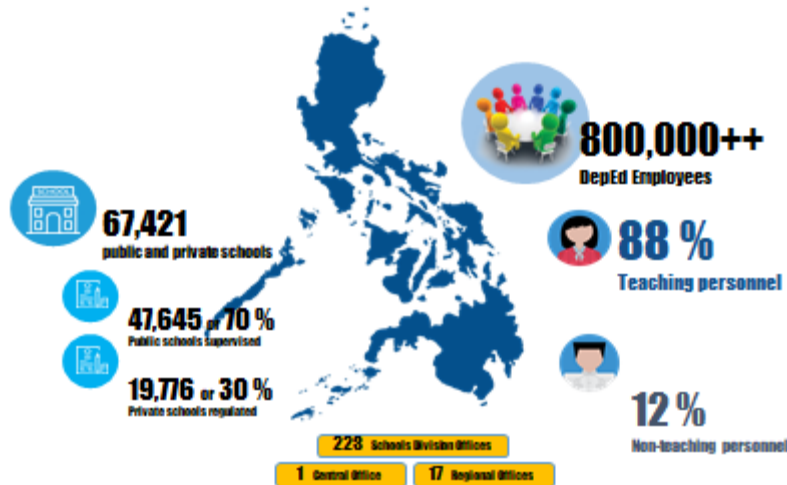
Slide Number 5

RPMS for Teachers



Slide Number 6

Scope of DepEd's Scale



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:

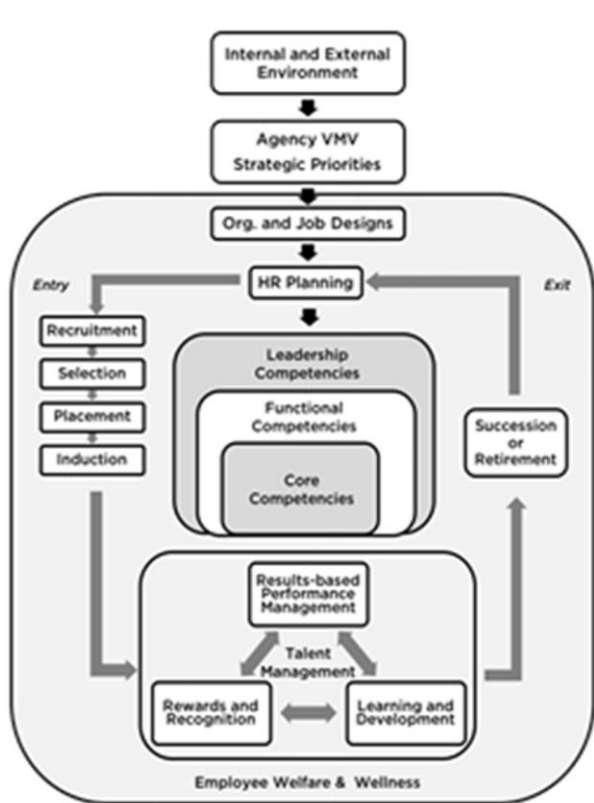
To highlight that DepEd has over 800,000 employees.

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 Number 7

Bureau of Human Resource and Organizational Development



“
Taking care of people while
maximizing organizational
performance and health
”

- Functional-Teaching Competencies**
- Philippine Professional Standards for Teachers (PPST)**
- Core Competencies**
- Self-Management
- Professionalism & Ethics
- Results Focus
- Teamwork
- Service Orientation
- Innovation

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

**“The quality of an education system
cannot exceed the quality of its
teachers.”**

(McKinsey and Co., 2007)



**The PPST set the standards for teacher practice.
It is changing the face of Philippine Education.**



DEPARTMENT OF EDUCATION

9

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

We want our teachers to embrace wholeheartedly, and live out the Philippine Professional Standards for Teachers.

Slide Number 11

By ensuring that the PPST is embedded into all HR Systems.

This is to ensure that the standards become part of our Teachers' everyday lives.

Thus, the integration must be simple, seamless, uniform, and universal.

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

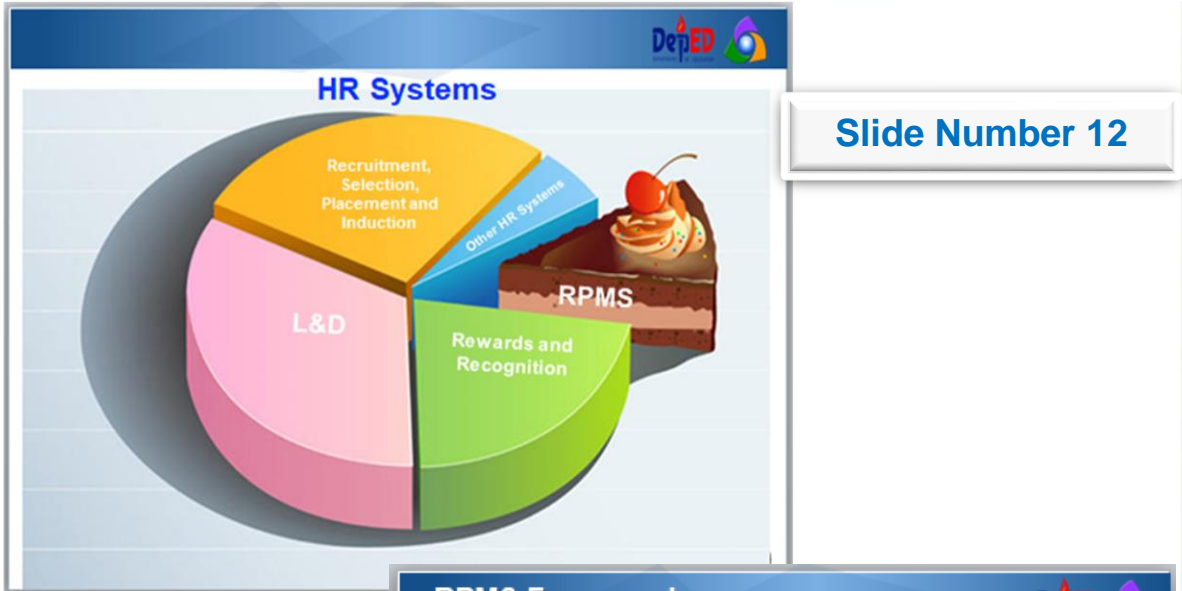
Purpose of the Slide:

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

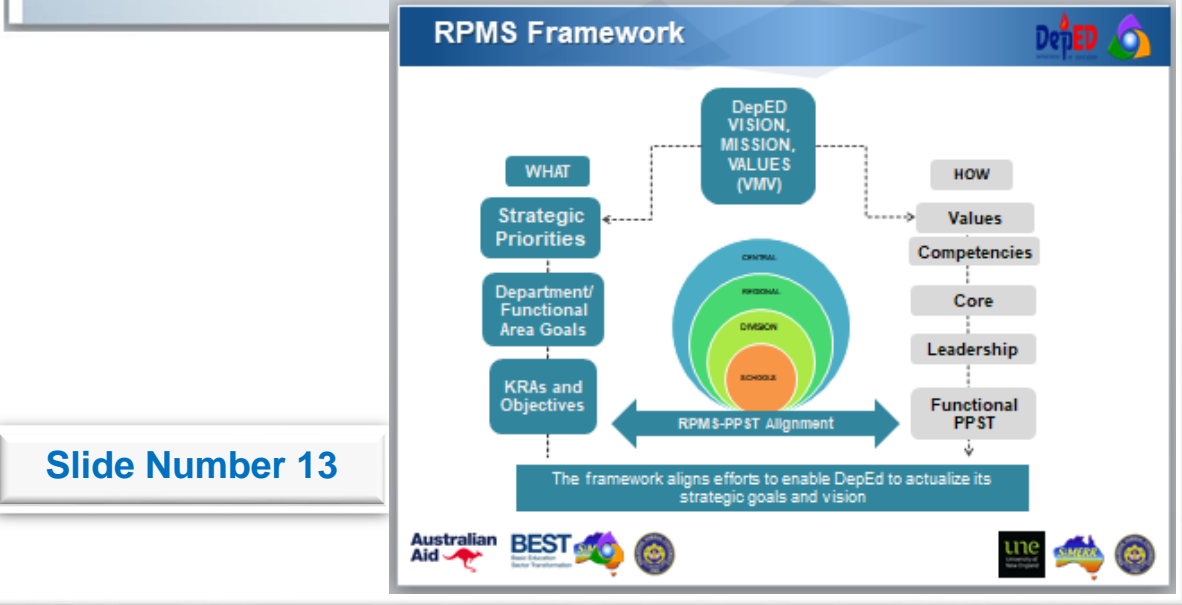
Notes to Presenter:

- 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:

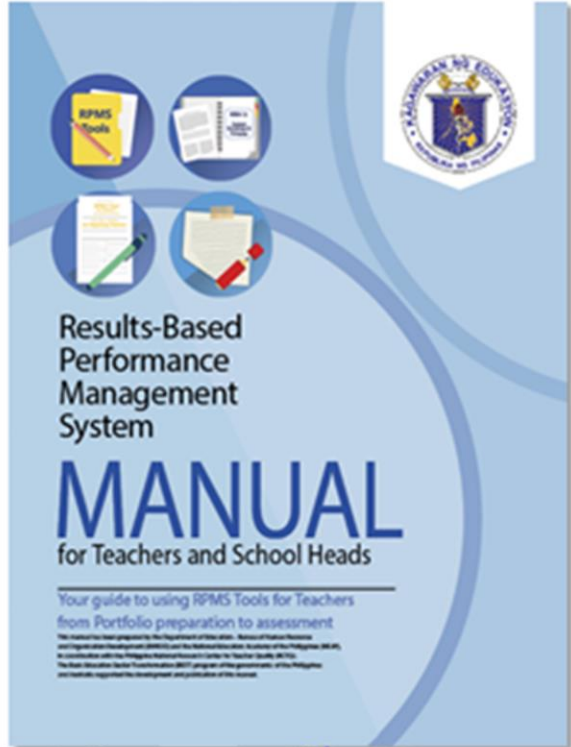
To discuss the RPMS Framework and how it enables DepEd to actualize its strategic goals and vision

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 Number 14



The image shows the cover of a manual titled 'Results-Based Performance Management System MANUAL for Teachers and School Heads'. The cover features four circular icons representing different aspects of the system: 'RPMS Tools', a document, a checklist, and a clipboard. The text on the cover includes 'Your guide to using RPMS Tools for Teachers from Portfolio preparation to assessment'. At the bottom, there are logos for Australian Aid, UNE (University of New England), SMERR, and the Department of Education and Training, Queensland.

**Beginning 2018
RPMS is focus on:**

- Teacher Quality
- Uniform assessment of teachers performance
- Tool to support for teacher professional development required for each career stage
- **PPST standards become part of our Teachers' everyday lives**

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

Benefits of PPST-RPMS Alignment to Teachers

- Allows the teachers to focus on teaching;
- Resolve issues of Teachers having difficulty coming up with the IPCRF and compiling voluminous and irrelevant MOVs.
- Simplify process for our teachers to understand PPST and RPMS (one document only) and aligning it with other HR system;

Slide Number 16

Benefits of PPST-RPMS Alignment to Teachers

- Engages teachers to embrace ongoing professional learning for their professional development to enhance their own teaching; and
- Provides 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 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

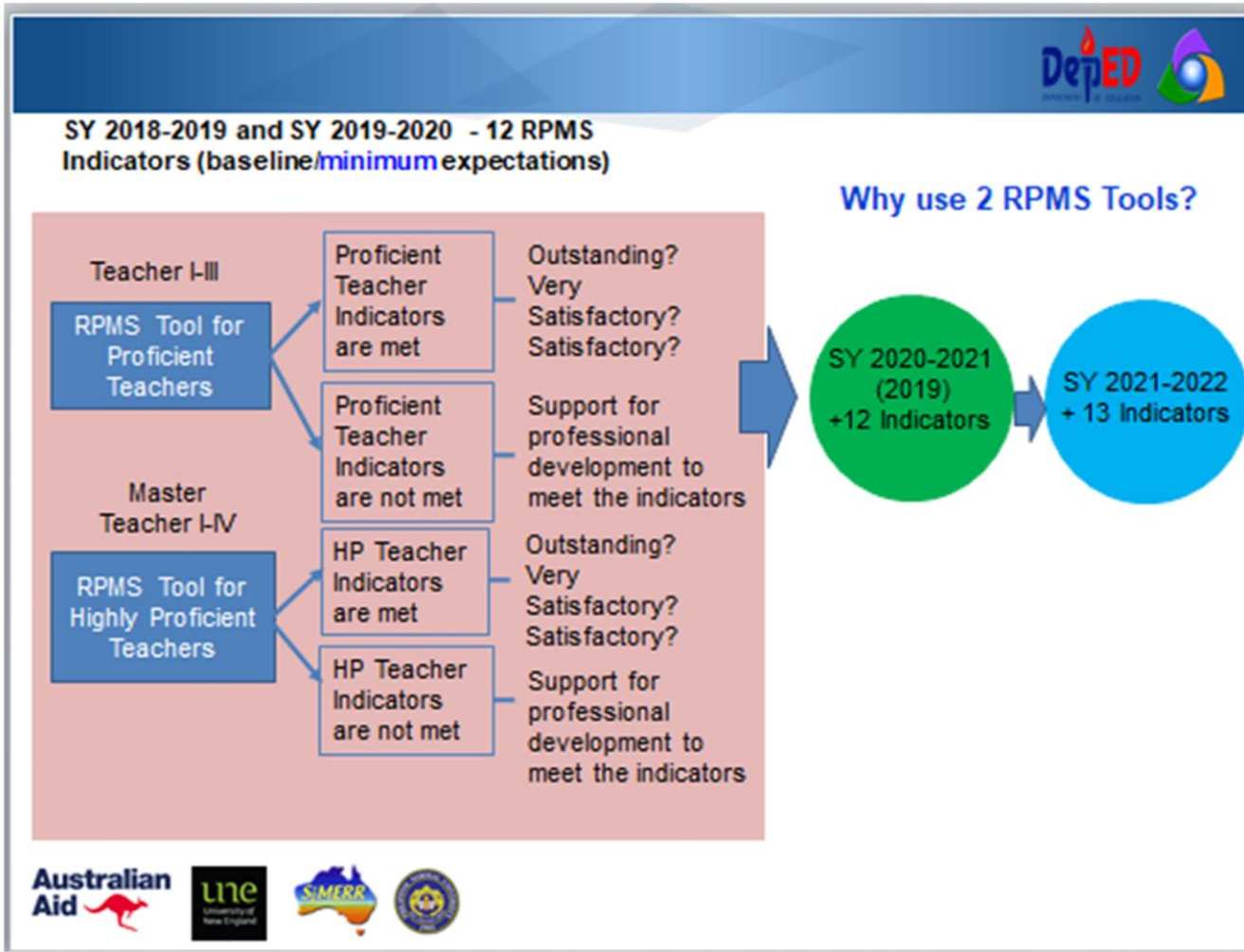
Purpose of the Slide:

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 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 Number 18

Why use RPMS Year 1 Tools for SY 2019-2020?

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 Number 19



SLIDE SET 1 – PRELIMINARY

Workshops and Focus Group Discussions on Issues and Concerns on RPMS 2018 Implementation

Participants

Participant Category	Percentage
Teachers	33%
Master Teachers	22%
School Heads	23%
SDS, ASDS, Supervisors	22%

Slide Number 20

Use RPMS Year 1 Tools for S.Y. 2019-2020

Slide Number 21

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



Purpose for using RPMS Year 1 Tools for SY 2019-2020

- To reinforce the knowledge and understanding of school heads and teachers on the RPMS tools and processes
- To allow schools and divisions to follow the RPMS Cycle and all its activities and schedules
- To address the challenges that some regions encountered due to late implementation of RPMS



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 Number 23

Let's continue our journey towards teacher
quality

#QualityTeachers=QualityEducation



Slide Number 24



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 Number 25

Orientation Overview

Slide Number 26

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

Objectives:

- 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).
- Establish pool of trainers on the implementation of the PPST-based RPMS support materials for S.Y. 2019-2020.

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

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

Day 1

Time	Duration	Activity
8:00 – 8:30	30	Registration
8:30 – 9:00	30	Preliminaries
9:30 – 10:15	45	Context of RPMS (CSC, D.O. 2, D.O. 42)
10:15 – 10:30	15	Break
10:30 – 12:00	90	PPST
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
2:00 – 3:00	60	Understanding RPMS Tools and MOVs
3:00 – 3:15	15	Break
3:15 – 3:45	30	e-SAT including data management and use of results
3:45 – 4:30	45	e-SAT Tryout
4:30 – 5:00	30	Reflection of the Day

Slide Number 27

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

Day 2 (Morning)

Time	Duration	Activity
8:00 – 8:30	30	MOU/Energizer
8:30 – 9:00	30	Use of PPST-based Classroom Observation Tool in the RPMS <ul style="list-style-type: none"> • Connection between COT and PPST • Connection between COT and RPMS
9:00 – 9:30	30	COT-RPMS Forms <ul style="list-style-type: none"> • Rubrics • Indicator List • Observation Notes Form • Rating Sheet • Inter-Observer Agreement Form
9:30 – 9:45	15	Break
9:45 – 12:00	135	COT-RPMS in Portfolio Organization and Assessment <ul style="list-style-type: none"> • Computing for the COT Rating • MOVs for the Portfolio
12:00 – 1:00	60	Lunch

Slide Number 28

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

Day 2 (Afternoon)

Time	Duration	Activity
1:00 – 2:00	60	Classroom Observation Protocols <ul style="list-style-type: none"> - Observers – Pre/ During/ Post Observation - Teachers – Pre/ During/ Post Observation
2:00 – 2:30	30	Training/Simulation <ul style="list-style-type: none"> • Review of Protocols • Mock Observation (Video Presentation)
2:30 – 2:45	15	Individual Rating
2:45 – 3:00	15	Inter-Observer Rating
3:00 – 3:15	15	Break
3:15 – 3:45	30	Simulation of the Inter-observer Agreement Exercise
3:45 – 4:15	45	PPST Resource Package to Understand the Indicators: Module 2 Walkthrough
4:15 – 4:45	30	Q & A
4:15 – 5:00	15	Closing Program

Slide Number 29

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 Number 30

Session Norms

 **No Disturbances**

 **Punctuality**

 **Ask Questions**

 **Participation**

 **Respect Others**

Australia Aid New England

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 Number 31



Slide Number 32



Slide Number 33

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 Number 1

Context of RPMS



Civil Service Commission Memorandum Circular No. 6, s. 2012



MC No. 6, s. 2012

MEMORANDUM CIRCULAR

TO : ALL HEADS OF CONSTITUTIONAL BODIES; DEPARTMENTS, BUREAUS AND AGENCIES OF THE NATIONAL GOVERNMENT; LOCAL GOVERNMENT UNITS; GOVERNMENT-OWNED AND/OR CONTROLLED CORPORATIONS (GOCCs) WITH ORIGINAL CHARTERS; AND STATE UNIVERSITIES AND COLLEGES

SUBJECT : Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)

Whereas, Administrative Order No. 25 dated December 21, 2011, was issued with the end in view of developing a collaborative mechanism to “establish a unified and integrated Results-based Performance Management System (RBPMS) across all departments and agencies within the Executive Branch of Government incorporating a common set performance scorecard and creating an accurate, accessible and up-to-date government-wide, sectoral and organizational performance information system



Slide Number 2

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 Number 3



DepEd No. 2, s. 2015

“Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education”

The guidelines explain **mechanisms**, **criteria** and **processes** for performance target setting, monitoring, evaluation and development planning.



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 Number 4



DepEd No. 42, s. 2017

“National Adoption and Implementation of the Philippine Professional Standards for Teachers”



Slide Number 4

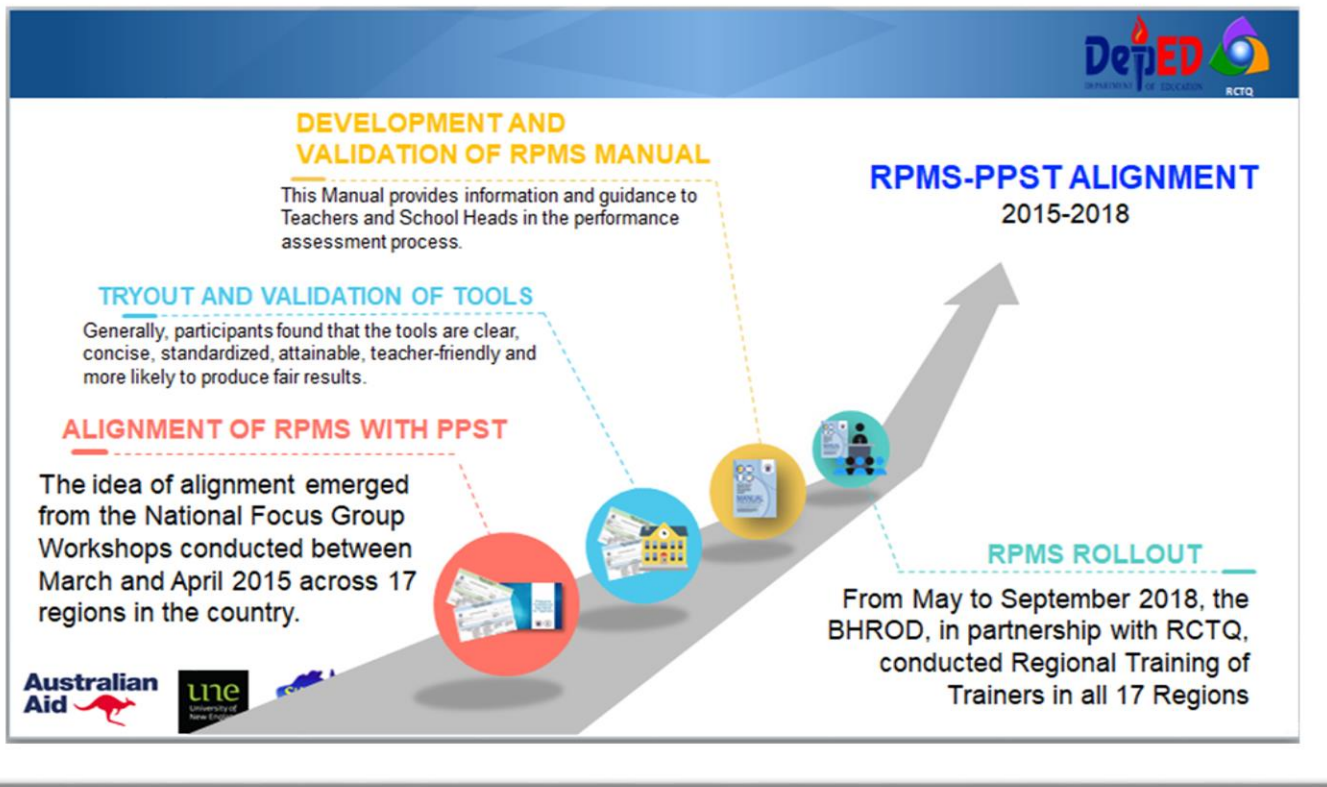
Purpose of the Slide:

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 Number 5



Slide Number 5

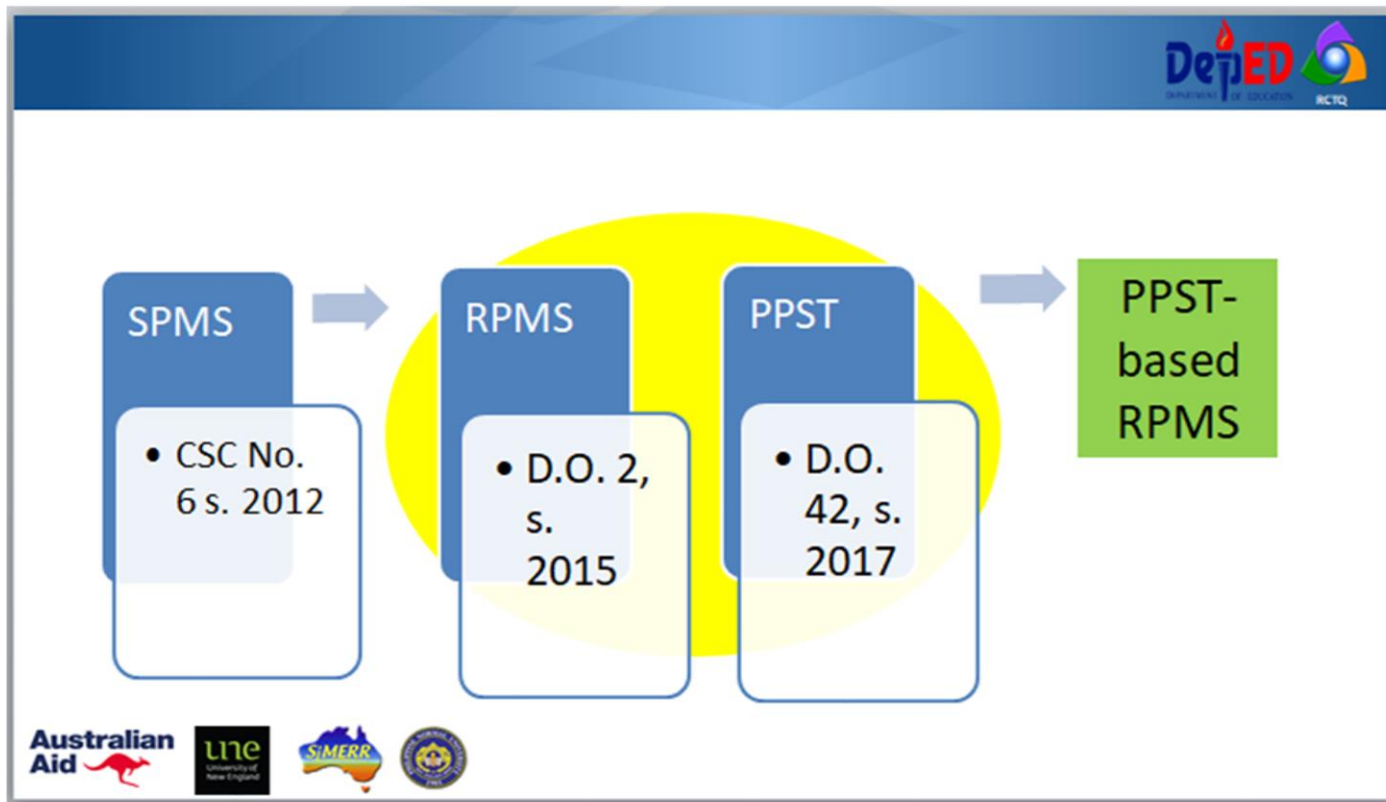
Purpose of the Slide:

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 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 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 instructional 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 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

PPST-RPMS Alignment

Results-based Performance Management System

Key Result Areas

Domains

Objectives

Indicators

Philippine Professional Standards for Teachers

Slide Number 10

Alignment of RPMS to PPST

In the RPMS Tools, teachers target thirteen (13) objectives to realize the five (5) KRAs.

These objectives are aligned with the indicators of the PPST.

2 Objectives

Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	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 task/test material(s) highlighting integration of content knowledge within and across subject areas 5. Others (Please specify and provide annotations)
<p>Key Result Areas</p> <p>General outputs or outcomes. In the context of the RPMS Tools, the KRAs capture the Domains of the Philippine Professional Standards for Teachers</p>	1	2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance task/test material(s) used in teaching 5. Results of assessment used in teaching 6. Others (Please specify and provide annotations)

Slide Number 11

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.

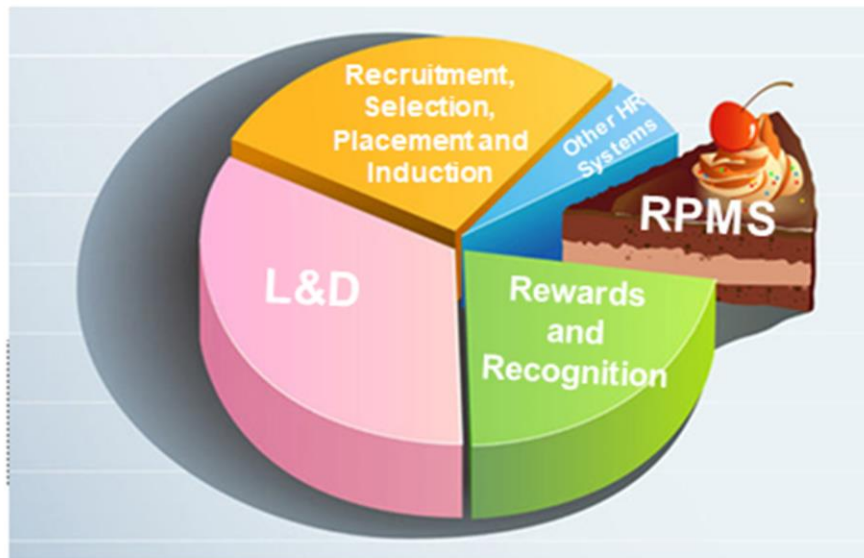
Slide Number 11

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 Number 12



Philippine Professional Standards for Teachers



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 Number 13

PPST-based RPMS Tools

Classroom
Observation
Tools (COT)



Self-Assessment
Tools (SAT)



RPMS Tools
for Teachers



Slide Number 14



PPST-based RPMS Support Materials



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?



Slide Number 16



Presentation slides prepared by:

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Slide Number 1

The Philippine Professional Standards for Teachers








We
sometimes
forget how
much things
change
over time



This is a Cargo Plane in 1956.

It is transferring a 5MB IBM Hard Drive.




In 2015:
A coin-sized flash drive has a 128GB of space (~16 HD movies).








Slide Number 2

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 Number 3


General Information on Department Order No. 42, s. 2017






Slide Number 4

DepEd No. 42, s. 2017



Secretary Briones signed into policy [DepEd Order No. 42, S. 2017, The National Adoption and Implementation of the Philippine Professional Standards for Teachers.](#)



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!

DO 42, S. 2017

The PPST:

- (i) sets **clear expectations of teachers** along well-defined career stages of professional development from beginning to distinguished practice;
- (ii) engages teachers **to embrace ongoing professional learning** for their professional development to enhance their own teaching;
- (iii) provides **a framework** of uniform measures to **assess teacher performance**; and
- (iv) provides a basis for **building public confidence** in and support for the work of teachers.

Slide Number 5

From D.O. 42, s. 2017:



- The PPST **shall** be used as a **basis for all learning and development programs** for teachers to ensure that they are properly equipped to effectively implement the K to 12 Program.
- It can also be used for the **selection and promotion** of teachers.
- All **performance appraisals** for teachers **shall** be based on this set of Standards.

Slide Number 6

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

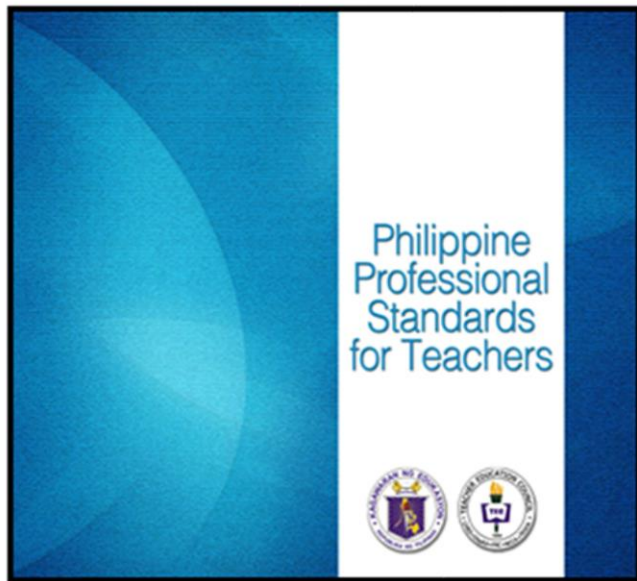
Notes to Presenter:

- 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 Number 7



What is the Philippine Professional Standards for Teachers (PPST)?



- Is a **public statement** of professional accountability
- It has **four career stages**: Beginning, Proficient, Highly Proficient, and Distinguished.
- It has **seven Domains, 37 Strands, and 37 indicators** for each career stage.



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.



Were key stakeholders involved in the process of development and validation of the PPST?

Over 10,000 pre- and in-service teachers, principals, supervisors, DepEd Regional Directors and other educators across all regions


Government agencies other than DepEd (e.g., PRC, CSC) and NGOs (e.g. PBED, FUSE) were part of the **Reference Panel**.



Slide Number 8



Rationale in the Development of the Philippine Professional Standards for Teachers



Slide Number 9

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

In 2013, RA 10533 (K to 12 Reform) was signed into law

This prompted the:

- Need to **revisit NCBTS** as a Framework for Teacher Quality, and address teacher quality requirements in the K to 12 (e.g., content knowledge and pedagogy, career stages)

(Work on teacher standards was **approved** by the **Joint Advisory Board** chaired by Former Sec Armin Luistro)

Slide Number 11

The development of the new Professional Standards for Teachers

A more than three-year, robust **quantitative and qualitative** research and development work was undertaken that included, among others:

- **Wide consultation** with key education stakeholders and thousands of in- and pre- service teachers, principals, supervisors, and teacher educators across the country
- **Review and analyses** of teacher standards across 42 international jurisdictions, as well as Philippine government and media discourse on teacher quality
- **National validation** approved by Br. Armin in Feb 2015
- **Finalization** by the Teacher Education Council (TEC), Regional Directors, Bureau Directors in August 2016

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

“The quality of an
education system
cannot exceed
the quality of its
teachers.”

(McKinsey and Co., 2007)

Slide Number 12

Internationally, Teacher Quality is articulated in Professional Standards for Teachers

Professional Standards:

- Is a **public statement** of professional accountability
- Makes explicit what teachers should **know, be able to do and value in the profession**
- Is sufficiently **generic** to represent practice across Grade levels and subject areas

Slide Number 13

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.

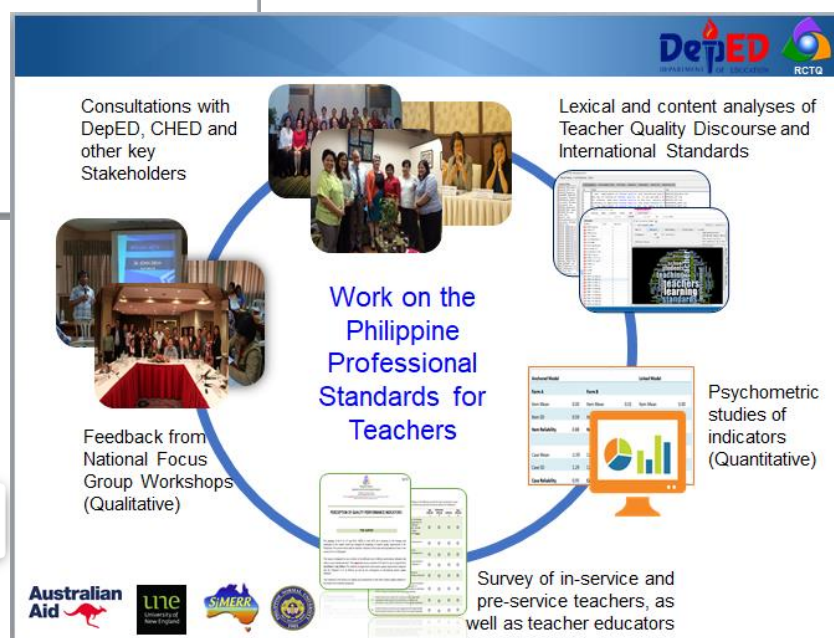


Slide Number 14

The Development and Validation of the Philippine Professional Standards for Teachers



Slide Number 15



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

Philippine Professional Standards for Teachers as the **New Framework** for Teacher Quality and Teacher Development






Teacher Professional Development Framework



Career Path

Recruitment and Hiring → Stage 1 (Beginning) → Stage 2 (Proficient) → Stage 3 (Highly Proficient) → Stage 4 (Distinguished)

Teacher Induction Program 1 → 2

Rewards, Compensation (?)

Teacher Certification at Career Stage 2, 3, 4 (?)

Classroom Observation Tool & Self-Assessment Tool Targeted Professional Development and Teacher Training






Slide Number 17

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.




Domains

Domain 1. Content Knowledge and Pedagogy
 Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.

4 Career Stages: Descriptions of developmental practice

Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application	1.1.2 Apply content with curriculum t		
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-	1.2.2 Use research-based knowledge and principles of	1.2.3 Collaborate with colleagues in the conduct and	1.2.4 Lead colleagues in the advancement of the art and
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

Indicators per career stage
 "concrete, observable, measurable teacher practices"




Slide Number 18

Domains

Philippine Professional Standards for Teachers

- 1 Content Knowledge and Pedagogy
- 2 Learning Environment
- 3 Diversity of Learners
- 4 Curriculum and Planning
- 5 Assessment and Reporting
- 6 Community Linkages and Professional Engagement
- 7 Personal Growth and Professional Development

Central to the K to 12 Reform and places, at the beginning, the importance of teachers knowing their content and knowing how to teach it.



Slide Number 19

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 Number 20

What qualities are expected of teachers based on these Domains of the PPST?

- Engage in professional reflection and assume responsibility for personal professional learning
- Establish community relationships and uphold professional ethics
- Use a variety of assessment tools to inform and enhance the teaching and learning process
- Plan and design effective instruction
- Respond to learner diversity
- Maintain a learning-focused environment
- Know what to teach and how to teach it
- Strategies for promoting literacy and numeracy
- Use of Mother Tongue, Filipino and English in teaching and learning
- Knowledge of research
- Strategies for developing critical and creative thinking skills
- Classroom communication strategies
- Learners' linguistic, cultural, socio-economic and religious backgrounds
- Learners in difficult circumstances
- Learners from Indigenous Groups

Slide Number 21

What are the four Career Stages of the PPST?

- 1

BEGINNING (Career Stage 1)
 Teachers who have **gained the qualifications** recognized for entry into the teaching profession and need support from more experienced colleagues.
- 2

PROFICIENT (Career Stage 2)
 Teachers who **independently apply** teaching principles and strategies skills vital to the teaching and learning process.
- 3

HIGHLY PROFICIENT (Career Stage 3)
 Teachers who **consistently display** a high level of performance in their teaching practice, **mentor colleagues** and work collegially with other staff.
- 4

DISTINGUISHED (Career Stage 4)
 Teachers who **embody the highest standards for teaching** grounded in global best practice and lead colleagues in promoting quality teaching and learning.

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



Teacher professional growth can be represented by:

Beginning training




Exemplary practice

It is valuable to have **sign posts** along the way to help identify progress.

Teacher quality Stages are **developmental** in nature and exist on a **quality continuum**.

This is about teachers, not leadership roles such as Principals and Supervisors.








Slide Number 23

Slide Number 22

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.

Why are Career Stages important?

The description of standards at different career stages provides “a framework for the teacher development continuum.” (OECD,2005)

Slide Number 24

Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher. (Darling-Hammond in Strauss, 2012)

Implications of Career Stages

Career stage 1 offers:

- realistic requirements of teachers in training.
- TEIs what they need to guide the design of teacher education programs and judge pre-service teacher quality

Career stage 2:

- is for teachers of good quality in school and is what teachers need to enjoy success and a sense of genuine professionalism
- allows a focus for school-based induction for beginning teachers.

Slide Number 25

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.



Implications of Career Stages

Career stage 3 allows a focus on:

- high-quality teaching
- mentoring which is a defining characteristic of a profession where established practitioners exercise responsibility for the development of their peers

Career stage 4:

- shows exemplary teaching
- is recognised as a leader and mentor in teaching and curriculum.



Slide Number 26

Implications of Career Stages from Manila Bulletin 21/10/17

This policy (PPST) is also based on the international standards for teachers and will be used to tell the TEIs – through the Commission on Higher Education (CHED) – if they can look into the pre-service curriculum to ensure that what is being taught to future teachers would be aligned with what the system needs.”



Undersecretary for
Planning and Field
Operations **Jesus Mateo**



Slide Number 27

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



Developmental Career stages can help teachers

- guide professional development that provides achievable quality targets, focused advice and feedback on performance
- achieve realistic outcomes of development of practical quality in teaching

The FOCUS for the NEXT FEW YEARS WILL be on improved PROFESSIONAL LEARNING

Slide Number 28



PPST can be used as the basis for:



Slide Number 29

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 Number 30



Philippine Professional Standards for Teachers



Teacher Assessment based on the Philippine Professional Standards for Teachers

Slide Number 31



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 Number 32

PPST-based RPMS Tools & Support Materials

Classroom Observation Tools (COT)

Self-Assessment Tools (SAT)

RPMS Tools for Teachers

Australian Aid **Ute** **SIMERR**

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 Number 33



Three things that matter most in top school systems

(McKinsey, 2007)

Getting the
right people to
become
teachers



Developing
them into
effective
instructors

Ensuring that
the system is able
to deliver the best
possible instruction
for every child



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 Number 34

Questions?



Slide Number 35



Presentation slides prepared by:

Dr. Gina O. Gonong
Director, RCTQ

Dr. John Pegg
Director, UNE-SiMERR, Australia

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Project Development Officer III, BHROD-HRDD



Process of RPMS

Highlighting the Roles of Rater and Ratee
in each Phase of the RPMS Cycle

Slide Number 1

Slide Number 1

Purpose of the slide:

To introduce participants on the session

Notes to Presenter:

- This is a title slide.

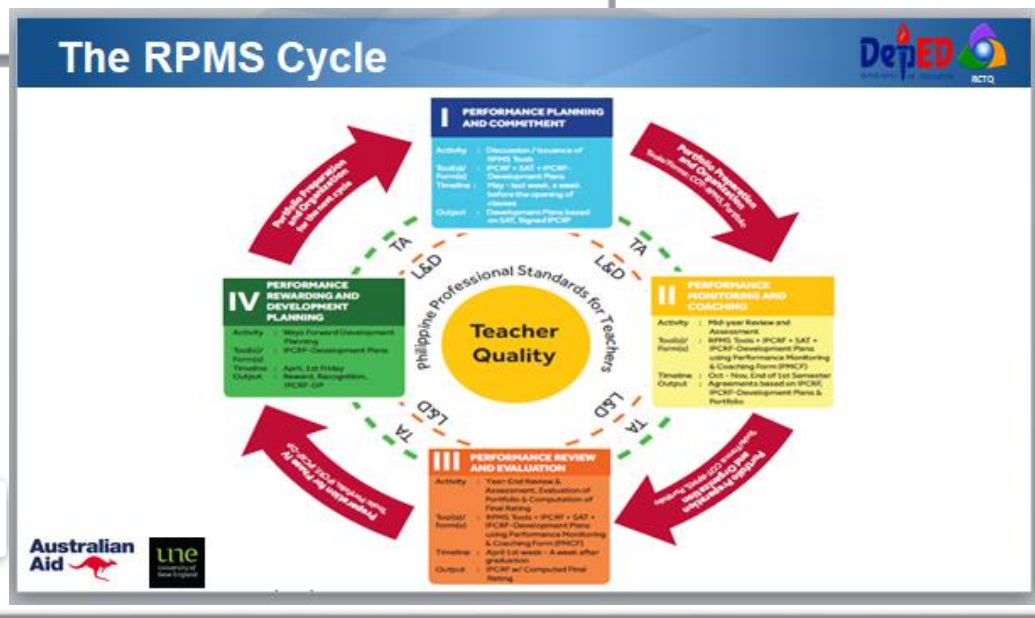
Slide Number 2

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 Number 2

Slide Number 3

Raters



Raters refer to the **School Heads** (e.g. Principals, Teachers-in-Charge, Head Teachers), **Department Heads** and/or **Master teachers** who assess teacher portfolios to assess teacher performance.



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

Ratees



Ratees are **Teacher I-III** and **Master Teacher I-IV** who submit their portfolios as evidence of their teaching performance.



Australian
Aid

lne
University of
New England

SIMERR



SLIDE SET 4 – Process of RPMS

Phase I

Performance Planning and Commitment

MAY
last week or a week before the opening of classes

Slide Number 5

PERFORMANCE PLANNING AND COMMITMENT

Activity:

- Discussion of RPMS Tools

Tools / Forms:

- IPCRF
- SAT
- IPCRF-Development Plans

Principal

Teacher I, Teacher II, Teacher III, Master Teacher

Slide Number 6

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

PERFORMANCE PLANNING AND COMMITMENT

Timeline:

- May – last week or a week before the opening of classes

Output:

- Development Plans based on SAT
- Signed IPCRF

Slide Number 7

Portfolio Preparation and Organization
Tools/Forms: COT-RPMS, Portfolio

June to October

Slide Number 8

Australian Aid, UTe, SIMERA, DepED

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 Number 9

Portfolio Preparation and Organization
Tools/Forms: COT-RPMS, Portfolio

June to October

Results-Based Performance Management System (RPMS)
Portfolio
S.Y. 2016-2017
Juan Dela Cruz
JUAN DELA CRUZ
Teacher II
JESSAMAE ZAPATA
Principal

Australian Aid, UNE, SIMERR, DepED

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

Phase II

Performance Monitoring and Coaching

Slide Number 10

Year-Round

Slide Number 11

Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.

IPCRF-DP

Year-Round

Rater

Ratee

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 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.

Coaching and feedback shall be 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**.




SLIDE SET 4 – Process of RPMS


PERFORMANCE MONITORING AND COACHING

Activity:

- Mid-year Review and Assessment




Hi! Let's talk about your performance rating.




I am glad to hear about your comments, Ma'am.

Slide Number 13


Tools / Forms:




RPMS Tools




SAT



IPCRF-DP



Australian IPCRF



PMCF

Slide Number 14

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

II PERFORMANCE MONITORING AND COACHING

Timeline:

- Year-round
- October – November, End of 1st Semester

Outputs:

- Agreements based on IPCRF
- IPCRF-Development Plans
- Portfolio



Slide Number 15

Portfolio Preparation and Organization

Tools/Forms: COT-RPMS, Portfolio



Slide Number 16



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

Portfolio Preparation and Organization
Tools/Forms: COT-RPMS, Portfolio

Results-Based Performance Management System (RPMS)
Portfolio
S.Y. 2016-2017
Dr. Juan Dela Cruz
Teacher II
JESSAMAE ZAPATA
Principal

November to March

Slide Number 18

Phase III

Performance Review and Evaluation

April 1st Week or a Week after Graduation

Slide Number 17

Purpose of the Slide:

To discuss the activities in Portfolio Preparation and Organization and timeline

Note to Presenter:

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

Slide Number 18

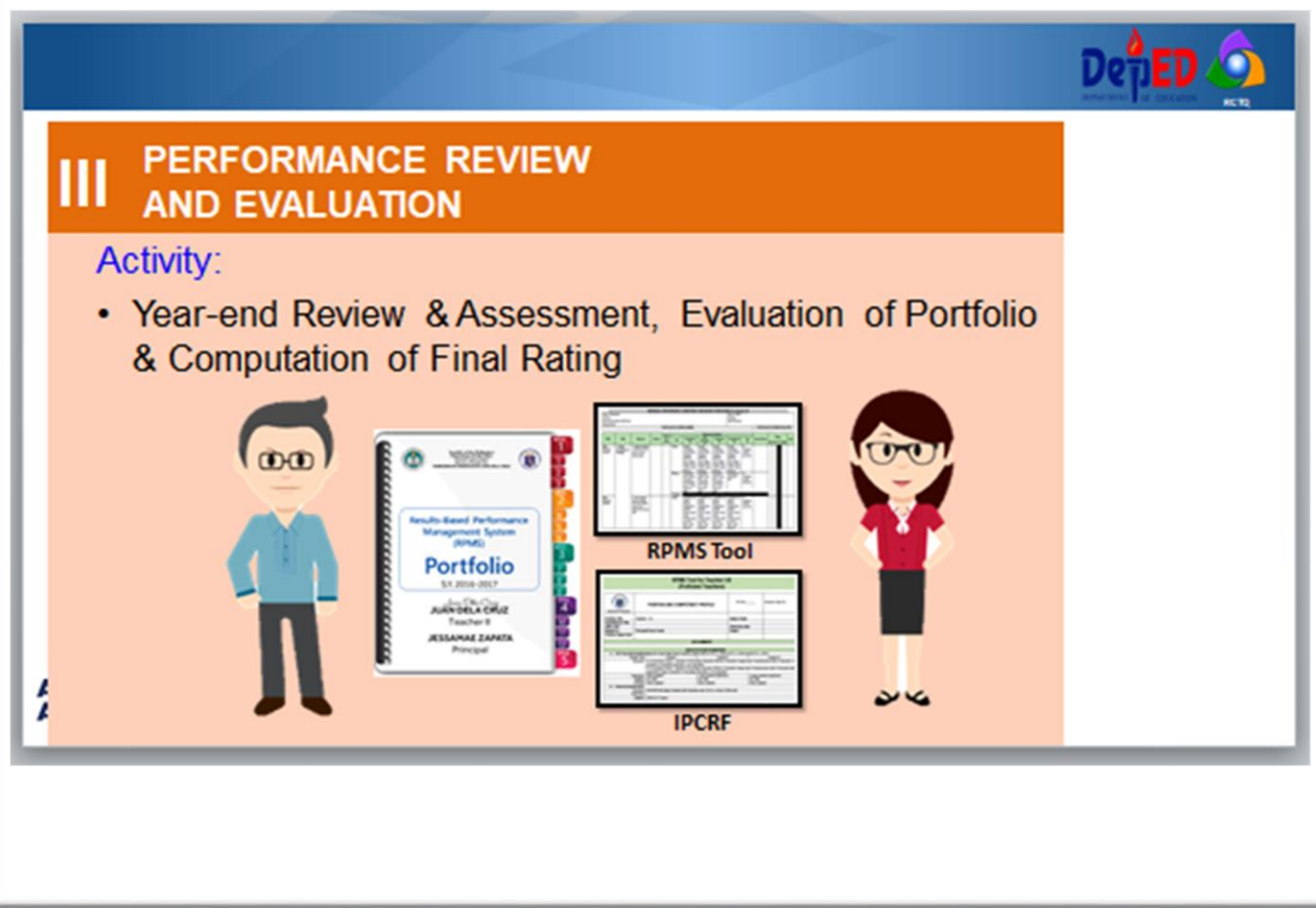
Purpose of the Slide:

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 Number 19



The slide content is displayed within a blue-bordered frame. At the top right of the frame is the DepED logo. The main content area has an orange header with the text 'III PERFORMANCE REVIEW AND EVALUATION'. Below the header, the word 'Activity:' is written in blue. A bullet point follows: 'Year-end Review & Assessment, Evaluation of Portfolio & Computation of Final Rating'. Below the text, there are two cartoon characters: a man on the left and a woman on the right. Between them are three items: a 'Portfolio' document, an 'RPMS Tool' spreadsheet, and an 'IPCRF' form.

III PERFORMANCE REVIEW AND EVALUATION

Activity:

- Year-end Review & Assessment, Evaluation of Portfolio & Computation of Final Rating

Illustrations include a male teacher, a female principal, a portfolio, the RPMS Tool, and the IPCRF form.

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

PERFORMANCE REVIEW AND EVALUATION

Tool(s) / Form(s):

- RPMS Tools
- IPCRF
- SAT
- IPCRF-Development Plans using Performance Monitoring & Coaching Form (PMCF)

Slide Number 21

PERFORMANCE REVIEW AND EVALUATION

Timeline:

- April 1st week or a week after graduation

Output:

- IPCRF with Computed Final Rating

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

Preparation for Phase IV
Tools: Portfolio, IPCRF, IPCRF-DP

Slide Number 23

Phase IV
Performance Rewarding and Development Planning

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

IV PERFORMANCE REWARDING AND DEVELOPMENT PLANNING

Activity:

- Ways Forward Development Planning

Tool(s) / Form(s):

- IPCRF-Development Plans

Slide Number 24

IV PERFORMANCE REWARDING AND DEVELOPMENT PLANNING

Qualitative comments observations recommendations

Slide Number 25

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




IV PERFORMANCE REWARDING AND DEVELOPMENT PLANNING

Strengths are competencies which the ratee **demonstrated consistently** and areas that meet or exceed expectations



Development Needs are competencies which **ratee rarely demonstrates** and areas where the ratee has room for improvement and has not met the expectations



Slide Number 26



Portfolio Preparation and Organization for the next cycle



Slide Number 27

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

Phase I
Performance Planning and Commitment

Phase II
Performance Monitoring and Coaching

Phase III
Performance Review and Evaluation

Phase IV
Performance Rewarding and Development

Calendar Strip:
MAY - last week, a week before the opening of classes
June to October
October to November
November to March
April, 1st Week
April
April, 1st Friday

Slide Number 29

Presentation slides prepared by:

Dr. Allan S. Reyes
Senior Program Manager, RCTQ

Lizette Anne L. Carpio
Research Officer, RCTQ

Logos: Australian Aid, lne, SIMED, and DepED

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

Session 1



Slide Number 1

Understanding RPMS Tools, MOV and Performance Indicators



RPMS Tools pertain to the **two (2)** different teacher performance assessment instruments:

1. RPMS Tool for Teacher I-III (Proficient Teachers); and
2. RPMS Tool for Master Teacher I-IV (Highly Proficient Teachers)

Slide Number 2



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

Each tool has the following parts:

1. Position and Competency Profile
2. Job Summary which includes
 - 2.1 Qualification Standards
 - 2.2 Duties and responsibilities
3. Key Results Areas (KRAs)
4. Objectives
5. Means of Verification (MOV)
6. Performance Indicators

Slide Number 3

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.



Parts of RPMS Tools			
Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas. 2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	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)

Key Result Areas

General outputs or outcomes. In the context of the RPMS Tools, the KRAs capture the Domains of the Philippine Professional Standards for Teachers

In the RPMS Tools, teachers target thirteen (13) objectives to realize the five (5) KRAs.

These objectives are the indicators of the PPST. **Objectives**

Slide Number 4

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.

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.

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.	Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about knowledge of content within and across curriculum teaching areas	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
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)	Timeliness					

Aus Aid

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 rates 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

Understanding Means of Verification (MOV)

There are **two (2)** types of MOV:

Main MOV –
This refers to the **non-negotiable MOV** needed to demonstrate attainment of the Objective.

Supporting MOV –
This refers to the list of MOV **ratees could choose from** to support the Main MOV in the attainment of Objective.

Slide Number 7

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

Main MOV

- Classroom Observation Tool (COT) Rating Sheet or Inter-observer Agreement Form

Slide Number 8

Supporting MOV

- DLP/Modified DLL
- Instructional Materials
- Performance Tasks/ Assessment Tools
- Sample/ Compilation of Student Outputs
- Certificates/ Minutes and other Evidence of Participation
- Class Records/Report Cards
- Others (Specify and provide annotations)

Slide Number 9

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	Green	Yellow	Yellow	Yellow			
Objective 2	Green	Yellow	Yellow	Yellow			
Objective 3	Green	Yellow	Yellow	Yellow			
Objective 4	Green	Yellow					
Objective 5	Green						
Objective 6	Green	Yellow	Yellow				
Objective 7	Green	Yellow	Yellow				
Objective 8						Yellow	
Objective 9	Green	Yellow	Yellow				
Objective 10	Green	Yellow		Yellow			
Objective 11		Yellow		Yellow	Yellow		Yellow
Objective 12					Yellow		Yellow
Objective 13						Yellow	

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		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 not now require too many documents 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				Total
	1st	2nd	3rd	4th	
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




Understanding Performance Indicators

Slide Number 13










RPMS Tool for Proficient Teachers

RPMS Manual Appendices
pp.146-158



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	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					
3. Instructional materials highlighting mastery of content and its integration in other 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	4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas						
5. Others (Please specify and provide annotations)	5. Others (Please specify and provide annotations)						

Slide Number 14

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

Sample School Scenario for **Teacher I**

KRA 1 Objective 1

Slide Number 15

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.



Teacher I

RPMS Manual Appendices
p. 146



Teacher Mary, Teacher I of Torno Elementary School, includes in her portfolio the following **MOV under KRA 1 Objective 1**


1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 1 – Final Rating 6	<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 2 – Final Rating 6	<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 3 – Final Rating 7	<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 4 – Final Rating 7
<input checked="" type="checkbox"/> DLP	<input checked="" type="checkbox"/> DLP	<input checked="" type="checkbox"/> Instructional Material	<input checked="" type="checkbox"/> Test Material

Slide Number 16



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

Slide Number 17





For Quality, RPMS Manual p. 37 

Objective 1	Final Rating	RPMS Transmuted Rating
Observation 1	6	4
Observation 2	6	4
Observation 3	7	5
Observation 4	7	5

COT Rating (Proficient Teachers)	RPMS 5-point scale
7	5 (Outstanding)
6	4 (Very Satisfactory)
5	3 (Satisfactory)
4	2 (Unsatisfactory)
3	1 (Poor)

$18 \div 4 = 4.500$

Average Transmuted Rating is 4.500

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:
 - $4 + 4 + 5 + 5 = 18$
 - $18 \div 4 = 4.500$

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

Slide Number 18

For Quality,

RPMS Manual p. 37



Average Transmuted Rating is **4.500**

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)



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	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
	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)	Timeliness					

Slide Number 19

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.

For Efficiency,

- ✓ 4 COT inter-observer agreement forms
- ✓ Each with any 1 of the supporting MOV

QET	Performance Indicators				
	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
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

Slide Number 20

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



Teacher Mary's Rating in KRA 1, Objective 1

QET	Rating
Quality	5 (Outstanding)
Efficiency	5 (Outstanding)
$10 \div 2 = 5.000$	

Slide Number 21



Teacher Mary's Rating in KRA 1, Objective 1



Computation:

Step 1

$$5 + 5 = 10$$

(Q) (E)

Step 2

$$10 \div 2 = 5.000$$

(Average)

Step 3

$$5.000 \times 7.5\% = 0.375$$

(Average) (Weight)

KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	7.5%	5	5	5.000	0.375	



Slide Number 22

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:
 - $5 \text{ (Quality)} + 5 \text{ (Efficiency)} = 10$
 - $10 \div 2 = 5.000$
- 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:
 - $5 \text{ (Quality)} + 5 \text{ (Efficiency)} = 10$
 - $10 \div 2 = 5.000 \text{ (Average)}$
 - $5.000 \text{ (Average)} \times 7.5\% \text{ (Weight of Objective)} = 0.375$
- 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



Sample School Scenario for Teacher I


KRA 1 Objective 2

Slide Number 23

Teacher I





RPMS Manual Appendices
p. 147



Teacher Mary submitted the following MOV for Objective 2:

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<input checked="" type="checkbox"/> COT Rating Sheet 1 – Final Rating 5	<input checked="" type="checkbox"/> COT Rating Sheet 2 – Final Rating 6	<input checked="" type="checkbox"/> COT Rating Sheet 3 – Final Rating 6	<input checked="" type="checkbox"/> COT Rating Sheet 4 – Final Rating 7
<input checked="" type="checkbox"/> Instructional Material	<input checked="" type="checkbox"/> DLP	<input checked="" type="checkbox"/> DLP	<input checked="" type="checkbox"/> Test Material

Slide Number 24

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

For Quality, RPMS Manual p. 37 

Objective 2	Final Rating	RPMS Transmuted Rating	COT Rating (Proficient Teachers)	
			COT Rating	RPMS 5-point scale
Observation 1	5	3	7	5 (Outstanding)
Observation 2	6	4	6	4 (Very Satisfactory)
Observation 3	6	4	5	3 (Satisfactory)
Observation 4	7	5	4	2 (Unsatisfactory)
			3	1 (Poor)

$16 \div 4 = 4.000$

Average Transmuted Rating is 4.000

Australian Aid    

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 transmuted 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:
 - $3 + 4 + 4 + 5 = 16$
 - $16 \div 4 = 4.000$

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

For Quality,

RPMS Manual p. 37



Average Transmuted Rating is 4.000

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)

Slide Number 26

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.



RPMS Manual Appendices
p. 147



Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills 2. Lesson plans/modified DLLs used in teaching highlighting learner-centered strategies that promote literacy and/or numeracy skills 3. Instructional materials highlighting learner-centered strategies that promote literacy and/or numeracy skills 4. Performance tasks/test material(s) used in teaching 5. Results of assessment used in teaching 6. Others (Please specify and provide annotations)	Quality	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 7	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 6	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 5	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
		Efficiency	Submitted at least 4 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 3 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 2 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 1 learner-centered lesson as evidently shown in any of the given MOV	No acceptable evidence was shown
		Timeliness					

Slide Number 27



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

For Efficiency,

RPMS Manual Appendices
p. 147

4 COT Rating Sheet

Each with any 1 of the supporting MOV

Slide Number 28

Performance Indicators					
QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Efficiency	Submitted at least 4 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 3 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 2 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	Submitted 1 learner-centered lesson as evidently shown in any of the given MOV	No acceptable evidence was shown

Teacher Mary's Rating in **KRA 1, Objective 2**

QET	Rating
Quality	4 (Very Satisfactory)
Efficiency	5 (Outstanding)
$9 \div 2 = 4.500$	

Slide Number 29

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:
 - $4 \text{ (Quality)} + 5 \text{ (Efficiency)} = 9$
 - $9 \div 2 = 4.500$
- 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

Teacher Mary's Rating in KRA 1, Objective 2

Computation:

Step 1
 $4 + 5 = 9$
(Q) (E)

Step 2
 $9 \div 2 = 4.500$
(Average)

Step 3
 $4.500 \times 7.5\% = 0.337$
(Average) (Weight)

KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
1. Content Knowledge and Pedagogy	2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	7.5%	4	5		4.500	0.337

Sample School Scenario for **Teacher I**

KRA 3

Objective 8

Slide Number 30

Slide Number 31

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:
 - $4 \text{ (Quality)} + 5 \text{ (Efficiency)} = 9$
 - $9 \div 2 = 4.500 \text{ (Average)}$
 - $4.500 \text{ (Average)} \times 7.5\% \text{ (Weight of Objective)} = 0.337$
- 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)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	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



Teacher Mary's Rating in KRA 3, Objective 8

QET	Rating
Quality	4 (Very Satisfactory)
Efficiency	4 (Very Satisfactory)

$$8 \div 2 = 4.000$$

Slide Number 34



Teacher Mary's Rating in KRA 3, Objective 8



Computation:

Step 1

$$4 + 4 = 8$$

(Q) (E)

Step 2

$$8 \div 2 = 4.000$$

(Average)

Step 3

$$4.000 \times 7.5\% = 0.300$$

(Average) (Weight)

Slide Number 35



KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
3. Curriculum and Planning	8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	7.5%	4	4		4.000	0.300

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
 - $8 \div 2 = 4.000$
- 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
 - $8 \div 2 = 4.000$ (Average)
 - 4.000 (Average) x 7.5% (Weight of Objective) = 0.300

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

Sample School Scenario for Teacher I

Slide Number 36

KRA 4 Objective 11

Teacher I

RPMS Manual Appendices
p. 156

Teacher Mary submitted the following MOV for Objective 11, KRA 4:

- Compilation of a learner's written work with summary of results and with signature of parents from the First Quarter
- Summative assessment tool with TOS and frequency of errors with identified least mastered skills from Second Quarter
- Grading Sheet from Third Quarter
- 1 Lesson plan showing index of mastery from Fourth Quarter

Slide Number 37

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

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

Teacher Mary's Rating in KRA 4, Objective 11

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

$$15 \div 3 = 5.000$$

Slide Number 39



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

Teacher Mary's Rating in KRA 4, Objective 11



Computation:

Step 1

$$5 + 5 + 5 = 15$$

(Q) (E) (T)

Step 2

$$15 \div 3 = 5.000$$

(Average)

Step 3

$$5.000 \times 7.5\% = 0.375$$

(Average) (Weight)

KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
4. Assessment and Reporting	11. Monitored and evaluated learner progress and achievement using learner attainment data.	7.5%	5	5	5	5.000	0.375

Slide Number 40



Sample School Scenario for Teacher I

KRA 4 Objective 12

Slide Number 41



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
 - $15 \div 3 = 5.000$ (Average)
 - 5.000 (Average) \times 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 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 Number 43



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



Teacher Mary's Rating in KRA 4, Objective 12

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

$$15 \div 3 = 5.000$$

Slide Number 44



Teacher Mary's Rating in KRA 4, Objective 12



Computation:

Step 1

$$5 + 5 + 5 = 15$$

(Q) (E) (T)

Step 2

$$15 \div 3 = 5.000$$

(Average)

Step 3

$$5.000 \times 7.5\% = 0.375$$

(Average) (Weight)

Slide Number 45



KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
4. Assessment and Reporting	12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	7.5%	5	5	5	5.000	0.375

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
 - $15 \div 3 = 5.000$

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
 - $15 \div 3 = 5.000$ (Average)
 - 5.000 (Average) \times 7.5% (Weight of Objective) = 0.375

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





Sample School Scenario for Teacher I





KRA 5 Objective 13

Teacher I

Teacher Mary submitted the following MOV for Objective 13, KRA 5:

- 1 Certificate of Participation in INSET
- 1 Certificate of Training on Critical Content
- 1 Certificate of Speakership on Journalism
- 1 Certificate of Coordinatorship in English





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

For Quality and Efficiency

RPMS Manual Appendices
p. 183

Performance Indicators					
QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Quality	Consistently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Frequently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Occasionally performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Rarely performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	No acceptable evidence was shown
Efficiency	Submitted at least 4 different kinds of acceptable MOV	Submitted 3 different kinds of acceptable MOV	Submitted 2 different kinds of acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

Slide Number 48

Teacher Mary's Rating in KRA 5, Objective 13

QET	Rating
Quality	5 (Outstanding)
Efficiency	5 (Outstanding)
10 ÷ 2 = 5.000	

Slide Number 49

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

Teacher Mary's Rating in KRA 5, Objective 13



Computation:

Step 1

$$5 + 5 = 10$$

(Q) (E)

Step 2

$$10 \div 2 = 5.000$$

(Average)

Step 3

$$5.000 \times 10\% = 0.500$$

(Average) (Weight)

KRAs	Objectives	Weight per KRA	Rating				Score
			Q	E	T	Ave	
5. Plus Factor	13. Performed various related works/activities that contribute to the teaching-learning process.	10%	5	5		5.000	0.500



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
 - $10 \div 2 = 5.000$ (Average)
 - 5.000 (Average) \times 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

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
4	22.5%	Objective 10	7.5%	4	5	-	4.5	0.337
		Objective 11	7.5%	5	5	5	5	0.375
		Objective 12	7.5%	5	5	5	5	0.375
5	10%	Objective 13	10%	5	5	-	5	0.500
Final Rating								4.698
Adjectival Rating								Outstanding
<i>Adjectival Rating Equivalences</i>								
RANGE				ADJECTIVAL RATING				
4.500 – 5.000				Outstanding				
3.500 – 4.499				Very Satisfactory				
2.500 – 3.499				Satisfactory				
1.500 – 2.499				Unsatisfactory				
below 1.499				Poor				
RPMS Manual p. 37								

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

Sample School Scenario for Master Teacher I

Slide Number 54

Master Teacher I RPMS Manual Appendices p. 173

Master Teacher Gerlie, Master Teacher I, submitted the following MOV for **Objective 4, KRA 2**:

- ✓ 4 COT Rating Sheets with the rating of 7, 8, 8 and 8
- ✓ 3 Lesson plans highlighting various classroom management strategies that engage learners in activities in different physical learning environments as support for the 3 COT rating sheets

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


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:
 - $4 + 5 + 5 + 5 = 19$
 - $19 \div 4 = 4.750$

For Quality, RPMS Manual p. 37 

Objective 4	Final Rating	RPMS Transmuted Rating	COT Rating (Highly Proficient Teachers)	RPMS 5-point scale
Observation 1	7	4	8	5 (Outstanding)
Observation 2	8	5	7	4 (Very Satisfactory)
Observation 3	8	5	6	3 (Satisfactory)
Observation 4	8	5	5	2 (Unsatisfactory)
			4	1 (Poor)

$19 \div 4 = 4.750$

Average Transmuted Rating is 4.750

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

For Quality,

RPMS Manual p. 37



Average Transmuted Rating is **4.750**

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)

Slide Number 56

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.

RPMS Manual Appendices
p. 173



Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	<ol style="list-style-type: none"> Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about sharing effective techniques in the management of classroom structure Lesson plans/modified DLLs used in demonstration teaching highlighting effective classroom management strategies that engage learners in activities/tasks in different physical learning environments Minutes of LAC highlighting the sharing on effective classroom management techniques Instructional materials used in 	Quality	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 8	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 7	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 6	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in MOV 1 with a rating of 5	No acceptable evidence was shown

Slide Number 57



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 Gerlie. 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:
 - $5 \text{ (Quality)} + 4 \text{ (Efficiency)} = 9$
 - $9 \div 2 = 4.500$

For Efficiency,

RPMS Manual Appendices
p. 173



- 4 COT Rating Sheet
- 3 Lesson Plans

Slide Number 58

Performance Indicators					
QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
Efficiency	Submitted at least 4 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 3 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted 2 lessons supported by MOV 1 and any 1 of the other acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown



Master Teacher Gerlie's Rating in KRA 2, Objective 4

QET	Rating
Quality	5 (Outstanding)
Efficiency	4 (Very Satisfactory)

$$9 \div 2 = 4.500$$

Slide Number 59



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

Teacher Gerlie's Rating in KRA 2, Objective 4

Computation:

Step 1
 $5 + 4 = 9$
(Q) (E)

Step 2
 $9 \div 2 = 4.500$
(Average)

Step 3
 $4.500 \times 7.5\% = 0.337$
(Average) (Weight)

KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
2. Learning Environment and Diversity of Learners	4. Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	7.5%	5	4		4.500	0.337

Slide Number 60

Sample School Scenario for Master Teacher I

KRA 3 Objective 9

Slide Number 61

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
 - $9 \div 2 = 4.500$ (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

Master Teacher I

RPMS Manual Appendices
p. 178

Teacher Gerlie submitted the following MOV for Objective 9, KRA 3:

- 3 teaching and learning resources developed by colleagues and critiqued on their alignment to learning goals
- 1 lesson plan by colleague critiqued in terms of the alignment of the teaching and learning resources to the indicated learning goals and appropriateness to the target learners

Slide Number 62

RPMS Manual Appendices
p. 178

For Quality and Efficiency,

RPMS Manual Appendices
p. 178

Objectives	Means of Verification (MOV)	Performance Indicators					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	1. Teaching and learning resources developed by colleagues and critiqued on their alignment to learning goals 2. Lesson plans by colleagues critiqued in terms of the alignment of the teaching and learning resources to the indicated learning goals and appropriateness to the target learners 3. Others (Please specify and provide annotations)	Quality	Consistently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Frequently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Occasionally advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Rarely advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	No acceptable evidence was shown
		Efficiency	Submitted at least 4 teaching and learning resources as evidenced by at least 1 of the acceptable MOV	Submitted 3 teaching and learning resources as evidenced by at least 1 of the acceptable MOV	Submitted 2 teaching and learning resources as evidenced by at least 1 of the acceptable MOV	Submitted 1 teaching and learning resource as evidenced by any of the acceptable MOV	No acceptable evidence was shown
		Timeliness					

Aus Aid

Slide Number 63

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



Teacher Gerlie's Rating in KRA 3, Objective 9

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

$$10 \div 2 = 5.000$$

Slide Number 64



Teacher Gerlie's Rating in KRA 3, Objective 9



Computation:

Step 1

$$5 + 5 = 10$$

(Q) (E)

Step 2

$$10 \div 2 = 5.000$$

(Average)

Step 3

$$5.000 \times 7.5\% = 0.375$$

(Average) (Weight)

KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
3. Curriculum and Planning	9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	7.5%	5	5	5.000	0.375	



Slide Number 65

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 SET 5 – Understanding RPMS, MOV and Performance Indicators Tools

The screenshot shows a presentation slide with a blue header and footer. The header contains the DepED logo. The main content area is white with blue text. The title is 'Sample School Scenario for Master Teacher I'. Below the title is 'KRA 4 Objective 10'. A callout box on the right says 'Slide Number 66'. The footer contains logos for Australian Aid, lne, SIMERS, and DepED. The slide content is as follows:

Slide Number 66

Sample School Scenario for **Master Teacher I**

**KRA 4
Objective 10**

Master Teacher I RPMS Manual Appendices
p. 179

Teacher Gerlie submitted the following **MOV for Objective 10, KRA 4**:

- A collaborative review on the alignment with the curriculum of the designed tests:
 - 1 diagnostic test with its TOS
 - 2 formative tests attached to the lesson plan
 - 1 summative assessment with TOS

Slide Number 67

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.

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

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 ÷ 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

Teacher Gerlie's Rating in KRA 4, Objective 10



Computation:

Step 1

$$5 + 5 = 10$$

(Q) (E)

Step 2

$$10 \div 2 = 5.000$$

(Average)

Step 3

$$5.000 \times 7.5\% = 0.375$$

(Average) (Weight)

KRAs	Objectives	Weight per Objective	Rating				Score
			Q	E	T	Ave	
4. Assessment and Reporting	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.	7.5%	5	5		5.000	0.375



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 SET 5 – Understanding RPMS, MOV and Performance Indicators Tools



Questions?

Slide Number 71



Presentation slides prepared by:

Dr. Allan S. Reyes

Senior Program Manager, RCTQ

Lizette Anne L. Carpio

Research Officer, RCTQ

Slide Number 72

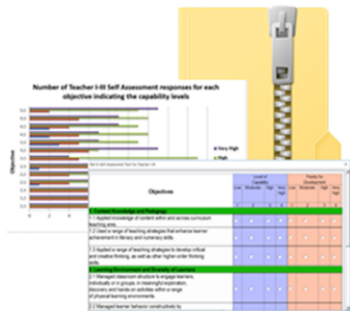


SLIDE SET 6 – e-SAT Data Management and Use of Result



Slide Number 1

Electronic Self-assessment Tool (e-SAT)



What is the electronic Self-assessment Tool (e-SAT)?

The electronic Self-Assessment Tool (e-SAT) is an electronic version of the Self-Assessment Tool for RPMS.



Slide Number 2



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



ELECTRONIC SELF-ASSESSMENT TOOL (e-SAT) MANUAL FOR ICT PERSONNEL, TEACHERS AND SCHOOL HEADS

ICT Personnel	Teachers	School Heads
Opening and setting up the e-SAT	Answering e-SAT	Generating summary results of e-SAT data
Exporting e-SAT data		Analyzing summary results of e-SAT data
Collecting e-SAT data		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.
Importing e-SAT data		
Generating summary results of e-SAT data		

Australian Aid  **UNE**  **SIMERR** 

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

Observe CONFIDENTIALITY



Note that School Heads have access to the school-wide SAT data. The individual SAT data of a teacher **can only be accessed by the concerned teacher.**

The printout shall be given at once to the teacher and **not be filed by the ICT Coordinator nor submitted to the Principal.**

Slide Number 4



Preliminaries



- 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 collection of the e-SAT data during the RPMS Cycle.
- The e-SAT may be administered using one or more computers. In medium and big schools, you may set up as many computers as needed.



Slide Number 5



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

What are the parts of the e-SAT?



1. Introduction
2. Demographic Profile
3. Objectives
4. Core Behavioral Competencies

Slide Number 6



What are the parts of the e-SAT?



1. **Introduction**
2. Demographic Profile
3. Objectives
4. Core Behavioral Competencies

School ID:
Computer ID:

SELF-ASSESSMENT TOOL

This tool has three parts:

Part I: Demographic Profile, please tick the circle/box of the demographic information applicable to you.

Part II: Objectives, please tick the circle that corresponds to how you rate the objectives based on: (1) level of capability and (2) level of priority for development.

Part III: Core Behavioral Competencies, please tick the box of the behavioral indicators that you demonstrated during the performance cycle.

Start survey

Identify School Information Export data



Slide Number 7

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

What are the parts of the e-SAT?



1. Introduction
2. **Demographic Profile**
3. Objectives
4. Core Behavioral Competencies

Slide Number 8



What are the parts of the e-SAT?



1. Introduction
2. Demographic Profile
3. **Objectives**
4. Core Behavioral Competencies

Objectives	Likelihood of Development				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
1. Content Knowledge and Pedagogy								
1.1 Applied knowledge of content within and across curriculum teaching areas.								
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.								
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.								
2. Learning Environment and Diversity of Learners								
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.								
2.2 Managed learner behavior constructively by								

Slide Number 9



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).

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

What are the parts of the e-SAT?

1. Introduction
2. Demographic Profile
3. Objectives
4. **Core Behavioral Competencies**

Slide Number 10

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.

How do you take the e-SAT file? (for Teachers)

Slide Number 11

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

How do you take the e-SAT?

Step 1: Accomplish the Participant Consent Form.

1. Click **"Start Survey"** to begin.
2. Accomplish the Participant Consent Form by clicking **"I Consent"** or **"I Do Not Consent"**.

Slide Number 12



How do you take the e-SAT?

Step 2: Accomplish Part I: Demographic Profile.

1. Tick the circle of the demographic information applicable to you.
2. Scroll down to see and answer the rest of the items on the page.
3. Click **"Next"** to proceed to the next page.

Slide Number 13



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.

Objectives	Level of Capability			Priority for Development			
	Low	Moderate	High	Low	Moderate	High	Very High
1. Content Knowledge and Pedagogy							
1.1 Applied knowledge of content within and across curriculum teaching areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning Environment and Diversity of Learners							
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Managed learner behavior constructively by	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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.

The screenshot shows a web-based assessment interface. At the top, it says 'Please tick the box of the behavioral indicators that you demonstrated during the performance cycle.' Below this, there are three sections of 'Core Behavioral Competencies' with a 'Rating' dropdown menu for each. The first section is 'Self-Management', the second is 'Professionalism and Ethics', and the third is 'Problem Solving'. Each section contains several behavioral indicators with checkboxes. At the bottom of the form, there are 'Previous' and 'Submit' buttons. A red box highlights the 'Submit' button, and a red arrow points from it to a larger 'Submit' button below the screenshot.



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.

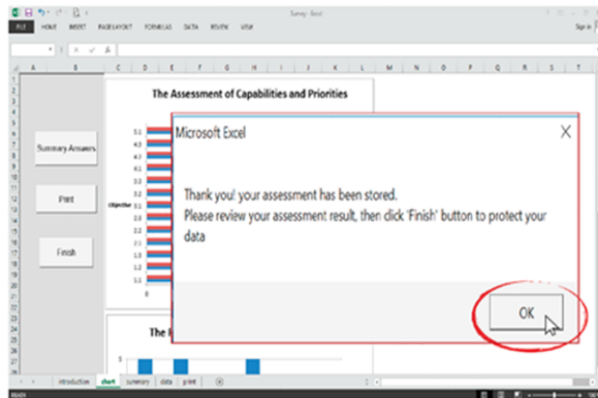
SLIDE SET 6 – e-SAT Data Management and Use of Result

How do you take the e-SAT?

Step 5: View your assessment.

A dialog box will pop up, informing you that your assessment has been stored.

Click "OK".

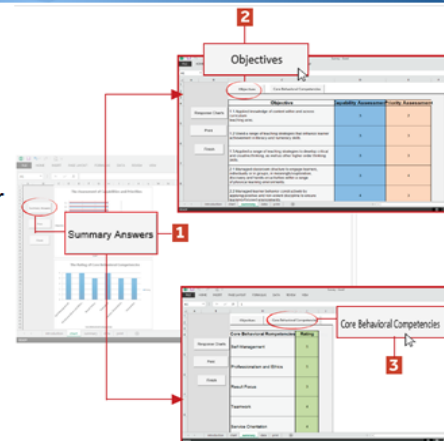


Slide Number 16

How do you take the e-SAT?

To review your assessment results:

1. Click "**Summary Answers**" to review your assessment results.
2. Click "**Objectives**" to review your assessment of e-SAT objectives.
3. Click "**Core Behavioral Competencies**" to review your rating of Core Behavioral Competencies.



Slide Number 17



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.

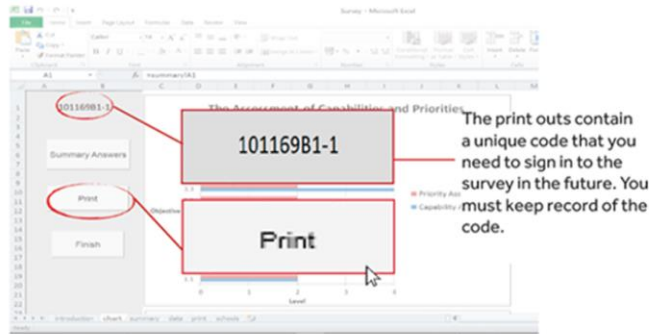
SLIDE SET 6 – e-SAT Data Management and Use of Result

How do you take the e-SAT?



Step 6: Print your data.

Note: The ICT personnel should ensure that the computer is connected to the printer using the File and Print Options in MS Excel.



Slide Number 18

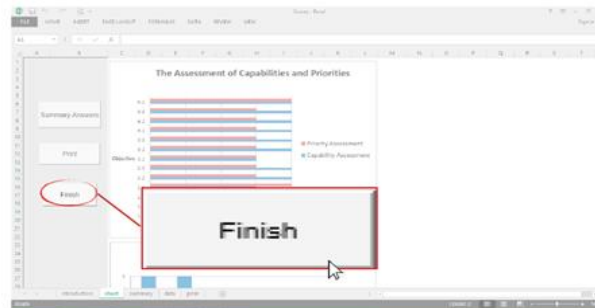


How do you take the e-SAT?



Step 7: Click "Finish" to protect your data.

Once you have printed your SAT data, click "Finish" to protect your data.



Slide Number 19



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:

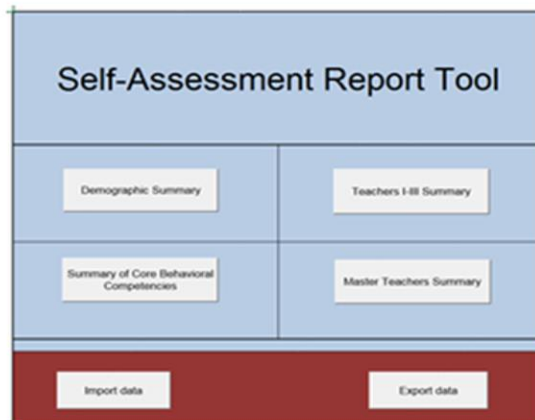
Note that:

- 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

Why do you need the summary results of teachers' data?



The summary results of teachers' data can provide you an **overall picture of your teachers' strengths and needs.**



PART IV: DEVELOPMENT PLANS					
Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
B. Core Behavioral Competencies					
<ul style="list-style-type: none"> Professionalism and Ethics Teamwork Service Orientation Results Focus 	Innovation; particularly on conceptualizing "Out of the Box" ideas/approach	Focus on personal productivity to create higher value and results	Coaching Incorporating in the next in-service training (INSET) the training on conceptualization of innovative and ingenious methods and solutions	Regular coaching In-service training in April and May	HRTD Funds

This can help you prepare the **school development plans** and other various development interventions in preparation for the next school year.



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

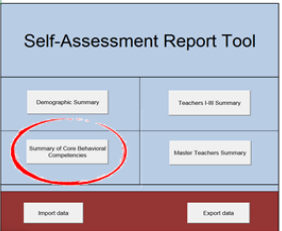
Slide Number 21

The following data can be generated from the e-SAT:



- **Summary of teachers' demographic profile**
- Summary of teachers' rating of core behavioral competencies
- Summary of Teachers' and Master Teachers' self-assessment rating


The following data can be generated from the e-SAT:



- Summary of teachers' demographic profile
- **Summary of teachers' rating of core behavioral competencies**
- Summary of Teachers' and Master Teachers' self-assessment rating


Slide Number 22

The following data can be generated from the e-SAT:



- Summary of teachers' demographic profile
- Summary of teachers' rating of core behavioral competencies
- **Summary of Teachers' and Master Teachers' self-assessment rating**

The following data can be generated from the e-SAT:



- Summary of teachers' demographic profile
- Summary of teachers' rating of core behavioral competencies
- **Summary of Teachers' and Master Teachers' self-assessment rating**

Slide Number 23

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

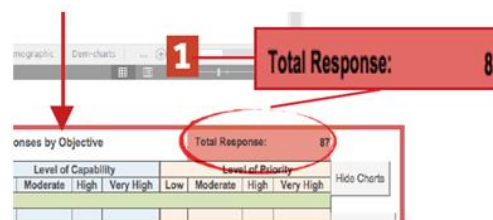
What data can be generated from the e-SAT school-wide data? (for School Heads)



How do you generate summary results of teachers' data? DepED

In the summary table, you can see the:

1. Total number of responses;
2. Total number of responses per scale per indicator; and
3. Chart per objective



Slide Number 25



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

How do you generate summary results of teachers' data? 

In the summary table, you can see the:

1. Total number of responses;
2. Total number of responses per scale per indicator; and
3. Chart per objective

Objectives	Level of Capability				Level of Priority			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
Content Knowledge and Pedagogy								
1 Applied knowledge of content within and across curriculum teaching areas.	3	16	51	17	13	35	24	15
2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	9	18	48	12	9	35	27	18
3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3	23	50	11	8	32	22	25

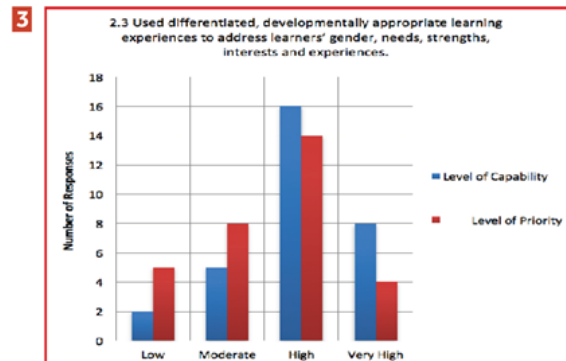
Slide Number 26



How do you generate summary results of teachers' data? 

In the summary table, you can see the:

1. Total number of responses;
2. Total number of responses per scale per indicator; and
3. Chart per objective



Slide Number 27



Slides Number 26 and 27

Purpose of the Slide:

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

Notes to Presenter:

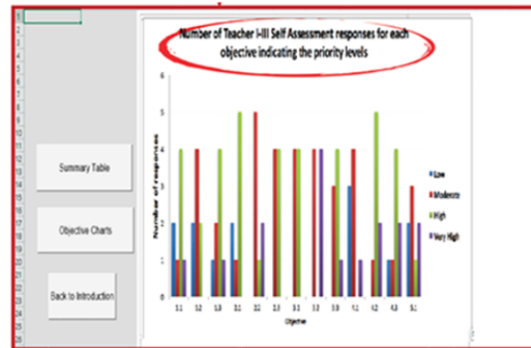
- Note that this will answer concerns on how school heads will know his/her teachers' needs when s/he isn't allowed to see individual results: the file will automatically generate a summary through following the steps.
- Click to see succeeding slides.

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

How do you generate summary results of teachers' data? DepED

Click **“Summary Charts”** to see charts showing teachers' responses for each objective in terms of:

1. level of capability; and
2. level of priority for development.

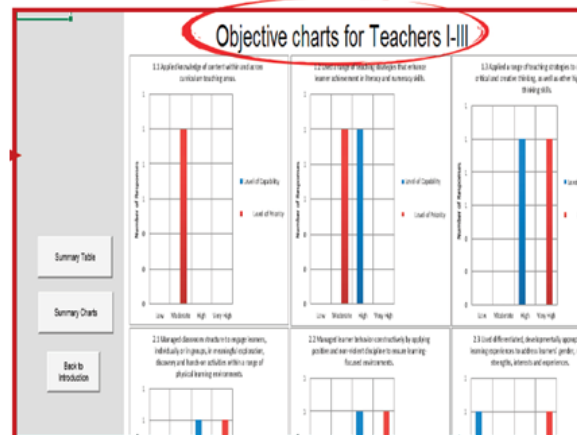


Slide Number 28



How do you generate summary results of teachers' data? DepED

Click **“Objective Charts”** to see charts per objective.



Slide Number 29



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



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



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.

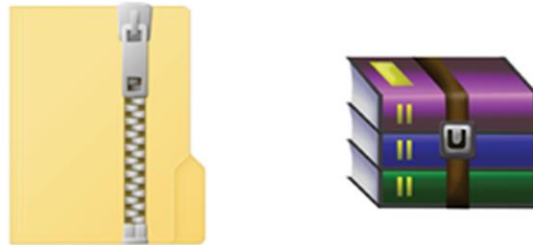
SLIDE SET 6 – e-SAT Data Management and Use of Result

Slide Number 31

How do you open the e-SAT file?



The school (via ICT personnel) will receive the e-SAT file as a compressed file (.rar or .zip), which may look like the figure below.



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

How do you open the e-SAT file?



Step 2: Open the SAT Survey file.

Go to your Desktop and open the SAT folder.

Inside, you will see two subfolders:

1. Survey folder, which contains the e-SAT Excel file; and
2. Reports Package folder, where you will store your exported data.



Slide Number 34



How do you open the e-SAT file?



Step 2: Open the SAT Survey file.

Double-click on the Survey folder to open it.

Inside, you will find the "Survey.xlsm" file.

Double-click to open the file.



Slide Number 35



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.

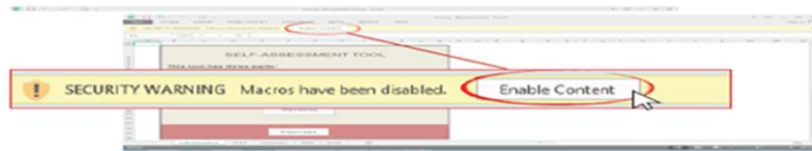
SLIDE SET 6 – e-SAT Data Management and Use of Result

How do you open the e-SAT file?



Step 3: Enable Macros

Click “Enable Editing” and “Enable Content”. Note that the process of enabling “Macros” may differ in different versions of MS Excel.



Slide Number 36

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**.

How do you open the e-SAT file?



Step 4: Identify School Information

Click “Identify School Information” and enter the needed information by clicking the drop down arrow, e.g. school grade level, region, division, school and computer number.



Slide Number 37

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

Slide Number 38

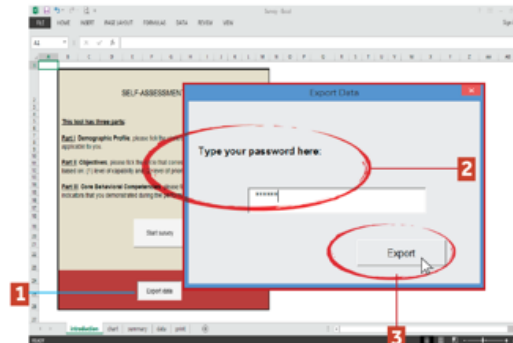
How do you export the e-SAT file?
(for ICT Personnel)



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 39



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

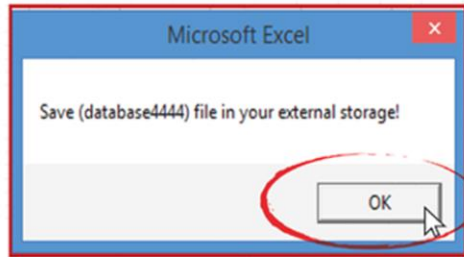
How do you export the e-SAT data?



Step 4. Save (databaseXXXX) file in your external storage.

Click "OK" on the dialog box and follow the destination path shown below:

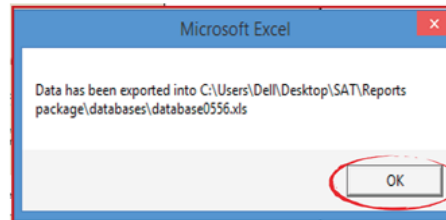
- 1) Desktop >
- 2) SAT >
- 3) Reports Package >
- 4) databases >
- 5) Click "Save"



Slide Number 40



How do you export the e-SAT data?



A prompt will pop up to notify you that the data has been exported into the destination path.

Note: Do not open this Excel file.



Slide Number 41

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

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



Slide Number 43

How do you collect the e-SAT data from multiple computers?



- Step 1. Save the SAT folder file on the Desktop of the computer(s) that you will use during the administration of the e-SAT.**
Step 2. Let the teachers take the e-SAT survey.
Step 3. Export the e-SAT data once all teachers have completed the survey.
Step 4. Collect the databases file from the computers.

On the Desktop of the computer, do the following:

1. Open the **SAT** folder.
2. Open the **"Reports Package"** subfolder.
3. Open the **"databases"** folder.
4. Copy the **"databaseXXXX"** file and paste it in an external location, e.g. USB drive.

Step 5. Go to your designated "mother" computer and do the following:

1. Open the SAT folder, the **"Reports Package"** folder and the **"databases"** folder.
2. Paste the **"databaseXXXX"** files that you collected from the computers on the **"databases"** folder.



Refer to pp. 20-22 of the e-SAT Manual

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

How do you generate summary results of the e-SAT file?
(for ICT Personnel)



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:

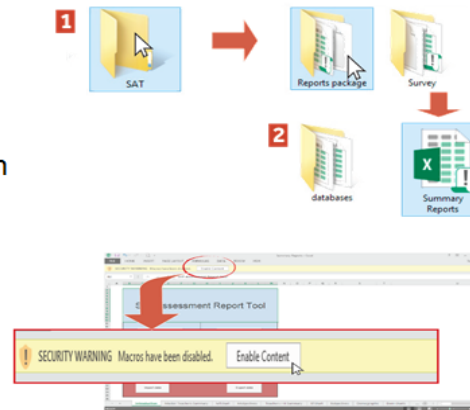
- Go through the steps.

Slide Number 45

Step 1. Open the Summary Reports Excel file.

To open the file:

1. Open the SAT folder, then the "Reports Package" folder.
2. Open the "Summary Reports.xlsm" file.
3. Enable Macros.



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

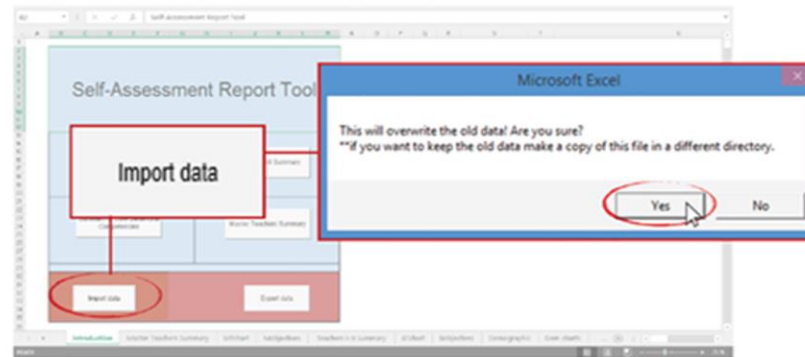
Slide Number 46

How do you generate summary results of teachers' data? 

Step 2. Import Data.

How do you import the e-SAT data?

1. Click **"Import Data"**. A dialogue window will prompt you to overwrite the old data. Click **"Yes"** to continue.



Slide Number 46

Purpose of the Slide:

To show steps in generating summary results of teachers' data

Notes to Presenter:

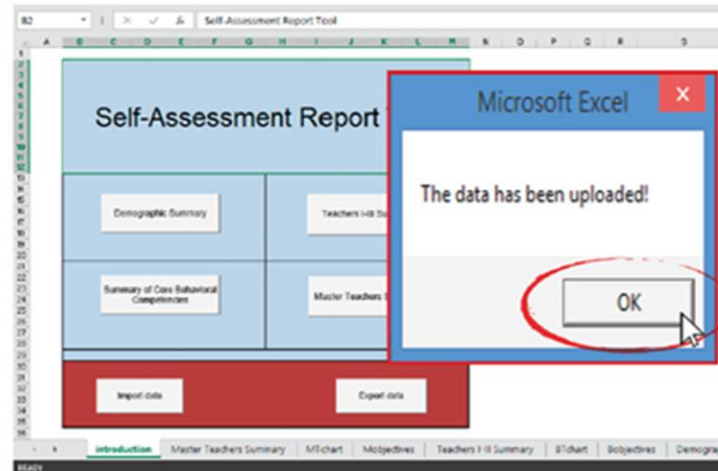
- Go through the step.

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

Slide Number 47

How do you generate summary results of teachers' data? DepED ICTQ

Another prompt will pop up to indicate that the data has been uploaded. Click "OK" to continue.



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

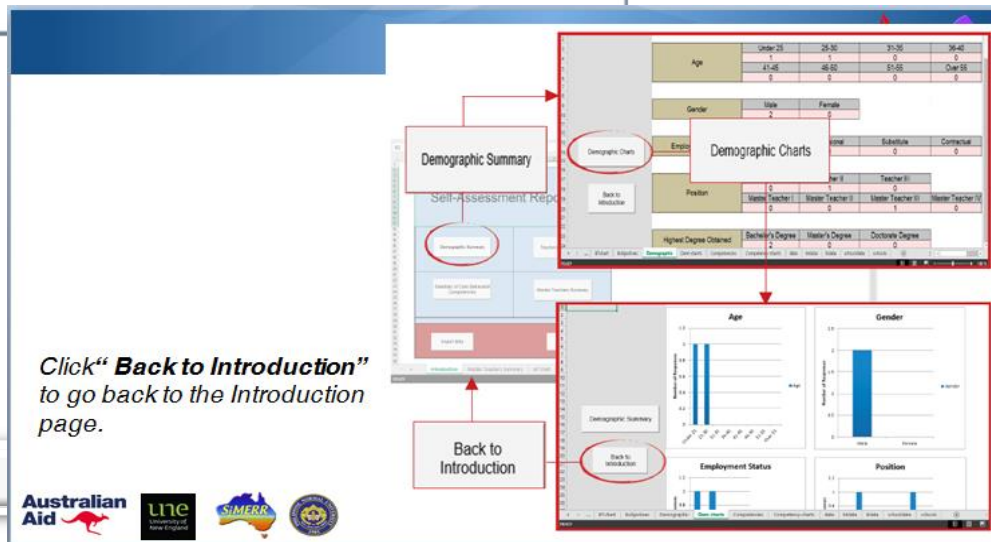
How do you generate summary results of teachers' data? DepED

Step 3. Generate summary results of teachers' e-SAT data.

Click on the appropriate button to generate summary table or charts of results that you need to plan for teachers' professional development.

1. **Demographic Summary Results.** Tables of summary results of teachers' demographic information can be generated by clicking "Demographic Summary". Demographic charts can also be generated if you click "**Demographic Charts**".

Slide Number 48



Slide Number 49



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

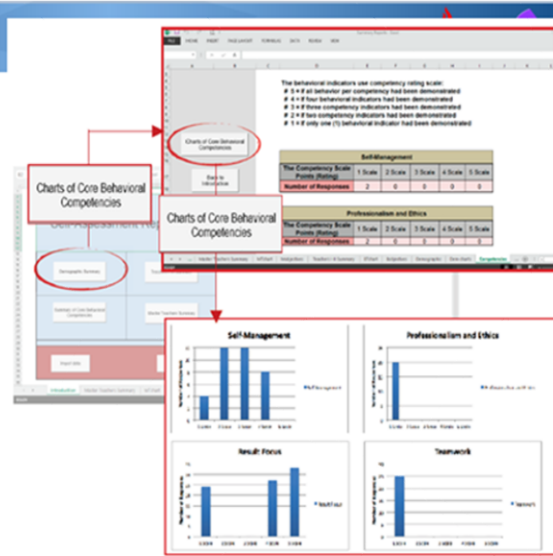
Notes to Presenter:

- Go through the steps.

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

2. Summary of Core Behavioral Competencies.

Click “**Summary of Core Behavioral Competencies**” to generate summary tables of teachers’ rating of core behavioral competencies. Charts may also be generated if you click “**Charts of Core Behavioral Competencies**”.



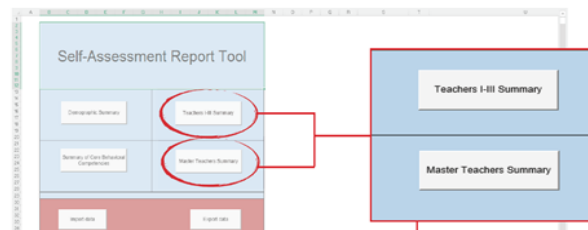
Slide Number 50



How do you generate summary results of teachers' data? DepED

3. Teachers I-III and Master Teachers Summary. The tables and charts of summary results of Teacher I-III's and Master Teachers' assessment can also be generated through the e-SAT.

Click “**Teachers I-III Summary**” or “**Master Teachers Summary**” to see summary table of frequency distribution of responses per objective of teachers and Master Teachers.



Slide Number 51



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

How do you generate summary results of teachers' data? 

In the summary table, you can see the:

1. Total number of responses;
2. Total number of responses per scale per indicator; and
3. Chart per objective

Slide Number 52



Presentation slides prepared by:

Dr. Gina O. Gonong
Director, RCTQ

Mickey Mari M. Tuazon
Research Officer, RCTQ

Michael Wilson I. Rosero
Former Research Officer, RCTQ

Slide Number 53



Slide Number 52

Purpose of the Slide:

To show the different summary of teachers' data

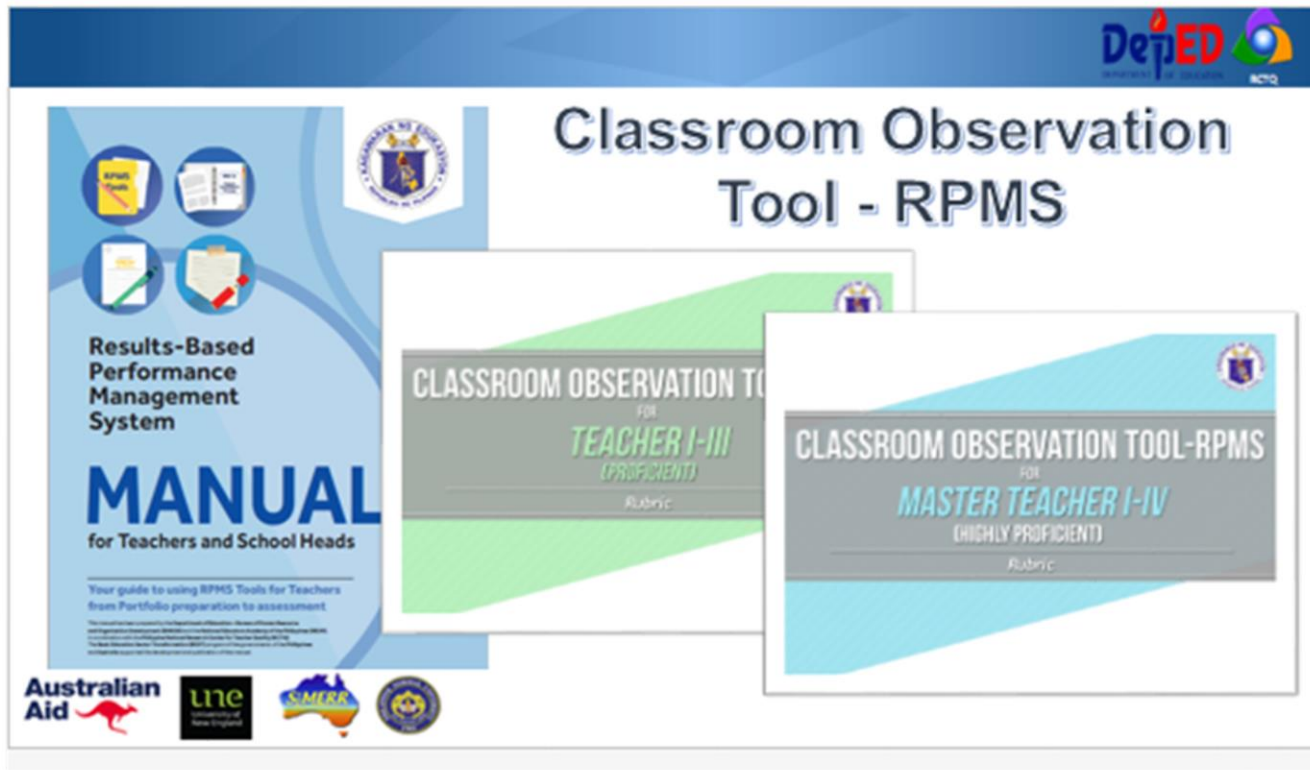
Notes to Presenter:

- Read through the slide.

POWERPOINT PRESENTATION SLIDES **with Presenter's Notes**

Day 2

Slide Number 1



The image displays the cover of the 'Classroom Observation Tool - RPMS' manual and two rubric documents. The manual cover features the DepED logo at the top right and the title 'Classroom Observation Tool - RPMS' in large, bold letters. Below the title, it says 'Results-Based Performance Management System' and 'MANUAL for Teachers and School Heads'. The cover also includes icons of a book, a checklist, and a pencil. At the bottom, there are logos for Australian Aid, UNE, and MER. The two rubric documents are titled 'CLASSROOM OBSERVATION TOOL FOR TEACHER I-III (PROFICIENT) Rubric' and 'CLASSROOM OBSERVATION TOOL-RPMS FOR MASTER TEACHER I-IV (HIGHLY PROFICIENT) Rubric'.

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



What is Classroom Observation?

- One gauge in ensuring quality teaching
- RA 10533 (K to 12 Law)
- A process of providing feedback to a teacher's classroom practice
- Encourages teachers to reflect and develop self-awareness about their own practice
- Provides evidence of actual teacher performance, their strengths and areas of improvement
- RPMS Manual (2018)



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



Rationale for the Development of the Standards-based Classroom Observation Tool



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.

The **new**
Classroom Observation Tool (COT)
is based on the
**Philippine Professional Standards for
Teachers (PPST)**

Slide Number 4

What is the Philippine Professional Standards for Teachers (PPST)?

- Is a **public statement** of professional accountability
- It has **four career stages**: Beginning, Proficient, Highly Proficient, and Distinguished.
- It has **seven Domains, 37 Strands, and 37 Indicators** for each career stage.

Slide Number 5

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.

Slide Number 6



Classroom Observable Strands of the Philippine Professional Standards for Teachers

21 out of 37 strands are classroom observable

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5		7.5
1.6	2.6					
1.7						



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.

Slide Number 7



**Out of the 37 Indicators for Proficient Teachers,
12 Indicators were chosen for RPMS Year 1**

9 out of 12 Indicators are classroom observable

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1.2	2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2
1.2.2	2.2.2	3.2.2	4.2.2	5.2.2	6.2.2	7.2.2
1.3.2	2.3.2	3.3.2	4.3.2	5.3.2	6.3.2	7.3.2
1.4.2	2.4.2	3.4.2	4.4.2	5.4.2	6.4.2	7.4.2
1.5.2	2.5.2	3.5.2	4.5.2	5.5.2		7.5.2
1.6.2	2.6.2					
1.7.2						



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



Content Knowledge and Pedagogy

Domain 1

1.1.2

1.1.2 Apply knowledge of content within and across curriculum teaching areas

1.2.2

1.3.2

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills

1.4.2

1.5.2

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills

1.6.2

1.7.2



Slide Number 9



Learning Environment

Domain	Domain 2	
1.1.2	2.1.2	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
1.2.2	2.2.2	
1.3.2	2.3.2	2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments
1.4.2	2.4.2	
1.5.2	2.5.2	
1.6.2	2.6.2	
1.7.2		



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.

Slide Number 10



Diversity of Learners

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1.2	2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2
1.2.2	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences					
1.3.2						
1.4.2						
1.5.2						
1.6.2						
1.7.2						



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

Curriculum and Planning



Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
			4.1.2	5.1.2	6.1.2	7.1.2
			4.2.2	5.2.2	6.2.2	7.2.2
			4.3.2			
			4.4.2			
			4.5.2			

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 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



Assessment and Reporting

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1.2	2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2
1.2.2	2.2.2	3.2.2				
1.3.2	2.3.2	3.3.2				
1.4.2	2.4.2	3.4.2				
1.5.2	2.5.2	3.5.2				
1.6.2	2.6.2					
1.7.2						

5.1.2 Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements.



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.

5 out of the 12 priority Indicators are classroom observable for Highly Proficient

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1.3	2.1.3	3.1.3	4.1.3	5.1.3	6.1.3	7.1.3
1.2.3	2.2.3	3.2.3	4.2.3	5.2.3	6.2.3	7.2.3
1.3.3	2.3.3	3.3.3	4.3.3	5.3.3	6.3.3	7.3.3
1.4.3	2.4.3	3.4.3	4.4.3	5.4.3	6.4.3	7.4.3
1.5.3	2.5.3	3.5.3	4.5.3	5.5.3		7.5.3
1.6.3	2.6.3					
1.7.3						

Slide Number 13

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.



Content Knowledge and Pedagogy

Domain 1

1.1.3	1.1.3 Apply knowledge of content within and across curriculum teaching areas					
1.2.3						
1.3.3	2.3.3	3.3.3	4.3.3	5.3.3	6.3.3	7.3.3
1.4.3	2.4.3	3.4.3	4.4.3	5.4.3	6.4.3	7.4.3
1.5.3	1.5.3 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills					
1.6.3						
1.7.3						

Slide Number 14




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







Learning Environment


Domain	Domain 2
1.1.3	2.1.3
1.2.3	2.2.3
1.3.3	2.3.3
1.4.3	2.4.3
1.5.3	2.5.3
1.6.3	2.6.3
1.7.3	

2.3.3 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

2.6.3 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments

Slide Number 15










Curriculum and Planning

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
1.1.3	2.1.3	3.1.3	4.1.3	5.1.3	6.1.3	7.1.3
			4.2.3	5.2.3	6.2.3	7.2.3
			4.3.3	5.3.3	6.3.3	7.3.3
			4.4.3	5.4.3	6.4.3	7.4.3
			4.5.3	5.5.3		7.5.3

4.1.3 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

Slide Number 16

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



How does the COT address
the **continuum of practice**?



Slide Number 17

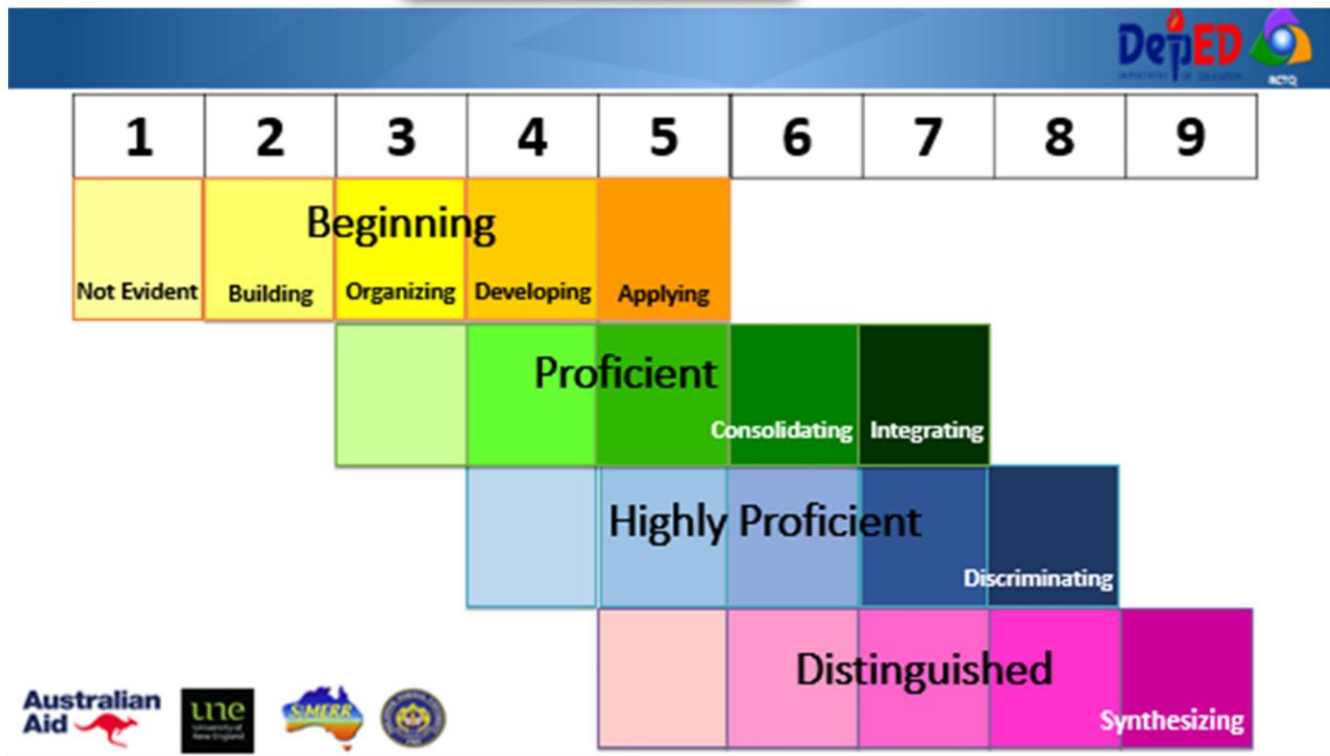
Purpose of the Slide:

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 Number 18



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 Number 19

How is COT-RPMS used in the RPMS cycle?



Slide Number 20

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 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 III				
OBSERVER 1:	NAME OF THE TEACHER OBSERVED:			
OBSERVER 2:	SUBJECT & GRADE LEVEL TAUGHT:			
OBSERVER 3:				
DATE:				
OBSERVATION <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 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 differences, 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	AVERAGE RATING
1. Applies knowledge of content within and across curriculum teaching areas	5	7	6	6
2. Uses a range of teaching strategies to 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, in a range of physical learning environments	6	6	6	6
5. Manages learner behavior effectively by setting positive and non-violent discipline to ensure learning-focused environments	7	6	5	6
6. Sets differentiated, develops and/or uses appropriate learning experiences to address learner' gender, needs, strengths, interests and experiences	6	7	7	6
7. Plans, manages and monitors and/or develops and/or uses learning and teaching processes in a collaborative, inclusive and shared learning context	6	6	6	6
8. Develops, develops, organizes, and uses appropriate learning and teaching resources, including ICT, to address learning goals (language, skills, experience, and core discipline, for skills and use a other various technologies resources and services) requires skills				

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







Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	<p>1. Classroom observation tool (COT) rating sheet and/or inter-rater agreement form about effective applications of content knowledge within and across curriculum teaching areas</p> <p>4. Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas</p> <p>5. Others (Please specify and provide annotations)</p>

Slide Number 22



Major Final Outputs (MFOs)	Key Result Areas (KRAs)	Objectives	Means of Verification (MOV)
	Content Knowledge and Pedagogy	1. Modeled effective application of content knowledge within and across curriculum teaching areas	<p>1. Classroom observation tool (COT) rating sheet and/or inter-rater agreement form about effective applications of content knowledge within and across curriculum teaching areas</p> <p>demonstration teaching highlighting integration of content knowledge within and across subject areas</p> <p>5. Results of assessment used in demonstration teaching highlighting mastery of lessons learned</p> <p>6. Others (Please specify and provide annotations)</p>

Slide Number 23

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.

Slide Number 25

See page 31



WEIGHT PER OBJECTIVE IN THE RPMS PORTFOLIO ASSESSMENT

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
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%					
KRA 4	22.5%	Objective 9	7.5%					
		Objective 10	7.5%					
		Objective 11	7.5%					
Plus Factor	10%	Objective 12	7.5%					
		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 Number 26

Thank You!

Slide Number 27

REFERENCES:

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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 28

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Technical Working Group
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Slide Number 26

Purpose of the Slide:

To close the session

Notes to the Presenter:

- Thank the participants for listening.

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

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

Classroom Observation Tool - RPMS

CLASSROOM OBSERVATION TOOL-RPMS
FOR
TEACHER I-III
(PROFICIENT)
Rubric

CLASSROOM OBSERVATION TOOL-RPMS
FOR
MASTER TEACHER I-IV
(HIGHLY PROFICIENT)
Rubric

Slide Number 1

TOOLS/FORMS USED FOR CLASSROOM OBSERVATION

Rubric

Indicator List

Observation Notes Form

Rating Sheet

Inter-observer Agreement Form

Slide Number 2

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

INDICATORS



INDICATOR 8	Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals			
3 The teacher utilizes learning resources, including ICT, which are loosely aligned with the learning goals.	4 The teacher utilizes learning resources, including ICT, which are occasionally aligned with the learning goals.	5 The teacher utilizes learning resources, including ICT, which are generally aligned with the learning goals.	6 The teacher utilizes learning resources, including ICT, which are consistently aligned with the learning goals.	7 The teacher integrates extensive and multidisciplinary learning resources, including ICT, which are appropriate and aligned with the learning goals.
FEATURES OF PRACTICE				
1. Instructional materials and resources are minimally aligned with the learning goals.	1. Instructional materials and resources are incompletely aligned with the instructional purposes.	1. Instructional materials and resources are fairly aligned with the instructional purposes.	1. All instructional materials and resources are aligned with the instructional purposes.	1. Instructional materials are diverse and are consistently aligned with the instructional purposes.

Slide Number 4

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.

LEVEL DESCRIPTION



3	4	5	6	7
The teacher utilizes learning resources, including ICT, which are loosely aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are occasionally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are generally aligned with the learning goals.	The teacher utilizes learning resources, including ICT, which are consistently aligned with the learning goals.	The teacher integrates extensive and multidisciplinary learning resources , including ICT, which are appropriate and aligned with the instructional purposes

Refer to the description of practice for each level.

Slide Number 5

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

FEATURES OF PRACTICE



INDICATOR 8 Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.				
FEATURES OF PRACTICE				
1. Instructional materials and resources are minimally aligned with the learning goals..	1. Instructional materials and resources are incompletely aligned with the instructional purposes.	1. Instructional materials and resources are fairly aligned with the instructional purposes.	1. All instructional materials ad resources are aligned with the instructional purposes.	1. Instructional materials are diverse and are consistently aligned with the instructional purposes.

Slide Number 6

Refer to specific classroom practices, which help describe a particular level

AI
AI

CLARIFICATIONS



Refer to definitions or elaborations of some terms in the level descriptions

Slide Number 7

CLARIFICATIONS	
TEACHING AND LEARNING RESOURCES MAY INCLUDE: <ul style="list-style-type: none"> • Chalkboard • Manila paper or cartolina • Printed materials like worksheets, flashcards, activity sheets, etc. • ICT Resources: slides presentation, audio visual, social media, and other web-based applications • Manipulatives, models, and other tools • ...and others 	LOOSELY-ALIGNED substantially mismatched with the learning goals OCCASIONALLY ALIGNED sometimes matched with the learning goals GENERALLY ALIGNED usually matched with the learning goals CONSISTENTLY ALIGNED substantially matched with the learning goals EXTENSIVE LEARNING RESOURCES wide range of learning resources MULTIDISCIPLINARY LEARNING RESOURCES learning resources which can be used in various areas

AI
AI

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.

THE NINE (9) INDICATORS IN THE COT RUBRIC FOR PROFICIENT TEACHERS (TI-TIII)

Slide Number 8



COT-RPMS RUBRIC

p. 215



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

3	4	5	6	7
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 content 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 .



Slide Number 9

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

COT-RPMS RUBRIC

p. 218



CLARIFICATIONS

PHYSICAL LEARNING ENVIRONMENT
any area where learning takes place

CLASSROOM STRUCTURE
Includes the arrangement of chairs, tables, and other equipment

SOME
less than half of the learners

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

DISCOVERY LEARNING ACTIVITIES
activities that require learners to draw on their past experiences and existing knowledge to discover facts, relationships, and new knowledge to be learned

HANDS-ON LEARNING ACTIVITIES
activities that require physical participation of learners to construct, consolidate or explain concepts.

MEANINGFUL EXPLORATION
activities that lead to learners' full understanding of concepts and how they relate to other concepts

Slide Number 12

COT-RPMS RUBRIC

p. 219



CLARIFICATIONS

ESTABLISHED RULES
an existing set rules of conduct imposed in the learning environment

CONSTRUCTIVE
positive and helpful responses on learners' behavior

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

OCCASIONALLY
occurs irregularly in the duration of the lesson

FREQUENTLY
occurs often times in the duration of the lesson

RARELY
seldom occurs in the duration of the lesson

CONSISTENTLY
occurs constantly in the duration of the lesson

BEHAVIOR
manner in which learners act; either positive or negative

Slide Number 13

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

COT-RPMS RUBRIC

p. 220



INDICATOR 6 Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences

CLARIFICATIONS

LEARNING NEEDS

learners' different backgrounds: gender, needs, strengths, interests and experiences

DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES

teaching and learning activities and tasks suited to the needs abilities, skill, and developmental level of learners

DIFFERENTIATED LEARNING EXPERIENCES

teaching and learning activities that are suited to the various learning needs of diverse learners

Slide Number 14

COT-RPMS RUBRIC

p. 221



INDICATOR 7 Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

CLARIFICATIONS

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESS INCLUDES:

- | | |
|---------------------------------|--|
| • Lesson objectives | expectations for learners at the end of the lesson |
| • Learner engagement strategies | strategies that include activities for individual learners and/or groups |
| • Pacing | teacher's appropriate speed or rate in presenting the lesson |
| • Sequence | order of presenting the lesson and classroom activities |

Slide Number 15

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

COT-RPMS RUBRIC
p. 222

CLARIFICATIONS

Slide Number 16

<p>TEACHING AND LEARNING RESOURCES MAY INCLUDE:</p> <ul style="list-style-type: none"> • Chalkboard • Manila paper or cartolina • Printed materials like worksheets, flashcards, activity sheets, etc. • ICT Resources: slides presentation, audio visual, social media, and other web-based applications • Manipulatives, models, and other tools • ...and others 	<p style="text-align: center;">LOOSELY-ALIGNED substantially mismatched with the learning goals</p> <p style="text-align: center;">OCCASIONALLY ALIGNED sometimes matched with the learning goals</p> <p style="text-align: center;">GENERALLY ALIGNED usually matched with the learning goals</p> <p style="text-align: center;">CONSISTENTLY ALIGNED substantially matched with the learning goals</p> <p style="text-align: center;">EXTENSIVE LEARNING RESOURCES wide range of learning resources</p> <p style="text-align: center;">MULTIDISCIPLINARY LEARNING RESOURCES learning resources which can be used in various areas</p>
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COT-RPMS RUBRIC
p. 223

CLARIFICATIONS

Slide Number 17

ASSESSMENT STRATEGIES:

DIAGNOSTIC
assessment used to identify each learner's strengths, weaknesses, knowledge, and skills prior to instruction

FORMATIVE
assessment used to identify the parts of the lesson where learners need improvement, e.g. recitation, activities, and seatworks

SUMMATIVE
assessment used to identify learner achievement, e.g. quizzes and tests

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.

THE FIVE (5) INDICATORS IN THE COT RUBRIC FOR HIGHLY PROFICIENT TEACHERS (MT I-IV)

Slide Number 18



COT-RPMS RUBRIC

p. 229



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

CLARIFICATIONS

KEY CONCEPTS	ACCURATE KNOWLEDGE	BROAD KNOWLEDGE
central ideas of the topic or lesson	content is free errors	knowledge within and across curriculum content areas
CURRICULUM CONTENT AREAS	IN-DEPTH KNOWLEDGE	HIGH-LEVEL KNOWLEDGE
different learning/subject areas taught and learned in the basic and secondary education curriculum.	foundational knowledge and finer details within the curriculum content area	Complex content knowledge within and across curriculum areas.

Slide Number 19

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

COT-RPMS RUBRIC

p. 230



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.

(HIGHLY PROFICIENT)

Slide Number 20

COT-RPMS RUBRIC

p. 231



INDICATOR 3 Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical and learning environments

CLARIFICATIONS

PHYSICAL LEARNING ENVIRONMENT
any area where learning takes place

CLASSROOM STRUCTURE
Includes the arrangement of chairs, tables, and other equipment

MAJORITY
more than half of the learners

MOST
almost all, approaching 100% of the learners

DISCOVERY LEARNING ACTIVITIES
activities that require learners to draw on their past experiences and existing knowledge to discover facts, relationships, and new knowledge to be learned

HANDS-ON LEARNING ACTIVITIES
activities that require physical participation of learners to construct, consolidate or explain concepts.

MEANINGFUL EXPLORATION
activities that lead to learners' full understanding of concepts and how they relate to other concepts

Slide Number 21

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

COT-RPMS RUBRIC
p. 232

CLARIFICATIONS

<p>ESTABLISHED RULES an existing set rules of conduct imposed in the learning environment</p> <p>CONSTRUCTIVE positive and helpful responses on learners' behavior</p> <p>MAJORITY more than half of the learners</p> <p>MOST almost all, approaching 100% of the learners</p>	<p>OCCASIONALLY occurs irregularly in the duration of the lesson</p> <p>FREQUENTLY occurs often times in the duration of the lesson</p> <p>CONSISTENTLY occurs constantly in the duration of the lesson</p> <p>BEHAVIOR manner in which learners act, either positive or negative</p>
--	---

Slide Number 22

COT-RPMS RUBRIC
p. 233

INDICATOR 5 Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts

CLARIFICATIONS

DEVELOPMENTALLY SEQUENCED TEACHING AND LEARNING PROCESS INCLUDES:

<ul style="list-style-type: none"> Lesson objectives Learner engagement strategies Pacing Sequence 	<ul style="list-style-type: none"> expectations for learners at the end of the lesson strategies that include activities for individual learners and/or groups teacher's appropriate speed or rate in presenting the lesson order of presenting the lesson and classroom activities
--	---

MULTIPLE PATHWAYS FOR LEARNING different ways of presenting the lesson and activities suited to various learner needs

Slide Number 23

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				✓

Indicators to be observed per observation period are highlighted in yellow

pp. 92-93

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

Slide Number 25

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

The screenshot shows a presentation slide with a blue header containing the DepED logo. The main text asks, "What are the forms used in COT?". A callout box on the right side of the slide is titled "Slide Number 27" and contains the following text:

p. 235 OBSERVATION NOTES FORM

- 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.

Logos for Australian Aid, UTe, SIMERR, and another organization are visible at the bottom of the slide.

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

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.

COT-RPMS OBSERVATION NOTES FORM

OBSERVER: Juan Cruz DATE: Jan. 10, 2019

NAME OF TEACHER OBSERVED: Maria Gomez TIME STARTED: 10:00 am

SUBJECT AND GRADE LEVEL TAUGHT: English 10 TIME ENDED: 11:00 am

OBSERVATION PERIOD: 1 2 3 4

COT-RPMS OBSERVATION NOTES FORM

OBSERVER: Dr. Maria Clara DATE: June 23, 2018

NAME OF TEACHER OBSERVED: Mr. Juan dela Cruz TIME STARTED: 10:15

SUBJECT & GRADE LEVEL TAUGHT: esp. grade 10 TIME ENDED: 11:35

OBSERVATION: 1 2 3 4

GENERAL OBSERVATIONS:

The teacher showed mastery of the lesson. He was able to integrate concepts in Araling Panlipunan (like corruption, nepotism, political dynasty) to his lesson about moral issues

Students were given differentiated tasks, but they were not given the chance to choose their own group. Though the tasks were differentiated, they were not used to really address individual differences of the students.

The teacher asked questions that developed critical thinking. His follow up questions also provided opportunities for students to use higher order thinking skills. The group activities also pave way for the students to use their creativity, as well as their critical thinking skills.

*The teacher made use of varied learning resources: activity cards, PowerPoint presentation, pictures, Manila paper

Dr. Maria Clara
Signature over Printed Name of the Observer

Slide Number 29

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:

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 ✓/1 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. Plans 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

p. 235

RATING SHEET

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

COT-RPMS
MASTER TEACHER I-IV
RATING SHEET

OBSERVER: _____ DATE: _____
TEACHER OBSERVED: _____
SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION:

DIRECTIONS FOR THE OBSERVER

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

THE TEACHER:	4	5	6	7	8	NO
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 behaviour 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						

OTHER COMMENTS:

Note for schools with only one observer (i.e., 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 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 SET 8 – Classroom Observation Tool (COT) for RPMS

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 1-18
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 reasons for each 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 learning areas				
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				
3. Applies a range of learning 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 general learning environments				
5. Manages learner behaviour constructively by applying positive and non-aversive behaviour management strategies and interventions				
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 experiences to meet curriculum requirements and varied learning contexts				
8. Selects, identifies, organises and uses appropriate teaching and learning resources, including ICT, to address learning goals				
9. Designs, selects, organises, 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

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.

INTER-OBSERVER AGREEMENT FORM

In case of multiple observers

- All observers must input their ratings onto the Inter-Observer Agreement Form
- The final rating for each indicator must be input under the column Agreed Rating

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

COT-RPMS				
TEACHER -111				
OBSERVER 1: _____		NAME OF THE TEACHER OBSERVED: _____		
OBSERVER 2: _____		SUBJECT / CLASS / LEVEL / GRADE: _____		
DATE: _____				
OBSERVATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4				
$(4+4+7)/3 = 5$				
DIRECTIONS FOR THE OBSERVERS:				
1. Indicate your individual rating for each indicator.				
2. Discuss with the group your reasons for each rating. In case of different ratings, the observers must reach 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. Input all Individual Rating Sheets to this Inter-Observer Agreement Form.				
THE TEACHER:	Observer 1	Observer 2	Observer 3	Agreed
1. Applies knowledge of content in this and across curriculum teaching areas	4	4	7	7
2. Uses a range of teaching strategies that engage learners' achievement in literacy and numeracy skills	5	6	6	6
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	7	7	6	6
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and reflection activities within a range of physical learning environments	6	5	6	6
5. Manages learner behaviour/conductives by applying positive and fair/just discipline to create learning-focused environments	5	6	7	7
6. Uses differentiated, developmentally appropriate learning opportunities to address learners' gender, needs, strengths, interests and experiences	6	6	5	5
7. Plans, manages and implements developmentally sequenced learning and teaching processes to meet curriculum requirements and varied learning strategies	7	6	5	5
8. Develops, designs, organises, and uses appropriate learning and teaching resources, including ICT, to address learning goals				
9. Designs, designs, organises, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements				



Thank You!

Slide Number 34



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



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 35

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

Presentation slides prepared by:

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Slide Number 36



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

THE COT RATING IN THE PORTFOLIO ORGANIZATION AND ASSESSMENT

Slide Number 1



Teacher Sam is a proficient teacher who has been observed four times. The following are her COT ratings for **Indicator 1**.

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

Slide Number 2



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.

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

Slide Number 3

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.

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 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



See page 31



WEIGHT PER OBJECTIVE IN THE RPMS PORTFOLIO ASSESSMENT

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

Slide Number 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

What have been the three affective

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				✓

Education. get the

Slide Number 7

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.

Is the need portfolio COT observed

Objectives	Means of verification (MOV)	COT	Performance Indicators				Final (%)
			Outstanding (9)	Very Satisfactory (8)	Satisfactory (7)	Unsatisfactory (6)	
1. Measure effective applications of content knowledge within and across curriculum teaching areas	1. Classroom observation and COT rating sheet and/or other appropriate forms about effective applications of content knowledge within and across curriculum teaching areas 2. Lesson recorded (L.R.) and interventionist teaching highlighting application of content knowledge within and across subject areas 3. Instructional materials developed highlighting effective application of content knowledge within and across subject areas	Quality	Measured effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 9	Measured effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 8	Measured effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 7	Measured effective applications of content knowledge within and across curriculum teaching areas as shown in MOV 1 with a rating of 6	No acceptable evidence was shown
2. Performance tasks (e.g. portfolios) used in the classroom teaching highlighting application of content knowledge within and across subject areas	Results of assessment developed about teaching highlighting mastery of lessons learned	Quantity	Submitted at least 4 records as evidenced by MOV 1 and supported by any 1 of the other MOV given	Submitted 3 records as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 2 records as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 1 record as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	None
3. Results of assessment developed about teaching highlighting mastery of lessons learned	Others: Please specify and provide description	Timeliness	Submitted at least 4 records as evidenced by MOV 1 and supported by any 1 of the other MOV given	Submitted 3 records as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 2 records as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	Submitted 1 record as evidenced by MOV 1 from colleagues and supported by any 1 of the other MOV given	None

to be ans of se any that has . e sted in the

Slide Number 8

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

Teacher I



Teacher Sam includes in her portfolio the following MOV under KRA 1 Objective 1

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 1 – Final Rating 7 <input checked="" type="checkbox"/> DLP	<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 2 – Final Rating 6 <input checked="" type="checkbox"/> DLP	<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 3 – Final Rating 5 <input checked="" type="checkbox"/> Instructional Material	<input checked="" type="checkbox"/> COT Inter-observer Agreement Form 4 – Final Rating 5 <input checked="" type="checkbox"/> Test Material



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

For Efficiency,



- 4 COT inter-observer agreement forms
- Each with any 1 of the supporting MOV

Performance Indicators					
QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
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



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

Slide Number 12

See page 31



WEIGHT PER OBJECTIVE IN THE RPMS PORTFOLIO ASSESSMENT

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings			Score	
				Q	E	T		Ave
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

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 Number 14

Indicator 1	Objectives	Means of Verification (MOV)
	Applies knowledge of content within and across curriculum teaching areas.	<ol style="list-style-type: none"> Classroom observation tool: (COT) rating sheet and or Inter-observer agreement form about knowledge of content within and across curriculum teaching areas Lesson plans/modified DLLs developed highlighting integration of content knowledge within and across subject areas Instructional materials highlighting mastery of content and its integration in other subject areas Performance tasks/test material(s) highlighting integration of content knowledge within and across subject areas Others (Please specify and provide annotations)

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

Indicator 2

Objectives	Means of Verification (MOV)
Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	<ol style="list-style-type: none"> Classroom observation tool (COT) rating sheet and/ or inter- observer agreement form about teaching strategies that enhance learner achievement in literacy and numeracy skills. Lesson plans/modified DLLs used in teaching highlighting learner- centered strategies that promote literacy and/or numeracy skills. Instructional materials highlighting learner- centered strategies that promote literacy and/or numeracy skills Performance tasks/test : material(s) used in teaching Results of assessment used in teaching Others (Please specify and provide annotations)

Slide Number 15

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.

Indicator 3

Objectives	Means of Verification (MOV)
Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher- order thinking skills.	<ol style="list-style-type: none"> Classroom observation tool (COT) rating sheet and/ or inter- observer agreement form about teaching strategies that develop critical and creative thinking, as well as other higher- order thinking skills.. Lesson plans/modified DLLs used in teaching highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS Instructional materials highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS Performance tasks/test : material(s) used in demonstration teaching Results of assessment used in teaching Others (Please specify and provide annotations)

Slide Number 16

Slide Number 16

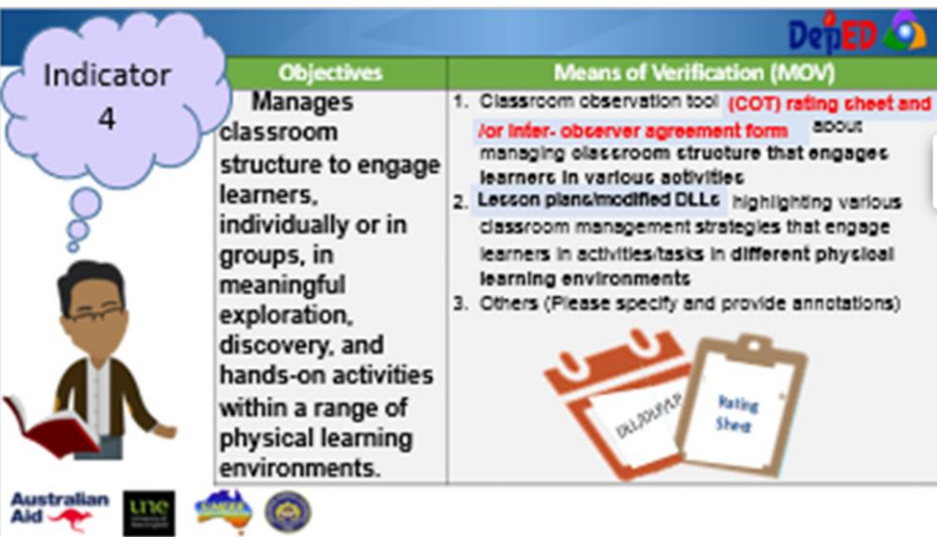
Purpose of the Slide:

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



Indicator 4

Objectives	Means of Verification (MOV)
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.	<ol style="list-style-type: none"> Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about managing classroom structure that engages learners in various activities Lesson plans/modified DLLs highlighting various classroom management strategies that engage learners in activities/tasks in different physical learning environments Others (Please specify and provide annotations)

Slide Number 17

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.



Indicator 5

Objectives	Means of Verification (MOV)
Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	<p>Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teacher management of learner behavior using the following strategies:</p> <ol style="list-style-type: none"> Providing motivation Praising the learners/Giving positive feedback Setting house rules/guidelines Ensuring learners' active participation Allowing learners' active participation Giving equal opportunities to learners Encouraging learners to ask questions Others (Please specify and provide annotations)

Slide Number 18

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:

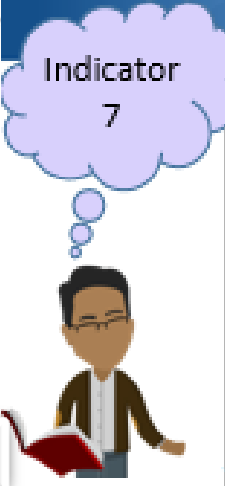
- Emphasize that the Performance Indicators (PIs) for Indicator 5 ask for the strategies used during the classroom observation to support the COT rating: providing motivation, praising the learners/giving positive feedback, setting house rules/guidelines, ensuring learners' active participation, giving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

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



Indicator 6

Objectives	Means of Verification (MOV)
<p>Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.</p>	<ol style="list-style-type: none"> 1. Classroom observation tool (COT) rating sheet and/or Inter-observer agreement form about using differentiated, developmentally appropriate learning experiences 2. Lesson plans/modified DLLs developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences 3. Instructional materials developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences 4. Others (Please specify and provide annotations)



Indicator 7

Objectives	Means of Verification (MOV)
<p>Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.</p>	<ol style="list-style-type: none"> 1. Classroom observation tool (COT) rating sheet and/or Inter-observer agreement form about using developmentally sequenced teaching and learning process 2. Lesson plans/modified DLLs highlighting developmentally sequenced instruction that meet curriculum goals and varied contexts 3. Instructional materials used to implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts 4. Other (Please specify and provide annotations)

Slide Number 19

Slide Number 20

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



Indicator 8

Objectives	Means of Verification (MOV)
<p>Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.</p>	<ol style="list-style-type: none"> Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using appropriate teaching and learning resources, including ICT Examples: <ul style="list-style-type: none"> Activity sheets/task sheets/ work sheets PowerPoint presentations Video clips Module SIMs-Strategic Intervention Materials Others Lesson plans/modified DLLc with appropriate instructional materials appended Others (Please specify and provide annotations)

Slide Number 21



Indicator 9

Objectives	Means of Verification (MOV)
<p>Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements</p>	<ol style="list-style-type: none"> Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using diagnostic, formative and summative assessment strategies Prepared lesson plans/modified DLLc highlighting appropriate use of formative assessment strategies Developed diagnostic tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets Developed summative tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets Developed performance tasks: (a) with rubrics reviewed by superior; (b) with sample accomplished rubrics Others (Please specify and provide annotations)

Slide Number 22

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 sample accomplished rubrics in order to support the COT rating.

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

Thank You!

Slide Number 23



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 24

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



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Slide Number 25

SLIDE SET 10 – Protocols in Classroom Observation

Protocols in Classroom Observation



Slide Number 1

What are the **steps** in conducting observation?



PRE-OBSERVATION

STEP 1 – OBSERVER/S

1. Review the appropriate COT-RPMS rubric for the teacher to be observed.



Slide Number 2



INDICATOR 1 Applies knowledge of content within and across curriculum teaching areas	
3	4
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.
5	6
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 content 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.
7	
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.	

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.

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				✓



Slide Number 3

Indicators to be observed per observation period are highlighted in yellow

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 4

Indicators to be observed per observation period are highlighted in yellow

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).

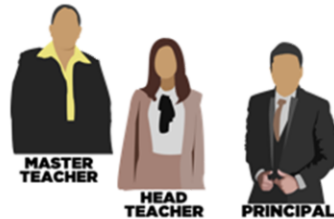
SLIDE SET 10 – Protocols in Classroom Observation

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 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 10 – Protocols in Classroom Observation

Slide Number 6

OBSERVER/S

It is **highly recommended** that 2-3 observers participate in the observation, whenever possible.

However, if challenges like schedules and availability of observers hinder a school to follow this recommendation, one (1) observer will be enough.



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

ACTUAL OBSERVATION

STEPS 3 & 4 – OBSERVER/S

3. If there are multiple observers, avoid engaging in any discussion with one another. Avoid discouraging facial expressions.



4. Observe the entire class period.



Slide Number 7

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.

POST-OBSERVATION

STEP 1 – OBSERVER/S

1. Thank the teacher and leave the room immediately after the observation.



Do not discuss observations with fellow observer/s while still inside the classroom.



Slide Number 8



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

pp.223/233

COT-RPMS
TEACHER I-III
RATING SHEET

Do not bring this form during actual observation.

Refer to your observation notes in rating the teacher observed.

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 this completed rating sheet.

THE TEACHER:	S	A	S	P	NI
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.

COT-RPMS
MASTER TEACHER I-IV
RATING SHEET

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 this completed rating sheet.

THE TEACHER:	S	A	S	P	NI
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					

OTHER COMMENTS:

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

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.

COT-SPMS TEACHER 145				
OBSERVER 1:	NAME OF THE TEACHER OBSERVED:			
OBSERVER 2:	SUBJECT & GRADE LEVEL TAUGHT:			
OBSERVER 3:	DATE:			
OBSERVATION 1	2	3	4	5
DIRECTIONS FOR THE CO-OBSERVER: 1. Indicate your individual rating for each indicator. 2. Discuss with the group your reasons for each rating. In case of different ratings, the observers must agree on a difference and come up with an agreed rating. The final rating is not an average; it is a final rating based on consensual judgment. 3. Attach all individual Rating Sheets to the Inter-Observer Agreement Form.				
(5+7+6)/3 = 6				
THE TEACHER:	1	2	3	4
1. Applies knowledge of content within and across curriculum learning 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 resources 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 behaviour constructively by applying positive and non-violent discipline to ensure learning-focused environments	7	6	5	6
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	6	7	7	6
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and stated teaching strategies	6	6	6	6
8. Selects, develops, organises, and uses appropriate teaching and learning resources, including ICT, to address learning goal				
9. Designs, delivers, organises, processes diagnostic, formative and summative assessment strategies consistent with curriculum requirements				



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)

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

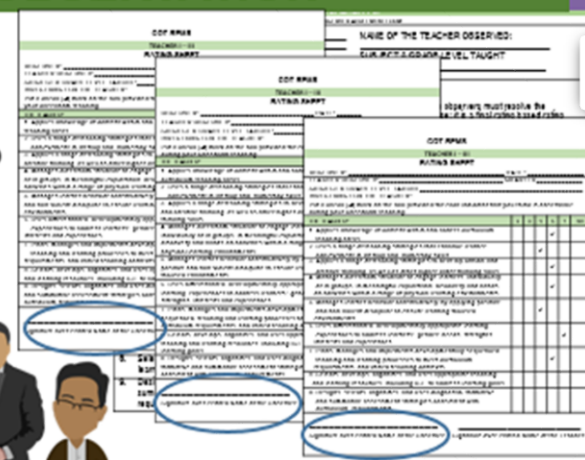
POST-OBSERVATION

STEP 4 – OBSERVER/S

Post-Conference

1. Meet with the teacher to discuss the results of the observation.
2. Affix signatures on the rating sheets.






Slide Number 12

PRE-OBSERVATION

STEP 1 - TEACHER

1. Review the COT-RPMS rubric appropriate to his/her position.



INDICATOR 1: Applies knowledge of content within and across curriculum content teaching areas	
3	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.
4	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.
5	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 development of learning needs. The teacher makes connections across curriculum content areas if appropriate.
6	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 development of learning needs and promotes meaningful learning. The teacher makes connections across curriculum content areas if appropriate.
7	The teacher shows 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.

Slide Number 13

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.

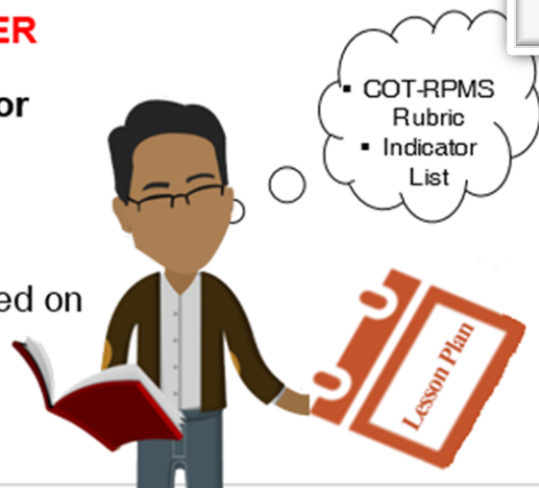
SLIDE SET 10 – Protocols in Classroom Observation

PRE-OBSERVATION

STEPS 2 & 3 TEACHER

2. Refer to the **Indicator List** expected to be observed in each observation period.

3. Plan the lesson based on the indicators.



Slide Number 14



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 15

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

ACTUAL OBSERVATION

STEP 1 - TEACHER

Deliver the lesson.



MASTER TEACHER



HEAD



PRINCIPAL

Slide Number 18



POST-OBSERVATION

STEP 1 – TEACHER

Post-Conference

1. Meet with the teacher to discuss the results of the observation.
2. Affix signatures on the rating sheets.



MASTER TEACHER

HEAD

PRINCIPAL

HEAD TEACHER

Slide Number 19



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!



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



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



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SLIDE SET 11 – Training / Simulation

Slide Number 1



Training Proper



	OBSERVERS	TOOL NEEDED	TEACHER
PRE-OBSERVATION	<ul style="list-style-type: none"> Review the appropriate COT-RPMS Rubric appropriate to the position of the teacher to be observed Review the Indicator List expected to be observed in each quarter/ observation period Arrive at the designated classroom a few minutes before the observation 	<p>COT-RPMS RUBRIC</p> <p>INDICATOR LIST</p>	<ul style="list-style-type: none"> Reviews the COT-RPMS Rubric appropriate to his/her position Refers to the Indicator List expected to be observed in each quarter/observation period. Plans the lesson based on the indicators Provides the observers with the lesson plan/DLP/DLL.
OBSERVATION	<ul style="list-style-type: none"> Sit at any available seats in the classroom Multiple observers are to sit apart Record all comments on the Observation Notes Form 	OBSERVATION NOTES FORM	<ul style="list-style-type: none"> Delivers the lesson
POST-OBSERVATION	<ul style="list-style-type: none"> Rate the teacher In case of multiple observers: Discuss the rating with fellow observer/s Decide the final rating 	<p>RATING SHEET</p> <p>INTER-OBSERVER AGREEMENT FORM</p>	

Observer/s and the teacher meet to discuss the results of the observation. The teacher and observer/s affix their signatures on the rating sheets.

Slide Number 2

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 Number 3

Before we proceed...

Please avoid taking pictures/videos of the sample classroom teaching video that will be used in the mock observation.



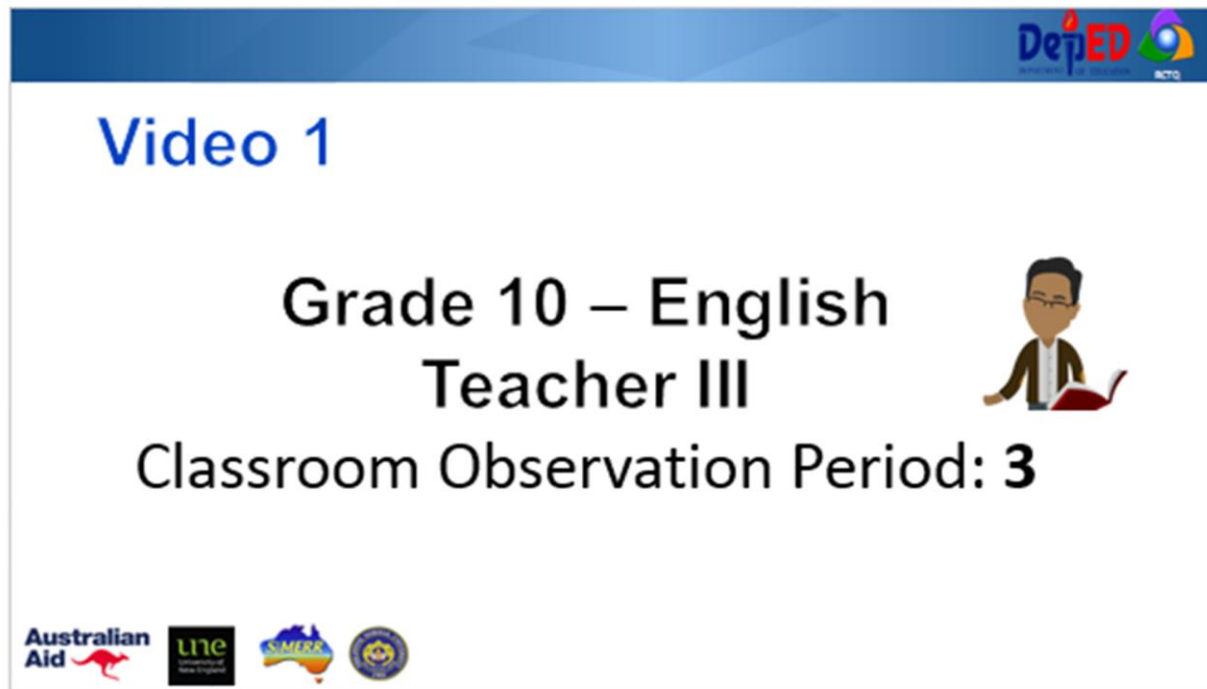
Slide Number 3

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.



The slide features a blue header with the DepED logo and the text "DepED" and "ICTQ". Below the header, the text "Video 1" is displayed in blue. The main content area contains the text "Grade 10 – English Teacher III" and "Classroom Observation Period: 3" in black. To the right of the text is a cartoon illustration of a man in a suit reading a book. At the bottom left, there are logos for Australian Aid, lne, SIMERR, and a circular logo.

DepED
ICTQ

Video 1

Grade 10 – English
Teacher III

Classroom Observation Period: 3

Australian Aid lne SIMERR

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 Number 4



Post Observation

Individual Rating



Slide Number 5

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.



Post Observation

Inter-Observer Agreement Exercise

Australian
Aid



Slide Number 6

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.



Post Observation

Role Playing Inter-Observer Exercise



Slide Number 7

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 8

Thank You!

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 9

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Slide Number 10

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



Slide Number 2



Welcome to
MODULE 2

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



I am Teacher Mike and with me is Teacher Jen.



We will introduce you to a range of **teaching strategies that promote literacy and numeracy** and how becoming literate and numerate expand the learners' opportunities to access wider understandings.

Slide Number 3



At the end of the session, participants are expected to:



1. be acquainted with literacy and numeracy concepts;
2. reflect on current practice in using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills; and
3. develop ways to further enhance knowledge, skill and attitude in Indicator 1.4.2.

Slide Number 4



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

In this module, we will focus on: 



STRAND: Strategies for promoting literacy and numeracy



INDICATOR: 1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills

Slide Number 5



1. What can you say about the picture?
2. How would you relate this to literacy?



Image removed from reporting system to maintain confidentiality of reporting personnel and reporting agencies

Slide Number 6



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 9



Now, let me introduce you Module 2. You will find there an overview of the indicator, its key concepts, suggestions for improvement, and illustrations of practice.

Are you ready?
Cellphones away.
READ your modules for 20 minutes.



INDIVIDUAL READING TIME

Slide Number 10



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 Number 11

Guide Questions:



1. What concepts did you learn from the module?
2. What illustrations of practice do you find to be most helpful for teachers?
3. What other possible examples can you provide that are not written in the module?



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 Number 12

Answering the Guide Questions  



**Sharing of answers
in a small group
10 minutes**

**Sharing of answers
in the big group
2 minutes**

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

CHALLENGE:



As teachers of literacy and numeracy across the curriculum, we should provide our learners a range of different contexts in which they can use these skills.

We all have the responsibility to promote these skills in our classroom.

Slide Number 13



REINFORCEMENT ACTIVITY

Slide Number 14



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 Number 15

CHALLENGE ACCEPTED!



With your group, think of strategies on how you can teach literacy and numeracy skills in your assigned subjects.

Mechanics:

- Discuss / plan for 5 minutes.
- Everyone stops after the allotted time to plan so we can give all our attention to the presenters.
- 1 to 2 minutes per group to present.



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



Literacy is not just about learning to read and write. It is necessary in order to learn any subject at school. Similarly, numeracy is more than counting numbers.

Both skills are at an interplay in the holistic performance of our learners. We should give our children quality instruction so that they can have the best chances to succeed in life.

Australian Aid BEST Basic Education Sector Transformation   

DepED  ICTQ

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


Reflection



Slide Number 17

<p>Which part/s of this module help me become better equipped with Indicator 1.4.2?</p>	<p>Given the examples in the module, what can I do to help my fellow teachers better understand Indicator 1.4.2?</p>
---	--







After exploring this module, we hope you have a better appreciation of the indicator.

Presentation slides by:


Dr. Gina O. Gonong
Director, RCTQ

Mikkey Mari M. Tuazon
Research Officer, RCTQ





Slide Number 18



Slide Number 19

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

Daily Lesson Plan for Classroom Observation Simulation


LESSON PLAN

Module 2

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.

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

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	<p>Your Initial Tasks</p> <p>Task 1: Pictures Talk</p> <p>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?</p>  <p>Your Text</p> <p>Task 2: Mystery Words</p> <p>Match each word in Column A with its meaning in Column B. Use the given sentences as your clues to the meaning.</p> <table border="0"> <tr> <td>Column A</td> <td>Column B</td> </tr> <tr> <td>1) radiant</td> <td>a. intensively violent</td> </tr> <tr> <td>2) tinder</td> <td>b. any substance that readily takes fire from a spark</td> </tr> <tr> <td>3) heaped</td> <td>c. not straightened out</td> </tr> <tr> <td>4) furiously</td> <td>d. glowing brightly</td> </tr> <tr> <td>5) unbent</td> <td>e. piled up</td> </tr> </table>	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		<p>Screenshot of social media posts about love</p> <p>Sentences (on PPT) copy of the vocabulary activity on cartolina</p>
Column A	Column B																
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This sample DLP is intended for the purpose of classroom observation simulation for the reorientation of RPMS Assessment Tools for SY 2019-2020

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Daily Lesson Plan for Classroom Observation Simulation

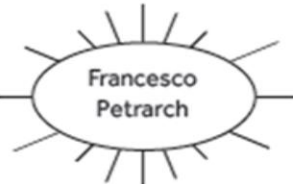
Date	Domain	Learning Competencies	Tasks	Page No.	Materials
	Oral Language and Fluency Literature	Demonstrate confidence and ease of delivery	<ol style="list-style-type: none"> 1. The bride looked radiant at her wedding. 2. His speech was tinder to the demonstrators' unrest. 3. There were a lot of old 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. <p>Task 3: Reading of the Poem Teacher reads the poem. Students read the poem.</p> <p>Task 4: Understanding of the Poem</p> <ol style="list-style-type: none"> 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 towards 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? <p>Your Discovery Tasks Task 5: Petrarch and His Laura Read the brief background of the life and works of Francesco Petrarch. Be ready to share what you have learned about him and his life and works.</p>		<p>copy of the poem on PPT</p> <p>hard copy of the life of story of Petrarch</p>

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Date	Domain	Learning Competencies	Tasks	Page No.	Materials
	Oral Language and Fluency	Demonstrate confidence and ease of delivery	<div style="text-align: center;">  <p>Francesco Petrarch</p> </div> <p>Your Final Task</p> <p>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.</p> <p>Group 1: ACTORS Present the monologues of the persona and the addressee that would stress the theme of the poem.</p> <p>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.</p> <p>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.</p> <p>Group 4: WRITERS Write a 14-line poem that highlights the theme. This time, use Laura as the persona and Petrarch as the addressee.</p>		<p>chalkboard</p> <p>task cards</p>

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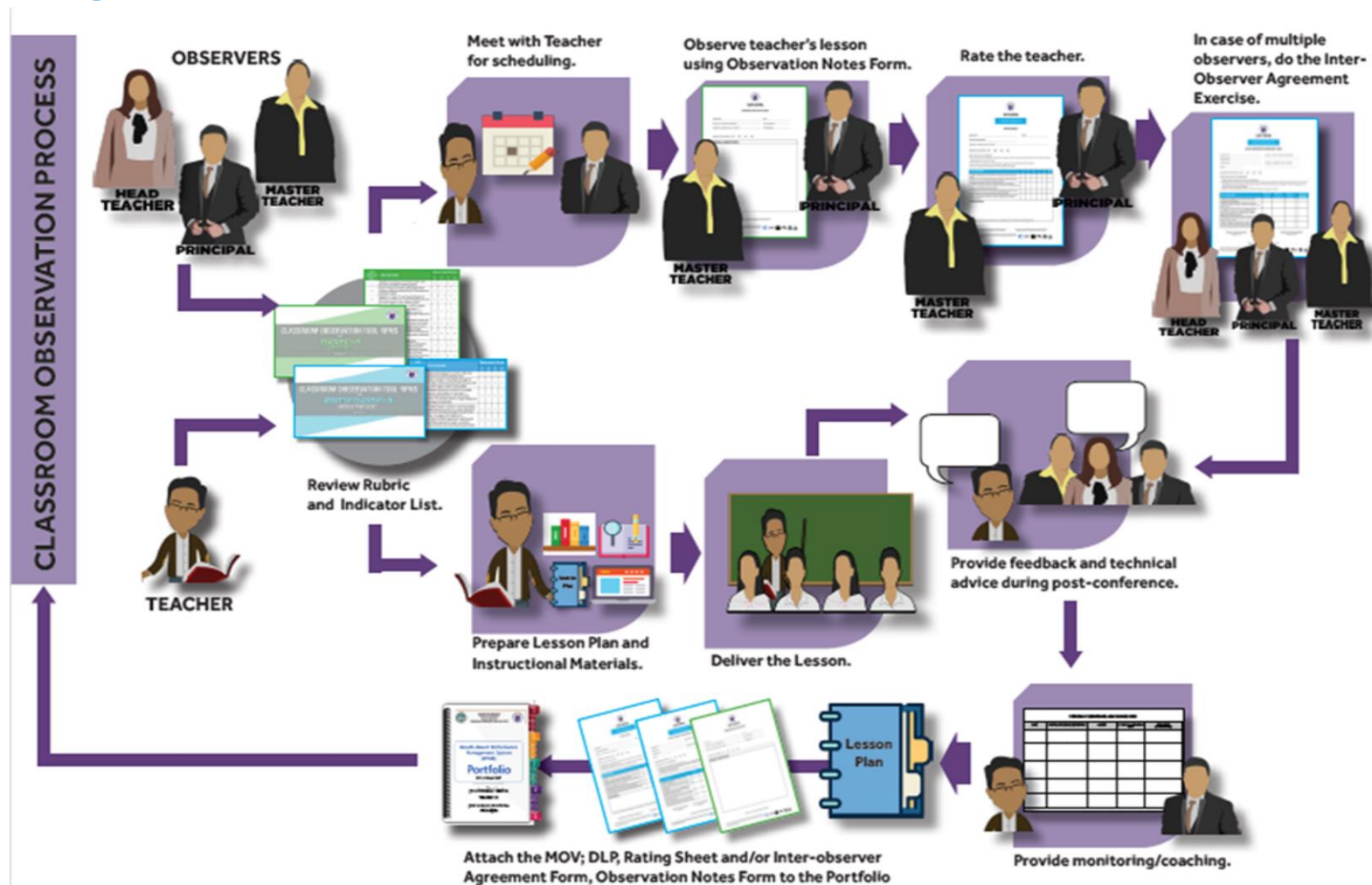
Date	Domain	Learning Competencies	Tasks	Page No.	Materials
			<p>Your final task will be graded using the following rubric:</p> <ol style="list-style-type: none"> 1. CONTENT/RELEVANCE TO THE THEME - 20 points The theme is clearly illustrated. There are no deviations made that lead to misinterpretation 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. <p>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 accordance to the given rubrics.</p> <p>* Teacher will give time for students to review the performance of their classmates before she would before she would give her feedback.</p> <p>* Teacher will deliberately ask students to get to their total scores in their presentation to provide opportunity for them to use their numeracy skills.</p> <p>ASSIGNMENT</p> <ol style="list-style-type: none"> 1. What is Petrarchian/Italian sonnet? 2. Differentiate it from a Shakespearean/English sonnet. 		
REFLECTION:			MASTER LEVEL:		

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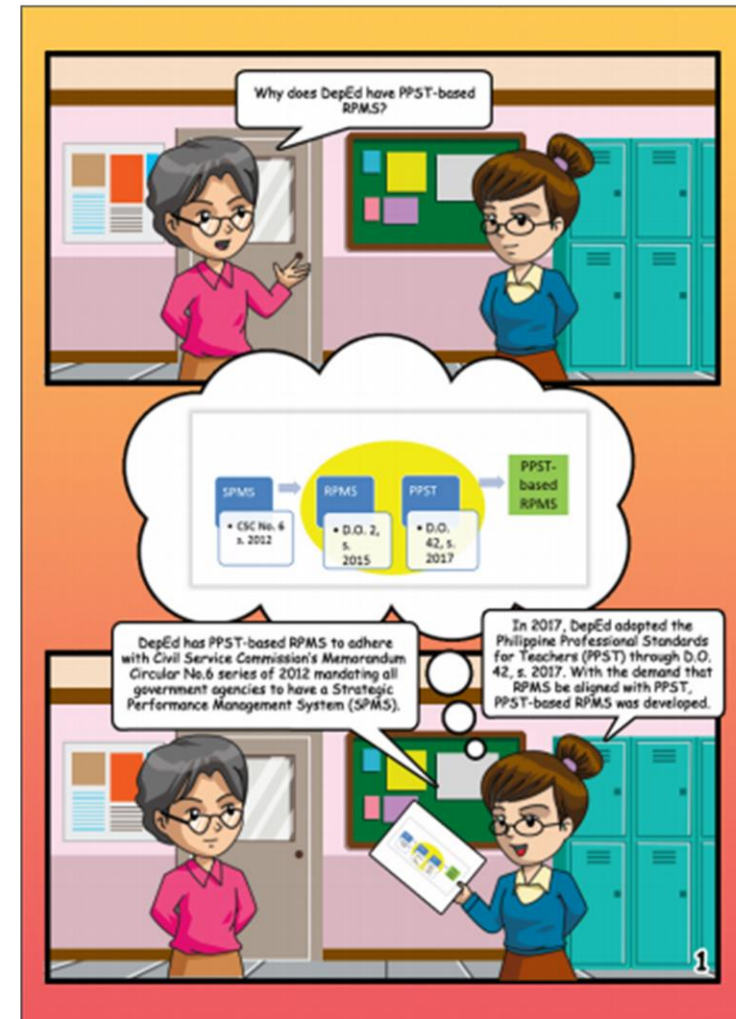


Understanding the Process of Classroom Observation



This document features the steps undertaken by teachers and observers in doing the classroom observation in the RPMS cycle.

RPMS Frequently Asked Questions (FAQs)



RPMS Frequently Asked Questions (FAQs)

How can the RPMS help us in our profession?

The RPMS was designed with the intent of improving teacher quality. It aims to align performance targets and accomplishments with the PPST.

As you can see here, in RPMS, teachers are provided with Key Result Areas (KRA), which are the general outputs or outcomes that are expected of them. These KRAs are aligned with the Domains under the PPST.

Furthermore, the objectives under each KRA were based on the indicators of high-quality teaching practices as stated in the PPST.

So, let me get this straight... RPMS and PPST are different?

Correct! RPMS is just one of the many DepEd systems that has been aligned with PPST so far. Other HR systems will also be aligned eventually.

2

How many types of Means of Verification (MOV) are there?

There are two types, namely, Main MOV and supporting MOV. Main MOV refers to the non-negotiable MOV needed to demonstrate achievement of the objectives.

Here are examples of the main MOV.

How about supporting MOV?

Supporting MOV are documents submitted with the Main MOV. You just have to submit one for each Main MOV.

3

RPMS Frequently Asked Questions (FAQs)

What are the acceptable MOV for the RPMS?

Shown here in the table are the possible MOV that can serve as evidence for each objective.

The number of required MOV seems to be overwhelming. How many do I need to submit in order to get an "outstanding" rating?

You could receive an "outstanding" rating with as few as 24 documents. Please check this table for reference.

Objective	Min MOV	Accepting MOV	Total Number of Documents
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			
Total	24 Documents	4 Documents	28 Documents

Also, an MOV can be used for multiple objectives. For example, the COT rating sheet or COT inter-observer agreement form may be used as MOV for seven objectives.

4

We are ALS and SPED Teachers. Are the MOV also applicable for us?

The MOV listed are generic, and can be adapted for either ALS or SPED teachers. For example, one of the evidences mentioned in the RPMS is the daily lesson plan, but in lieu of it, ALS teachers can use weekly lesson plan.

Can I discuss the result of my self-assessment with the principal or other school heads?

Other people, including the principal, are not allowed to see the result of your self assessment. However, you can discuss with them your Individual Development Plan (IDP) based on the SAT result.

5

RPMS Frequently Asked Questions (FAQs)

Panel 4: How is classroom observation used in the RPMS Cycle? In the RPMS Cycle, teaching practice is assessed against the indicators of the PPST.

Panel 5: Who are the possible observers for my classroom observation? According to DepEd Order No. 2, s. 2015, the School Heads, Master Teachers, Head Teachers, and Department Head Teachers can conduct classroom observation.

Panel 6: Can a Teacher-in-Charge (TIC) also observe my class? Yes, as long as he/she was officially designated by the Schools Division Superintendent. Can a TIC observe the class of a teacher whose rank is higher? Yes, it is included in their roles and responsibilities, as mandated by DepEd.

Panel 7: The Supervisors may observe any teacher at actual classroom teaching, but the results of their observation will not form part of the MOV for RPMS as indicated in D.O. 2, s. 2015. Are all RPMS objectives classroom observable? No. Nine (9) objectives out of 13 are classroom observable for Proficient Teachers.

Panel 8:

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 non-violent discipline to ensure learning-focused environments.

Panel 9:

6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experience.
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.

RPMS Frequently Asked Questions (FAQs)

For highly proficient teachers there are 5 objectives that are classroom observable.

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 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.

What happens if I did not meet the rating/level expected of me based on my career stage?

You and your mentor/coach (e.g. School Head, Head Teacher, Department Head, and/or Master Teachers) will come up with a Developmental Plan to improve your performance.

8

In a classroom observation, should all indicators in the RPMS be observed?

For each observation, there are different sets of prescribed indicators that have to be evaluated when observing Proficient teachers. Let's take a look at them.

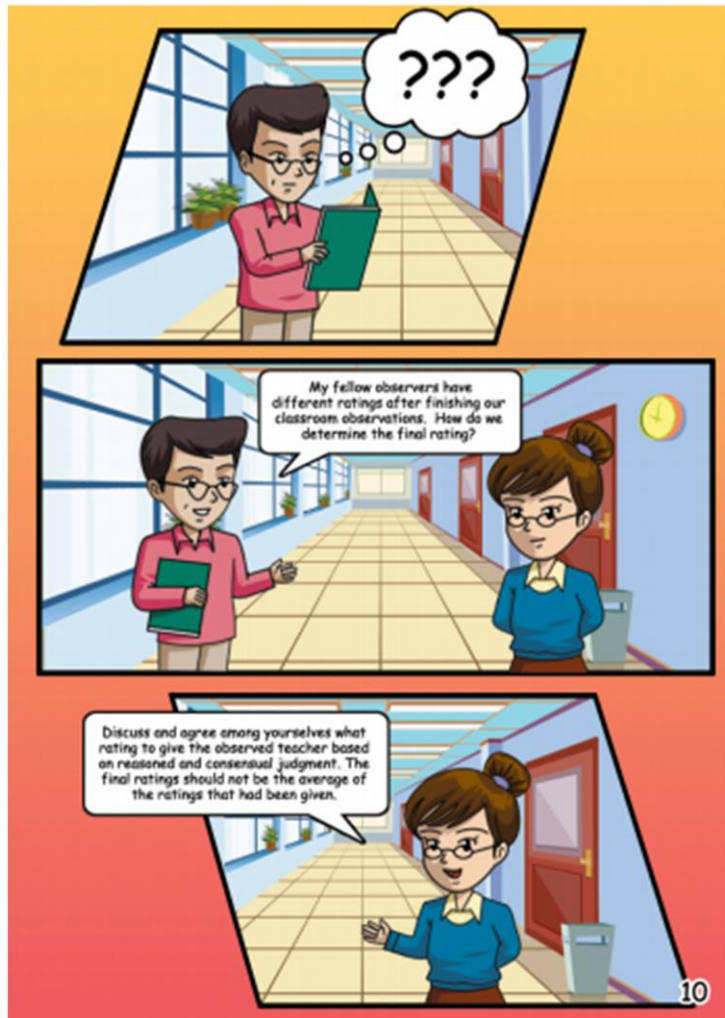
COT Indicator No.	Observation Period			
	1	2	3	4
1	✓	✓	✓	✓
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4	✓	✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓
7	✓	✓	✓	✓
8	✓	✓	✓	✓
9	✓	✓	✓	✓

How about teachers in the Highly Proficient level?

They just have 5 indicators and every indicator is needed to be observed 4 times.

9

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/RPMSPSTSY20192020>

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).



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