


RPMS Tool for Teacher I-III (Proficient Teachers)

in the time of COVID-19

S.Y. 2020-2021

 Department of Education	POSITION AND COMPETENCY PROFILE	PCP No. _____	Revision Code: 00
Position Title	Teacher I - III	Salary Grade	
Parentetical Title			
Office Unit		Effectivity Date	
Reports to	Principal/School Heads	Page/s	
Position Supervised			
JOB SUMMARY			
QUALIFICATION STANDARDS			
A. CSC Prescribed Qualifications <i>(For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</i>			
Position Title	Teacher I	Teacher II	Teacher III
Education	For Elementary School – Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education, or Bachelor in Secondary Education, or its equivalent For Secondary School – Bachelor of Secondary Education (BSEd) or Bachelor's degree plus 18 professional units in Education with appropriate major or Bachelor in Secondary Education, or its equivalent		
Experience	None required	1 year relevant experience	2 years relevant experience
Eligibility	RA 1080	RA 1080	RA 1080
Trainings	None required	None required	None required
B. Preferred Qualifications			
Education	BSE/BSEEd/College Graduate with Education units (18-21), at least 18 MA units		
Experience			
Eligibility	PBET/LET/BLEPT Passer		
Trainings	In-service training		

DUTIES AND RESPONSIBILITIES
1. Applies mastery of content knowledge and its application across learning areas
2. Facilitates learning using appropriate and innovative teaching strategies and classroom management practices
3. Manages an environment conducive to learning
4. Addresses learner diversity
5. Implements and supervises curricular and co-curricular programs to support learning
6. Monitors and evaluates learner progress and undertakes activities to improve learner performance
7. Maintains updated records of learners' progress
8. Counsels and guides learners
9. Works with relevant stakeholders, both internal and external, to promote learning and improve school performance
10. Undertakes activities towards personal and professional growth
11. Does related work

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas	<i>Classroom Observation Tool (COT) rating sheet or inter-observer agreement form</i> from <ol style="list-style-type: none"> an online observation of online synchronous teaching <i>if option 1 is not possible</i>, an observation of a video lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching via LAC 	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

Example:

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

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

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Ensured the positive use of ICT to facilitate the teaching and learning process	<i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights the positive use of ICT to facilitate the teaching and learning process <ul style="list-style-type: none"> • Activity sheet/s • One lesson from a self-learning module (SLM) • Lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) • Video lesson • Audio lesson • Other learning materials in print/digital format (please specify and provide annotations) 	Quality	Ensured that the ICT used redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that the ICT used augment and enrich learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that the ICT used modify processes and improve learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that ICT are used but do not create a new learning experience and/or are documented but not consistent with one referencing style as shown in the submitted learning material	No acceptable evidence was shown

*The following terms adapted Ruben Puentedura's SAMR Model (substitution, augmenting, modification, and redefining) in technology integration: (i) ICT used "redefine and transform" learning experiences – The learning materials are able to create new kinds of learning experiences that were not possible before, e.g., using social networking sites to engage with other students from other corners of the globe; (ii) ICT used "augment and enrich" learning experiences – The use of the tool provides value-added experience, e.g., using Google Jamboard that makes discussion interactive; (iii) ICT used "modify processes and improve" learning experiences – Using ICT improves processes to increase productivity, e.g., using Google Docs for real time collaboration in group activities.

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating.

Example:

Means of Verification	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
MOV 1: Activity Sheet	3	3.500	4 (Very Satisfactory)
MOV 2: One lesson from a SLM	4		

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

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	<i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills <ul style="list-style-type: none"> • Activity sheet/s • One lesson from a self-learning module (SLM) • Lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) • Video lesson • Audio lesson • Other learning materials in print/digital format (please specify and provide annotations) 	Quality	Applied teaching strategies that challenge learners to draw conclusions and justify their thinking or put parts together to promote deeper understanding of ideas learned as shown in the submitted learning material	Applied teaching strategies that require learners to make connections using ideas learned as shown in the submitted learning material	Applied teaching strategies that require learners to describe and explain ideas learned as shown in the submitted learning material	Applied teaching strategies that lead learners along a single path of inquiry and/or to simple recall and rote memorization of concepts as shown in the submitted learning material	No acceptable evidence was shown

**The following phrases are defined in terms of Lorin Anderson's revised categories of the cognitive domain under the Bloom's Taxonomy: "put parts together" refers to Creating (synthesizing parts into something new to form a functional whole); "draw conclusions and justify their thinking" refers to Evaluating (making judgments about the value of ideas or materials); "make connections using ideas learned" refers to Analyzing (determining how parts relate); "describe and explain ideas learned" refers to Applying (applying information and skills to related ideas/concepts/materials) and Understanding (constructing meaning); and "single path of inquiry" and "simple recall and rote memorization" refer to Remembering (using memory to retrieve/recall ideas).*

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating.

Example:

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Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 2: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	<i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights teaching strategies that are responsive to learners' linguistic, cultural, socioeconomic, or religious backgrounds <ul style="list-style-type: none"> • Activity sheet/s • One lesson from a self-learning module (SLM) • Lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) • Video lesson • Audio lesson • Other learning materials in print/digital format (please specify and provide annotations) 	Quality	Utilized effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at an individual level* as shown in the submitted learning material	Utilized effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level* as shown in the submitted learning material	Utilized an effective teaching strategy that is appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the submitted learning material	Utilized a teaching strategy or strategies that partially respond to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the submitted learning material	No acceptable evidence was shown

* "At a group level" refers to general, whole class instruction where teaching/modelling of concepts for all students happen at once; "at an individual level" refers to targeted instruction to an individual learner or to a number of learners.

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating.

Example:

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KRA 2: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	<i>Classroom Observation Tool (COT) rating sheet or inter-observer agreement form</i> from <ol style="list-style-type: none"> an online observation of online synchronous teaching <i>if option 1 is not possible</i>, an observation of a video lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching via LAC 	Quality	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown

* This objective is about strategies that respond to “learners in difficult circumstances” (see glossary for the definition). In the context of SY 2020-2021, the Filipino learners (and all the learners across the globe) have been affected by the COVID-19 pandemic which brought difficulty in the way they learn and live. The efforts that teachers exert to adjust and modify the teaching and learning delivery is captured in this year’s RPMS.

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

Example:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	6	4	3.500	4 (Very Satisfactory)
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RPMS Rating Transmutation Table	
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Poor (1)	1.000-1.499

KRA 2: Diversity of Learners & Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Used strategies for providing timely, accurate and constructive feedback to improve learner performance	Evidence that highlights providing accurate and constructive feedback to improve learner performance and that shows timeliness of feedback given to any of the following <ul style="list-style-type: none"> activity sheet performance task quiz or test self-learning module 	Quality	Provided learners with accurate, and specific and directed constructive feedback* as shown in the evidence submitted	Provided learners with accurate, and specific constructive feedback as shown in the evidence submitted	Provided learners with accurate, and general constructive feedback as shown in the evidence submitted	Provided learners with inaccurate and/or destructive feedback as shown in the evidence submitted	No evidence was shown
		Timeliness	MOV submitted shows feedback given within 5 working days from submission**	MOV submitted shows feedback given within 6-10 working days from submission**	MOV submitted shows feedback given within 11-20 working days from submission**	MOV submitted shows feedback given beyond 20 working days from submission**	No evidence was shown

***Feedback** refers to essential and culturally-appropriate written and/or oral **information about learners' performance/output** that can be used to raise awareness on their strengths and weaknesses as bases for improvement; **Directed constructive feedback** is constructive feedback that gives specific direction on how to make improvements; **Specific constructive feedback** is constructive feedback that points out a specific issue in a learner's performance/output; **General constructive feedback** is constructive feedback that points out what is commonly observed among learners' performance/output (and is addressed to the class in general).

****All MOVs for this objective must contain date stamps to keep track of submission of learners' output/performance and of the learners' receipt of teachers' feedback.**

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality, calculate the average rating of the two MOV and find the transmuted RPMS rating. Follow the same procedure in calculating the rating for Timeliness.

Example:

Means of Verification	RPMS 5-point Scale Rating for Quality	RPMS 5-point Scale Rating for Timeliness
MOV 1: Activity sheet with teachers' feedback	3	5
MOV 2: Performance task with teachers' feedback	4	5
Average	3.500	5.000
RPMS Rating	4 (Very Satisfactory)	5 (Outstanding)

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

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals	<i>Classroom Observation Tool (COT) rating sheet or inter-observer agreement form</i> from <ol style="list-style-type: none"> an online observation of online synchronous teaching <i>if option 1 is not possible</i>, an observation of a video lesson that is SLM-based or MELC-aligned <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching via LAC 	Quality	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating.

Example:

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Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Set achievable and appropriate learning outcomes that are aligned with learning competencies	<p>One lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module prepared by the ratee with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any of the following:</p> <ul style="list-style-type: none"> • Lecture/discussion • Activity/activity sheet • Performance task • Rubric for assessing performance using criteria that appropriately describe the target output 	Quality	All of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Majority of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Less than half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	No acceptable evidence was shown

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process	1. Proof of participation in any activity for improved access to education such as, but not limited to the ff. activities <ul style="list-style-type: none"> Distribution of learning materials to learners/parents (e.g., receipt form/monitoring form during distribution of learning materials, etc.) Brigada Eskwela (e.g., commitment form to stakeholders, developed advocacy materials, certificate of participation that involves parents'/stakeholders' engagement signed by the school head, etc.) Home visitation (e.g., home visitation form, etc.) Others (please specify and provide annotations) 2. Parent-teacher log or proof of other stakeholders meeting (e.g., one-on-one parent-teacher-learner conference log; attendance sheet with minutes of online or face-to-face meeting; proof of involvement in the learners'/parents' orientation, etc.) 3. Any form of communication to parents/stakeholders (e.g., notice of meeting; screenshot of chat/text message/communication with parent/guardian [name or any identifier removed]; digital/printed copy of Learner Enrollment Survey Form signed by the ICT Coordinator/Focal person and School Head)	Quality	Sustained engagement with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by 2 or more of MOV no. 1 or 2	Secured collaboration with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by one MOV no. 1 or 2	Communicated with and obtained response from parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by MOV No. 3	Communicated with parents/guardians and/or wider school community to facilitate involvement in the educative process but received no response/reply as evidenced by MOV No. 3	No acceptable evidence was shown
		Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable MOV" under Efficiency means the same kind of MOV can be submitted more than once (e.g., Submitted MOVs could be two (2) Parent-teacher logs, one (1) printed LESF, and one (1) screenshot of correspondence with parents via an online platform to merit an Outstanding in Efficiency for this objective.)

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Participated in professional networks to share knowledge and to enhance practice	<ul style="list-style-type: none"> • Certificate of completion in a course/training • Certificate of participation in a webinar, retooling, upskilling, and other training/ seminar/ workshop with proof of implementation • Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop • Any proof of participation to a benchmarking activity • Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator • Others (please specify and provide annotations) 	Quality	Participated in any professional network/activity that requires output* and proof of implementation ** within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that requires output* and proof of implementation ** within the department/ grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in any professional network/activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	No acceptable evidence was shown
		Efficiency	Submitted 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

* "Output" may include, but not limited to, lesson plan, instructional materials, action plan, or any teaching and learning-related materials.

** "Proof of implementation" can be in the form of implemented action plan, lesson plan executed in class, application project, etc.

*** "Different kinds of acceptable MOV" under Efficiency means each type of MOV can be submitted only once (e.g. Submitted MOVs could be one (1) Certificate of participation in a webinar, one (1) Certificate of recognition/ speakership in a conference, one (1) proof of participation in a benchmarking activity, and one (1) proof of participation in school LAC session).

KRA 4: Community Linkages and Professional Engagement & Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning	Main MOV: Individual Performance and Commitment Review Form-Development Plan (IPCRF-DP) Supporting MOV: <i>Any document aligned with the IPCRF-DP</i> such as <ul style="list-style-type: none"> • Reflection of one's practice during LAC session/s with proof of attendance • Reflection/Personal Notes on Coaching and Mentoring and/or Mid-year Review • Personal notes journal on division/school-led INSET with proof of attendance • Certificate of enrolment/registration form/class card in graduate/post-graduate school/online courses • Any learning material highlighting the improvement done based on accomplished "reflection" section • Others (Please specify and provide annotations) 	Quality	Updated the Development Plan and approved by the rater during Phase II of the RPMS cycle	Discussed progress on the Development Plan with the rater to check whether Development Needs were addressed	Accomplished the Development Plan from learning objectives up to resources needed to address Development Needs during Phase I of the RPMS cycle	Accomplished the Strengths and Development Needs portion of the Development Plan after self-assessment at the beginning of the school year	No acceptable evidence was shown
		Efficiency	Submitted the IPCRF-DP with any 4 of the acceptable Supporting MOV*	Submitted the IPCRF-DP with any 3 of the acceptable Supporting MOV*	Submitted the IPCRF-DP with any 2 of the acceptable Supporting MOV*	Submitted the IPCRF-DP with any 1 of the acceptable Supporting MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable Supporting MOV" under Efficiency means the same kind of MOV can be submitted more than once (e.g., Submitted MOVs could be two (2) Reflection on LAC sessions with proof of attendance and two (2) Reflection/Personal Notes on Coaching and Mentoring to merit an Outstanding in Efficiency under this objective).

KRA 5: Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Performed various related works/activities that contribute to the teaching-learning process	Proof of: <ul style="list-style-type: none"> committee involvement advisorship of co-curricular activities involvement as module/learning material writer involvement as module/learning material validator participation in the RO/SDO/school-initiated TV-/radio-based instruction book or journal authorship/ contributorship coordinatorship/ chairpersonship coaching and mentoring learners in competitions mentoring pre-service teachers participation in demonstration teaching participation as research presenter in a forum/ conference others (please specify and provide annotations) 	Quality	Performed at least 1 related work/activity that contributed to the teaching-learning process beyond the school/ Community Learning Center (CLC) as evidenced by submitted MOV	Performed at least 1 related work/activity that contributed to the teaching-learning process within the school/ Community Learning Center (CLC) as evidenced by submitted MOV	Performed at least 1 related work/activity that contributed to the teaching-learning process within the learning area/ department as evidenced by submitted MOV	Performed at least 1 related work/activity that contributed to the teaching-learning process within the class as evidenced by submitted MOV	No acceptable evidence was shown
		Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown

* "Any 4/3/2 of the acceptable MOV" under Efficiency means the same kind of MOV can be submitted *more than once*.

GLOSSARY

Content knowledge and pedagogy	Competencies that teachers are expected to master for them to teach efficiently and effectively (Department of Education 2017, 24).
Creative thinking skills	Involve exploring ideas, generating possibilities and looking for many right answers rather than just one (Department of Education 2017, p. 24)
Critical thinking skills	Refer to the many kinds of intellectual skills that (in its most basic expression) occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion (Department of Education 2017, 24)
Daily Lesson Log (DLL)	See <i>Lesson Plan</i>
Detailed Lesson Plan (DLP)	See <i>Lesson Plan</i>
Feedback	Refers to essential and culturally-appropriate written and/or oral information about learners' performance/output that can be used to raise awareness on their strengths and weaknesses as bases for improvement (Department of Education 2019, 61)
Higher-order thinking skills	Complex thinking processes which include logical and critical analysis, evaluation and synthesis thinking that enable individuals to reflect, solve problems and create products/solutions (Department of Education 2017, 25)
Home visitation	An intervention strategy that involves the learner's families and the community. "Where possible, the teacher shall do home visits to learners needing remediation or assistance" (Department of Education 2020b, 32). Interviews, consultation, and dialogues with parents can be conducted to assess the student's learning progress (Department of Education 2015, 67).
Individual Learning Monitoring Plan	"Utilized to monitor learner progress based on the given intervention strategies" (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D)
Information and Communications Technology (ICT)	Includes, but is not limited to, computer hardware and software, digital resources (e.g., books, journals, research reports, databases, scripts, etc. in digital form), and digital information/media (e.g., digital images, video, audio, websites, web pages, social media, etc.) that can be used for instruction (Department of Education 2019a)
Learner-centered culture	Refers to a set of attitudes, conventions and practices that place the learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse background and relevant to meaningful learning experience (Department of Education – Teacher Education Council 2019)
Learners in difficult circumstances	Refer to learners that are geographically isolated; chronically ill; displaced due to armed conflict, urban resettlement or disasters; child-abused and experienced child labor practices (Department of Education 2017, 15); Also refer to persons who suffer from hunger, thirst, dangerous jobs, prostitution, sexual abuse, diseases, exclusion, harassment, problems with the law, imprisonment, destructive drugs, domestic slavery, violence, among others (UNESCO 1999)
Learning Management System	An online platform that can be used for distance learning which includes the DepEd-LMS, DepEd Commons, DepEd Learning Resource (LR) Portal, and third-party software such as Edmodo, Schoology, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31)
Lesson Plan	Refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Most Essential Learning Competencies (MELCs)	Refer to the competencies from the K to 12 curriculum guides which are most useful in many professions and in everyday life, thereby satisfying the so-called endurance criterion. Anchored on the prescribed standards, these competencies identified by the Department in consultation with stakeholders are to be used nationwide by field implementers and private schools for SY 2020-2021 as a response to developing resilient education systems most especially during emergencies such as the current global pandemic (Department of Education, 2020a).
Online Asynchronous Teaching	A mode of teaching that involves learners downloading materials from the internet, completing and submitting assignments online through a Learning Management System (LMS) such as the DepEd Commons and DepEd Learning Resource (LR) Portal, Google Classroom, and Microsoft Teams (Department of Education 2020b, 31).

Online Synchronous Teaching	A mode of teaching that utilizes video conferencing, live chat, instant messaging, or a combination of any of the online tools to engage learners to work in real-time. These materials may be designed for collaborative tasks to engage learners on virtual collaboration among peers (Department of Education 2020b, 31).
Performance Monitoring and Coaching Form (PMCF)	Provides a record of significant incidents (actual events and behavior in which both positive and negative performances are observed) such as demonstrated behavior, competence and performance (Department of Education 2019b)
Positive use of ICT	Responsible, ethical, or appropriate use of ICT to achieve and reinforce learning (Department of Education 2017, 26).
Supplementary materials	Refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37)
Teaching and learning resources	Teaching aids and other materials that teachers use not only to enhance teaching and learning but also to assist learners to meet the expectations for learning as defined by the curriculum (Department of Education 2017, 27)
Learning Action Cell (LAC)	“functions as a professional learning community for teachers that will help them improve practice and learner achievement” (Department of Education 2016a, i). LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson Exemplar	“During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies” (Department of Education - CALABARZON 2020, 10).
Video lesson	Refers to a learning material similar to a <i>video-recorded lesson</i> and <i>video-taped lesson</i> used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).
Weekly Home Learning Plan (WHLP)	“The Weekly Home Learning Plan (WHLP) shall be prepared by teachers implementing Distance and Blended Learning while the DLP or DLL...shall be prepared by teachers implementing F2F learning” (Department of Education - Undersecretary for Curriculum and Instruction 2020, Appendix D).
Weekly Lesson Log (WLL)	See <i>Lesson Plan</i>
Weekly Lesson Plan (WLP)	See <i>Lesson Plan</i>
Wider school community	Refers to both internal and external stakeholders (Department of Education 2017, 27)

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