


RPMS Tool for Master Teachers I-IV (Highly 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 | Master Teacher I-IV | Salary Grade | | |
| Parentetical Title | | | | |
| Office Unit | | Effectivity Date | | |
| Reports to | | 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 | Master Teacher I | Master Teacher II | Master Teacher III | Master Teacher IV |
| Education | For Elementary School - Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 18 units for a Master's degree in Education or its equivalent | For Elementary School - Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education; and 24 units for a Master's degree in Education or its equivalent | Completion of academic requirements for a Master's degree in Education or its equivalent | Completion of academic requirements for a Master's degree in Education or its equivalent |
| | For Secondary School - Bachelor of Secondary | For Secondary School - Bachelor of Secondary | Completion of academic requirements for a Master's | Completion of academic requirements for a Master's |

| | | | | |
|------------------------------------|---|--|---|--|
| | Education (BSEd) or Bachelor's degree plus 18 professional units in Education with appropriate major; and 18 units for a Master's degree in Education or its equivalent | Education (BSEd) or Bachelor's degree plus 18 professional units in Education; and 24 units for a Master's degree in Education or its equivalent | degree in Education or its equivalent | degree in Education or its equivalent |
| Experience | 3 years relevant experience | 1 year as Master Teacher I or 4 years as Teacher III | 1 year as Master Teacher II or 5 years as Teacher III | 1 year as Master Teacher III or 5 years as Teacher III |
| Eligibility | RA 1080 | RA 1080 | RA 1080 | RA 1080 |
| Trainings | None required | 4 hours relevant training | 8 hours of relevant training | 16 hours of relevant training |
| B. Preferred Qualifications | | | | |
| Education | Master's Degree Graduate | | | |
| Experience | 3 years in service as Teacher III | | | |
| Eligibility | PBET/LET/BLEPT Passer | | | |
| Trainings | Relevant trainings | | | |

| DUTIES AND RESPONSIBILITIES | |
|------------------------------------|---|
| 1. | Models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas |
| 2. | Conducts in-depth studies or action researches on teaching-learning innovations |
| 3. | Works with colleagues to create learning-focused environments that promote learner responsibility and achievement |
| 4. | Assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity |
| 5. | Leads in the preparation and enrichment of curriculum |
| 6. | Initiates programs and projects that can enhance the curriculum and its implementation |
| 7. | Leads colleagues in the design, evaluation, interpretation and utilization of different types of assessment tools for the improvement of the teaching and learning process |
| 8. | Updates parents/guardians on learner needs, progress and achievement |
| 9. | Strengthens school-community partnerships to enrich engagement of internal and external stakeholders in the educative process |
| 10. | Establishes links with colleagues through attendance and membership in professional organizations for self-growth and advancement |
| 11. | Provides technical assistance through demonstration teaching, mentoring, coaching, class monitoring and observation, organizing/leading/serving as trainers/facilitators in teacher quality circles/learning action cells |
| 12. | 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. Modelled effective applications of content knowledge within and across curriculum teaching areas | <i>Classroom Observation Tool (COT) rating sheet with proof of attendance of colleague/s</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 | Modelled Level 8 in Objective 1 as shown in COT rating sheets | Modelled Level 7 in Objective 1 as shown in COT rating sheets | Modelled Level 6 in Objective 1 as shown in COT rating sheets | Modelled Level 5 in Objective 1 as shown in COT rating sheets | Modelled Level 4 in Objective 1 as shown in COT rating sheets 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 with proof of attendance | 7 | 4 | 3.500 | 4 (Very Satisfactory) |
| COT Rating Sheet 2 with proof of attendance | 6 | 3 | | |

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

KRA 1: Content Knowledge and Pedagogy

| OBJECTIVE | MEANS OF VERIFICATION | PERFORMANCE INDICATOR | | | | | |
|--|---|-----------------------|--|--|--|---|----------------------------------|
| | | QET | Outstanding (5) | Very Satisfactory (4) | Satisfactory (3) | Unsatisfactory (2) | Poor (1) |
| 2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process | <p><i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights effective strategies in the positive use of ICT to facilitate the teaching and learning process and Performance Monitoring and Coaching Form to show proof of coaching and mentoring colleague/s</p> <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 | Modelled effective strategies in utilizing ICT that redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material | Modelled effective strategies in utilizing ICT that augment and enrich learning experiences are documented properly and consistently using any referencing style as shown in the submitted learning material | Modelled effective strategies in utilizing ICT that modify processes and improve learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material | Modelled strategies in utilizing ICT but do not create a new learning experience and/or ICT used 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 with PMCF | 3 | 3.500 | 4 (Very Satisfactory) |
| MOV 2: One lesson from a SLM with PMCF | 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. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills | <p><i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills and <i>Performance Monitoring and Coaching Form</i> to show proof of coaching and mentoring colleague/s</p> <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 | Modelled effective 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 in the submitted learning material | Modelled effective teaching strategies that require learners to make connections using ideas learned as shown in the in the submitted learning material | Modelled effective teaching strategies that require learners to describe and explain ideas learned as shown in the in the submitted learning material | Modelled teaching strategies that lead learners along a single path of inquiry or to simple recall and rote memorization of concepts as shown in the 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:

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

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

KRA 2: 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. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds | <p><i>Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery</i> that highlights effective teaching strategies that respond to learners' linguistic, cultural, socioeconomic, or religious backgrounds and Performance Monitoring and Coaching Form to show proof of coaching and mentoring colleague/s</p> <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 | Modelled the use of effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at an individual level as shown in the in the submitted learning material | Modelled the use of effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level as shown in the in the submitted learning material | Modelled the use of an effective teaching strategy that is appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the in the submitted learning material | Modelled the use of a teaching strategy or strategies that partially respond to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the 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:

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

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

KRA 2: 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. Evaluated with colleagues 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 | Classroom Observation Tool (COT) rating sheet with proof of attendance of colleague/s from <ol style="list-style-type: none"> an online observation of online synchronous teaching if option 1 is not possible, an observation of a video lesson that is SLM-based or MELC-aligned if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC | Quality | Modelled Level 8 in Objective 5 as shown in COT rating sheets | Modelled Level 7 in Objective 5 as shown in COT rating sheets | Modelled Level 6 in Objective 5 as shown in COT rating sheets | Modelled Level 5 in Objective 5 as shown in COT rating sheets | Modelled Level 4 in Objective 5 as shown in COT rating sheets 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 with proof of attendance | 7 | 4 | 3.500 | 4 (Very Satisfactory) |
| COT Rating Sheet 2 with proof of attendance | 6 | 3 | | |

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

KRA 2: 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 effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning | <i>Evidence</i> that highlights providing accurate and constructive feedback to encourage learners to reflect on and improve their own learning that shows timeliness of feedback given to any of the following <ul style="list-style-type: none"> activity sheet performance task portfolio quiz or test self-learning module and Performance Monitoring and Coaching Form to show proof of coaching and mentoring colleague/s | Quality | Modelled effective strategies in providing learners with accurate, and specific and directed constructive feedback* as shown in the evidence submitted | Modelled effective strategies in providing learners with accurate, and specific constructive feedback as shown in the evidence submitted | Modelled effective strategies in providing learners with accurate, and general constructive feedback as shown in the evidence submitted | Showed strategies in giving feedback but feedback were inaccurate and/or destructive 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 and PMCF | 3 | 5 |
| MOV 2: Performance task with teachers' feedback and PMCF | 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. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals | <i>Classroom Observation Tool (COT) rating sheet with proof of attendance of colleague/s</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 | Modelled Level 8 in Objective 7 as shown in COT rating sheets | Modelled Level 7 in Objective 7 as shown in COT rating sheets | Modelled Level 6 in Objective 7 as shown in COT rating sheets | Modelled Level 5 in Objective 7 as shown in COT rating sheets | Modelled Level 4 in Objective 7 as shown in COT rating sheets 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 with proof of attendance | 7 | 4 | 3.500 | 4 (Very Satisfactory) |
| COT Rating Sheet 2 with proof of attendance | 6 | 3 | | |

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

KRA 3: Curriculum and Planning

| OBJECTIVE | MEANS OF VERIFICATION | PERFORMANCE INDICATOR | | | | | |
|---|--|-----------------------|---|--|--|--|----------------------------------|
| | | QET | Outstanding (5) | Very Satisfactory (4) | Satisfactory (3) | Unsatisfactory (2) | Poor (1) |
| 8. Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners | <p><i>One lesson plan</i> (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) <i>or one lesson from a self-learning module prepared by the ratee</i> 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 <p>and <i>demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s</i></p> | 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. Guided colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process | 1. School letter approved by the school/ department/grade level head (e.g., communication with the barangay to use a government vehicle to transport modules) 2. Approved action plan/ project proposal/ activity proposal involving the stakeholders 3. Accomplishment/ narrative report of an approved activity | Quality | Implemented/ Organized/ Managed with colleagues an approved activity involving parents/ guardians or other stakeholders in the school/ community as evidenced by MOV No. 3 | Implemented/ Organized/ Managed with colleagues an approved activity involving parents/ guardians or other stakeholders in the department/ learning area/ grade level as evidenced by MOV No. 3 | Drafted an action plan/ project proposal/ activity proposal with colleagues on an activity involving parents/ guardians or other stakeholders as evidenced by MOV No. 2 | Wrote a communication letter with colleagues about an approved activity involving parents/ guardians or other stakeholders as evidenced by MOV No. 1 | 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.

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. Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice | <ul style="list-style-type: none"> Approved activity/project proposal for a webinar, retooling, upskilling, and other training/ seminar/ workshop with accomplishment report Approved activity/project proposal for benchmarking or innovation with accomplishment report Certificate as contributor to LRMDS Certificate of completion in a course/training Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator Others (Please specify and provide annotations) | Quality | Contributed actively to 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 | Contributed actively to 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 | Contributed actively to any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV | Contributed actively to 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

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. Initiated professional reflections and promote learning opportunities with colleagues to improve practice | Main MOV: Synthesis of Individual Performance and Commitment Review Form-Development Plan (IPCRF-DP) of colleague/s Supporting MOV: <i>Any document aligned with the IPCRF-DP synthesis</i> such as <ul style="list-style-type: none"> Certificate of recognition as resource speaker/ training committee chairperson Training matrix of LAC sessions highlighting teacher's role Minutes of LAC session highlighting teacher's role Sample personal notes/ reflection of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher Summary of evaluation/ quality assurance report on the conducted regional/division/school-led INSETs and/or other trainings Others (Please specify and provide annotations) | Quality | Evaluated activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted | Conducted activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted | Planned activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV submitted | Synthesized IPCRF-DP of colleague/s as basis to provide learning opportunities as shown in the MOV submitted | No acceptable evidence was shown |
| | | Efficiency | Submitted the IPCRF-DP synthesis with any 4 of the acceptable Supporting MOV* | Submitted the IPCRF-DP synthesis with any 3 of the acceptable Supporting MOV* | Submitted the IPCRF-DP synthesis with any 2 of the acceptable Supporting MOV* | Submitted the IPCRF-DP synthesis 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.

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 that the teacher: <ul style="list-style-type: none"> served as OIC in the absence of the principal represented the principal in meetings and conference observed teaching performance of Teachers I-III assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers served in a committee served as adviser to co-curricular activities served as coordinator/chairperson authored/contributed to a book or journal participated in the RO/SDO/school-initiated TV-/radio-based instruction served as module/learning material writer served as module/learning material validator coached and mentored learners in competitions mentored pre-service/ in-service teachers 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

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| 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). |

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| 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 locally 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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