A supplemental document on the RPMS SY 2020-2021 in the time of COVID-19

Context

The demand for teaching and learning has changed for the School Year 2020-2021 as a result of the impact of COVID-19. Education institutions, including the Department of Education (DepEd), shifted focus to delivering education remotely through various distance learning delivery modalities (DLDMs). The current efforts of the Department, its schools and workforce, are towards developing learning resources and upskilling and retooling teachers to support the DLDMs adopted by schools. As the learning delivery changes, so do the duties of teachers to their learners and the performance expected of them. The expectations of teachers must be captured in their performance assessment through a more contextualized Results-based Performance Management System (RPMS).

The modifications in RPMS, its tools, processes, and protocols, for SY 2020-2021 captures the DepEd current system that governs teachers' functions. The selected RPMS objectives aim to assist teachers to adapt and/or respond more quickly and effectively to emerging circumstances associated with the challenges brought by the pandemic.
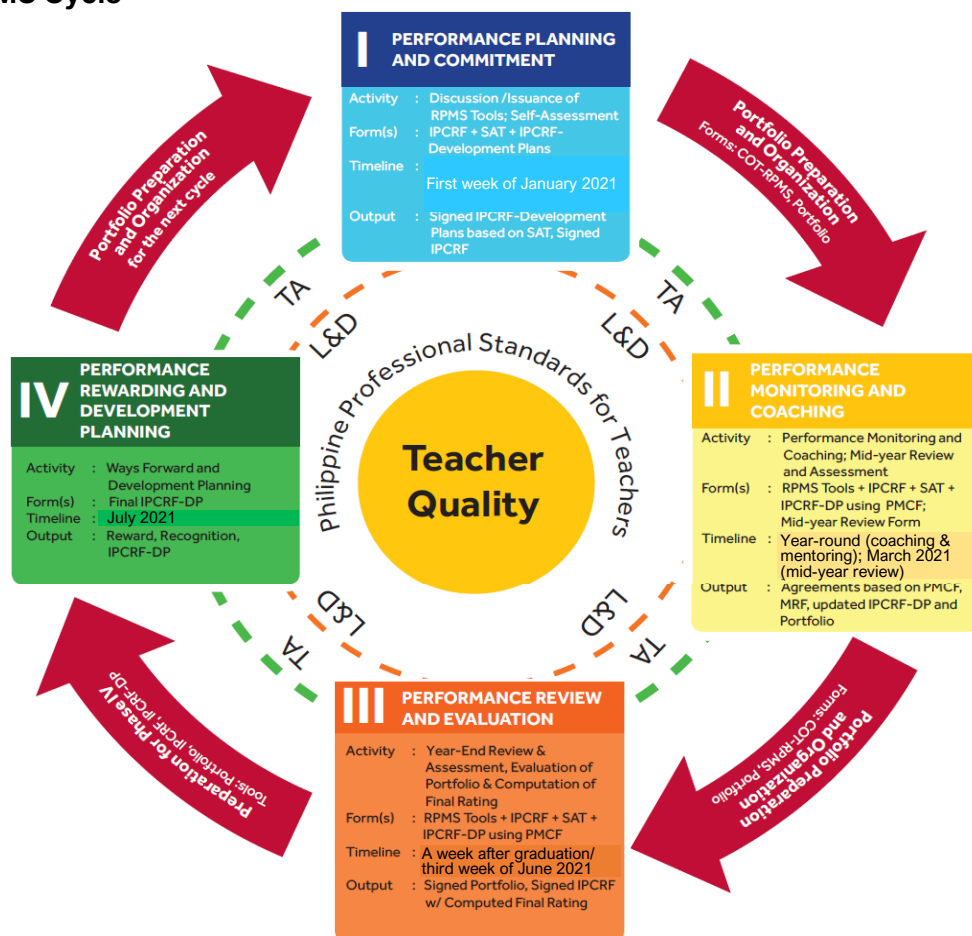
The RPMS Cycle

Figure 1. The RPMS Cycle with adjusted timeline

The timeline for each phase of the RPMS Cycle (Figure 1) is adjusted in consideration of (i) the school calendar for SY 2020-2021 which begins on October 5, 2020 and ends on June 5, 2021 (DepEd Order No. 30, s. 2020) and (ii) the adjustments of teachers in compliance with the Basic Education Learning Continuity Plan (BE-LCP) for the school year.

Table 1 shows the specific task/activity to be undertaken, person/s responsible, and the schedule of each phase of the cycle.

Table 1. Details in each phase of the RPMS Cycle for SY 2020-2021

Phases of RPMS Cycle	Task/Activity	Person(s) Responsible	Schedule
PHASE I *Performance Planning and Commitment*	Capacity Building Activities/Presentation of RPMS Tools in the time of COVID-19	Regional Office/Schools Division Office/ School Head/Raters	January 2021
	Self-Assessment with Initial Development Planning	Ratees	January 2021
PHASE II *Performance Monitoring and Coaching*	Monitoring and Coaching	School Head/Raters	January 2021 – June 2021
	Mid-Year Review* with Development Planning	School Head/Raters/Ratees	March 2021
PHASE III *Performance Review and Evaluation*	Year-end Review**	Raters, Ratees, and Approving Authorities	A week after scheduled graduation
PHASE IV *Performance Rewarding and Development Planning*	Ways Forward Development Planning	Ratees	A week after scheduled graduation
	IPCRF Data Collection	School Head/Raters	A month after scheduled graduation

* *All presented Means of Verification (MOVs) shall be obtained from* **January 2021–March 2021** *(for RPMS Objectives 1, 5, 7) and from* **October 2020-March 2021** *(for RPMS Objectives 2, 3, 4, 6, 8-12).*
** *All presented Means of Verification (MOVs) shall be obtained from* **January 2021–May 2021** *(for RPMS Objectives 1, 5, 7) and from* **October 2020-May 2021** *(for RPMS Objectives 2, 3, 4, 6, 8-12).*

PPST priority indicators and means of verifications

There are 11 priority indicators from the Philippine Professional Standards for Teachers (PPST) chosen as RPMS objectives for this school year. These priority indicators were selected based on being more responsive and appropriate to the current context of the teachers, learners, and the learning environment.

Classroom observable objectives

There are 7 classroom observable objectives for both Proficient and Highly Proficient teachers. The performance indicators of these objectives are identified for Quality, except for Objective 6 which has Quality and Timeliness.

Objectives 1, 5, and 7 require means of verification (MOV) from a classroom observation. Only 2 observations are required for the entire school year. Guidelines and protocols for alternative classroom observations are defined in this document.

Objectives 2, 3, and 4 require supplementary materials as MOV while Objective 6 require evidence that show feedback to learners. Only 2 MOV that show evidence of each objective are required for the entire school year.

Non-classroom observable objectives

There are 4 non-classroom observable objectives for both Proficient and Highly Proficient teachers. The performance indicators are identified for Quality in Objective 8 and Quality and Efficiency in Objectives 9 to 11. Plus Factor is Objective 12.

Table 2. MOV per indicator for the Proficient Teachers for RPMS SY 2020-2021

RPMS objective based on the PPST priority indicator	Means of verification
1. Applied knowledge of content within and across curriculum teaching areas	Classroom observation tool (COT) **rating sheet/inter-observer agreement form**
2. Ensured the positive use of ICT to facilitate the teaching and learning process	Any **supplementary material** (in print/digital format) made by the ratee and used in the lesson delivery • Activity sheet/s • One lesson from a locally crafted 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)
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	
4. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	
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	COT **rating sheet/inter-observer agreement form**
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 • activity sheet • performance task • portfolio • quiz or test • self-learning module
7. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals	COT **rating sheet/inter-observer agreement form**
8. Set achievable and appropriate learning outcomes that are aligned with learning competencies	**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: - Lecture/discussion - Activity/activity sheet - Performance task - Rubric for assessing performance using criteria that appropriately describe the target output
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 - 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)
10. Participated in professional networks to share knowledge and to enhance practice	- 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)
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 - Reflection of one's practice during on LAC sessions 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)
12. Performed various related works/activities that contribute to the teaching-learning process *(Plus Factor)*	Proof of: - 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)

Table 3. MOV per indicator for the Highly Proficient Teachers for RPMS SY 2020-2021

RPMS objective based on the PPST priority indicator	Means of verification
1. Modelled effective applications of content knowledge within and across curriculum teaching areas	Classroom observation tool (COT) **rating sheet** *with proof of attendance of colleague/s*
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process	Any **supplementary material** (in print/digital format) made by the ratee and used in the lesson delivery *with Performance Monitoring and Coaching Form* to show proof of coaching and mentoring colleague/s • Activity sheet/s • One lesson from a locally crafted 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)
3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills	
4. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	
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	COT **rating sheet** *with proof of attendance of colleague/s*
6. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning	**Evidence** that **highlights providing accurate and constructive feedback** to improve learner performance and that **shows timeliness of feedback** given to any of the following • 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
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	COT **rating sheet** *with proof of attendance of colleague/s*
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	**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: • Lecture/discussion • Activity/activity sheet • Performance task • Rubric for assessing performance using criteria that appropriately describe the target output **and demonstrated in a LAC session** as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s

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
10. Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice	• 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)
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 • 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)
12. Performed various related works/activities that contribute to the teaching-learning process *(Plus Factor)*	Proof that the teacher: • 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)

See ***Appendix 1 and 2*** for the RPMS Tool for Proficient Teachers for SY 2020-2021 and RPMS Tool for Highly Proficient Teachers for SY 2020-2021. A glossary is provided in each tool to set the operational definition of concepts from the indicators and of certain MOV.

Table 4. Glossary for the RPMS Tools SY 2020-2021

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 *Lesson Plan*
Detailed Lesson Plan (DLP)	See *Lesson Plan*
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)
Feedback, superficial	Refer to feedback that is formulaic and lacks information on how to improve learning (e.g., "correct", "very good", etc.)
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 lesson plan are the *Weekly Lesson Plan* (WLP), *Weekly Lesson Log* (WLL), *Weekly Home Learning Plan* (WHLP) and *Lesson Exemplars* (LE). "The *Weekly Home Learning Plan* 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). "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).
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 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).
Video lesson	Refers to a learning material similar to a *video-recorded lesson* and *video-taped lesson* used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).
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 *Lesson Plan*
Weekly Lesson Plan (WLP)	See *Lesson Plan*
Wider school community	Refers to both internal and external stakeholders (Department of Education 2017, 27)

General Guidelines for the RPMS Alternative Classroom Observation

The alternative classroom observations for RPMS is considered only for SY 2020-2021 due to the absence of or limited capacity for face-to-face learning.

Table 5. Alternative classroom observations and their corresponding guidelines

Alternative Classroom Observations	Guidelines
1. Online observation	• This applies to teachers who will adopt online synchronous learning *regardless of the number of classes and learners*.
2. Observation of a video lesson	• Consider this mode of observation *when option 1 is not possible*. • This applies to teachers who will adopt online asynchronous learning *in any of their classes and learners.* • A video lesson must have been used in lesson delivery as part of the supplementary materials or as one of the learning materials for online asynchronous learning. It is *not* the same as the video lesson for TV-based instruction. • A video lesson must be SLM-based or MELC-aligned. A teacher can use any recording device to record herself/himself while teaching a lesson. • A video lesson can be stored in a cloud (e.g., Google Drive) or any storage device (e.g., flash drive), or uploaded to an online classroom (e.g., Google Classroom) or a Learning Management System.
3. Observation of a demonstration teaching via Learning Action Cell (LAC)	• Consider this mode of observation *when options 1 and 2 are not possible*. • This applies to teachers who will adopt *pure* modular learning (print/digital), radio-based instruction, and TV-based instruction. • In DepEd's BE-LCP in the time of COVID-19, "a support mechanism shall be established for teachers and school leaders to have access to relevant on-demand technical and administrative advice and guidance which come in many forms…including professional learning communities through the LAC" (DepEd Order No. 12, s. 2020, p. 41). In support of this mechanism, the LAC policy states that school LAC "primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement" (DepEd Order No. 35, s. 2016, p. i). • This may be the best time to use LAC as an opportunity for the ratee to show performance of the RPMS objectives and for both ratees and observers to discuss collegially strategies to improve the teaching and learning processes especially in addressing challenges in learning delivery brought by the pandemic.

There should be 2 classroom observations for the entire school year. Hence, ratees should submit 2 classroom observation tool (COT) rating sheets/inter-observer agreement forms as MOV for objectives that require such (i.e., Objectives 1, 5, and 7). The alternative classroom observations should follow this timeframe:

- CO 1 – between January and March 2021
- CO 2 – between April and May 2021

See **Appendix 7** for the FAQs (frequently asked questions) on the alternative classroom observations.

Alternative Classroom Observation Processes

The alternative classroom observation processes are almost similar with the process of classroom observation done face-to-face. The pre-observation, observation, and post-observation are still followed with minimal modifications as shown in the table below.

Table 6. Alternative classroom observation processes

	Tools/ Forms Needed	Online observation		Observation of a video lesson		Observation of a demonstration teaching via Learning Action Cell (LAC)	
		Observer/s	Teacher	Observer/s	Teacher	Observer/s	Teacher
Pre-observation	COT-RPMS RUBRIC	• Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. • Meet with the teacher to discuss the schedule and the online platform to be used.	• Reviews the COT-RPMS rubric appropriate to his/her position. • Plans the lesson based on the indicators.	• Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. • Meet with the teacher to discuss the schedule of submission of the video lesson.	• Reviews the COT-RPMS rubric appropriate to his/her position. • Plans the lesson based on the indicators. • Delivers the lesson using a video recording device.	• Review the COT-RPMS rubric appropriate to the position of the teacher to be observed. • Meet with the teacher to discuss the schedule of the LAC session intended for demonstration teaching.	• Reviews the COT-RPMS rubric appropriate to his/her position. • Plans the lesson based on the indicators.
Observation	OBSERVATION NOTES FORM	• Access the online platform at the scheduled online class* • Record all comments on the Observation Notes Form.	• Delivers the lesson in the chosen online platform.	• View the video lesson after submission* • Record all comments on the Observation Notes Form.	• Submit the video lesson to the observer/s.	• Sit at any available seats* • Record all comments on the Observation Notes Form.	• Delivers the lesson on the agreed time and location.
Post-observation	RATING SHEET	• Rate the teacher.		• Rate the teacher.		• Rate the teacher.	
	INTER-OBSERVER AGREEMENT FORM	In case of multiple observers: • Discuss the rating with fellow observer/s. • Decide on the final rating.		In case of multiple observers: • Discuss the rating with fellow observer/s. • Decide on the final rating.		In case of multiple observers: • Discuss the rating with fellow observer/s. • Decide on the final rating.	
		Observer/s and the teacher meet to discuss the results of the observation. They affix their signatures on the rating sheet or the inter-observer agreement form.					

For highly proficient teachers, a proof of attendance during observation is part of their MOV. Hence, the following protocols should be observed:

1) *Online observation – (i) Invite your colleague/s to sit in your online class. (ii) Have an attendance sheet signed after the class.*

2) *Observation of a video lesson – (i) Give a copy of your video lesson to your colleague/s which they should view. (ii) Have an attendance sheet signed afterwards. (Note: Observer/s must ensure that colleague/s view the video lesson.)*

3) *Observation of a demonstration teaching via LAC – (i) Invite your colleague/s to observe your demonstration teaching during a LAC session. (ii) Have an attendance sheet signed afterwards.*

See **Appendix 3-6** for the COT-RPMS and SAT-RPMS for Proficient Teachers and Highly Proficient Teachers for SY 2020-2021.

Ratee, Rater, and Approving Authority in the RPMS

DepEd Order No. 2, s. 2015, or the *Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education*, establishes who the ratees are and their corresponding raters and approving authorities. See table below as reference to the expanded version of ratee-rater matrix.

Table 6. Matrix of RPMS Ratee-Rater-Approving Authority

Ratee/Teacher	Rater/Observer	Approving Authority
Head Teacher Master Teacher	Principal/ School Head	Superintendent *Small and Medium Divisions* Assistant Superintendent *Large and Very Large Divisions*
Teacher	Principal/ School Head	Superintendent *Small and Medium Divisions* Assistant Superintendent *Large and Very Large Divisions*
Teacher	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers *(school-based)*	Master Teacher/ Head Teacher/ Assistant Principal	Principal/ School Head
ALS Implementers *(community learning centers-based)*	Education Program Specialist for ALS	Chief of Curriculum Implementation Division (CID)

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