



Policy Notes

No. 2017- 003

February 2017

Results-based Performance Management System: TOOLS FOR TEACHERS

BACKGROUND

The Philippine Government has implemented a number of measures to promote quality performance among employees, including teachers.

The Department of Education (DepED) issued Order No. 2, s. 2015, also known as "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education" following the Civil Service Commission Memorandum Circular No. 6, "Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)," and in support of the advancement of the teacher quality. The Guidelines explains mechanisms, criteria and processes for performance target setting, monitoring, evaluation and development planning. Through the RPMS, DepEd ensures that work efforts focus towards achieving its vision, mission, values and strategic priorities toward the delivery of quality educational services to Filipino learners.

The idea of aligning RPMS with the PPST emerged during the national validation study of the *Philippine Professional Standards for Teachers (PPST)*. In the focus group workshops, participants consistently and strongly expressed the need to align the RPMS with the PPST.

The PPST operationalizes teacher quality aspects of the K to 12 Reform and elaborates teacher lifelong learning in terms of career stages. It provides a common language for professional discussions among teachers, teacher educators and other concerned stakeholders, since it furnishes teachers with a discerning framework against which they can evaluate their practice. In the case of RPMS, the PPST guides teachers in setting and achieving their targets for the year, and supports them in their ongoing professional development.

To respond to the demand of the field to align RPMS with the PPST, the Philippine National Research Center for Teacher Quality (RCTQ), with support from Bureau of Human Resources and Organizational Development, National Educators Academy of the Philippines and the Basic Education Sector Transformation (BEST) program, undertook a two-phase project. Phase 1 consisted of drafting and reviewing RPMS tools for teachers that integrated the professional standards, and Phase 2 comprised field tryouts of the draft tools & finalization of the drafts based on comments and suggestions. To address

RECOMMENDATIONS

Gauging teacher quality entails designing an assessment tool that clearly characterizes excellence among educators. An effective evaluation tool containing valid and reliable measures of quality coupled with clear guidelines on the evaluation process guides stakeholders in reflecting on teachers' strengths and weaknesses. The following recommendations call for a modified RPMS tool that is complete, process-oriented, teacher-friendly, highly reflective and outcomes-based.

1. Align the performance assessment tool, responsive to career stages, with the Philippine Professional Standards for Teachers (PPST).
2. Focus on the essential duties and responsibilities of teachers where learning is the goal and quality is paramount.
3. Set tangible and realizable objectives from the indicators of the Professional Standards and provide specific MOV as evidence of performance.
4. Refine the RPMS evaluation process to ensure efficiency, fairness and equity in the evaluation process that places greater premium on quality not quantity.
5. Underscore the need for innovation and change in pedagogy after the highly reflective evaluation process through the development of an action plan.

the demand of the field for a set of guidelines that will support teachers and schools in the assessment of RPMS Portfolio, the RCTQ also developed the RPMS Manual.

THE IMPLEMENTATION OF THE CURRENT RPMS IN DEPED

The implementation of the RPMS in DepEd raised concerns among teachers. The RPMS was viewed as additional workload and burden on the part of the teachers. Accomplishing

The RPMS in DepEd has four phases.

Phases of Current RPMS	Description
Performance Planning and Commitment	• Rater and ratee discuss and agree on the KRAs, objectives, and performance indicators.
Performance Monitoring and Coaching	• Provide key inputs and objective basis for rating by facilitating feedback and providing evidence of performance.
Performance Review and Evaluation	• Assess the office and individual employees' performance.
Performance Rewarding and Planning Development	• Provide qualitative comments, observations, and recommendations which shall be used for training and professional development.

RPMS requires so much time, especially in the formulation of objectives and indicators. There were no standard processes for crafting the objectives and performance indicators of the RPMS Tools. Many teachers were not confident about the processes in schools for assessing the evidence and rating them.

THE PPST-BASED RPMS TOOLS FOR TEACHERS

The proposed RPMS tools consist of three different teacher performance assessment instruments: one for Teacher I, with 0-3 years of teaching experience; one for Teacher I-III with more than three years of teaching experience and one for Master Teacher I-II. Each tool describes the duties and responsibilities of teachers across career stages; the Key Result Areas (KRAs) for the realization of those duties; the specific objectives to attain the KRAs; and presents in detail the various Means of Verification (MOV) that serve as proof of the attainment of specific objectives alongside performance indicators, from outstanding to poor performance.

Development of the PPST-based RPMS Tools

Phase 1 of the project involved a series of workshops and was conducted between June and August 2015. The following steps were undertaken in the development of the RPMS Tools vis-à-vis the PPST:

- Duties and responsibilities (D&R) used the Philippine Professional Standards for Teachers, Qualifications Standards (CSC 1995), Duties of Teachers, Code of Ethics for Professional Teachers (R.A. 7836), Code of Ethics for Public School Teachers (R.A. 4670) the Magna Carta for Public School Teachers and CB-PAST Form 6 as bases;
- 51 Duties and Responsibilities (D&R) indicated in RPMS tool for Master Teachers were significantly reduced to 21 in RPMS-PPST by merging similar D&R. Some D&Rs were modified to make them more generic and appropriate for Master Teachers. D&Rs which were administrative in nature were made part of the Plus Factor;
- The Domains of the PPST were adopted as KRAs; some Domains of the PPST were merged to accommodate DO 2, s. 2015 requirements of only five KRAs, including the Plus Factor;
- Three indicators from the Philippine Professional Standards for Teachers were chosen to be standards of the

overall performance of teachers and were adopted as the new objectives.

- KRAs were given equal weights in recognition of their significance to the teaching and learning process.
- Different MOV were first identified for the formulation of the performance indicators.

Workshops were also conducted to review and refine the draft RPMS-PPST Tools involving selected DepEd teachers and rubric specialists.

Tryout of the PPST-based RPMS Tools

The prototype tools were used in the field tryout that was conducted between September and October 2015 in ten (10) selected elementary and secondary schools from Region IV-A and National Capital Region. The tryout involved two visits to the schools.

The tryout revealed that: the Standards-based RPMS tools embody the design/ideas of DepED RPMS; the objectives and indicators are appropriate to use in the existing RPMS; the tools are generally practical because the objectives, indicators and MOV are standardized, specific, attainable and easy to accomplish; and the tools are also teacher-friendly and likely to produce fair results given the highly reflective process of target-setting, portfolio-preparation and portfolio evaluation processes.

The field also gave a high level of agreement on the worth of the RPMS tools, their appropriateness, viability in practice and professional development and their positive effects on teachers' performance. The teachers and the principals agreed that the objectives are generally not difficult to meet, except for conducting research, in the case of Master Teachers. The tools also achieved their purposes in that they support teacher quality and are comprehensive and manageable.

Development of the RPMS Manual

Teachers from the field recommended the development of a set of guidelines that will support Teachers and School Heads in the assessment of their RPMS Portfolio. This led to the development of the RPMS Manual which provides information and guidance in the performance assessment process.

The Manual guides the Teachers through the basics in preparing and completing RPMS documents and also informs the School Heads in the assessment of teacher performance. It describes the appropriate tools for assessing performance and explains the different assessment phases for teachers. The Manual also introduces the concept of annotations to guide

teachers through critical reflection of their practices for their continuous improvement.

POLICY IMPLICATIONS

The implementation of the proposed RPMS will:

- provide in-service teachers with a set of performance assessment tools aligned with the Philippine Professional Standards for Teachers;
- define the teachers' set of duties and responsibilities that articulates teacher quality requirements across career stages;
- provide achievable objectives, list MOV and describe performance indicators from outstanding to poor performance;
- support teacher quality of the in-service teachers by encouraging continuous professional teacher development;
- help in-service teachers to focus on students' learning and reduce administrative tasks; and
- provide Pre-service Teacher Education curriculum with a framework that is responsive to the demands of the field

CONCLUDING REMARKS

The RPMS Tools, a set of valid and reliable assessment tools for gauging teacher quality, must be adopted in order to ensure fair and quality-based teacher evaluation process. The tools also support an ongoing evaluation procedure where teachers and other stakeholders engage in critical and reflective practice which is crucial in achieving teacher quality and effecting pedagogical change.

PROJECT TEAM	
John Pegg, Ph.D. Director UNE-SiMERR National Research Center	Gina Gonong, Ph.D. Director PNU-RCTQ
Joy Hardy, Ph.D. Deputy Director UNE-SiMERR National Research Center	Jennie Jocson, Ph.D. Senior Program Manager PNU-RCTQ
Ken Vine, Ph.D. Principal Research Adviser UNE-SiMERR National Research Center	Allan Reyes, Ph.D. Senior Program Manager PNU-RCTQ
Krizna Rei Palces, Ph.D. Senior Program Manager PNU-RCTQ	
Caleb Ricardo D. Pantoja Project Officer PNU-RCTQ	
RESEARCH OFFICERS Favian L. Noche Michael Wilson I. Rosero	