

# Teacher Induction Program (TIP)

## CORE COURSE 3

The DepEd Teacher



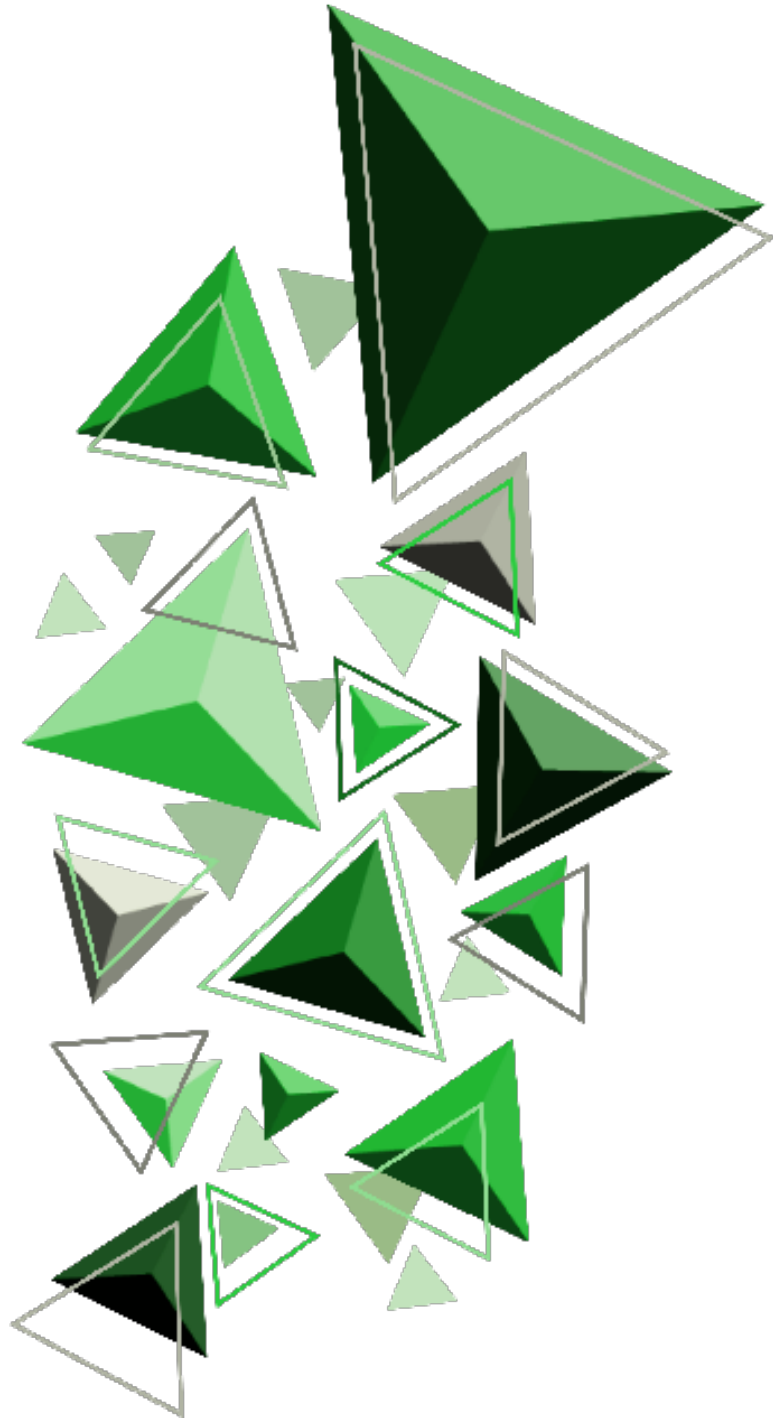
in collaboration with



Philippine National  
Research Center for Teacher Quality

Australian  
Aid





## Course 3 - The Philippine Professional Standards for Teachers and its Aligned Systems and Tools

### Introduction

**W**elcome to **Course 3** of the Teacher Induction Program! This course will help you to become familiar with the Philippine Professional Standards for Teachers (PPST) as the new framework for teacher quality. It will guide you towards understanding the expectations of teachers and how DepEd's systems and tools are aligned with the standards.

## Intended Course Learning Outcomes

At the end of this course, you will be able to:

1. develop a deeper understanding of the expectations of teachers as described in the PPST;
2. use PPST-aligned tools in developing your teaching practices as defined by the PPST; and
3. set professional development goals based on the Philippine Professional Standards for Teachers by having a clear understanding of the standards and its aligned systems and tools (7.5.2).

## Course Outline:

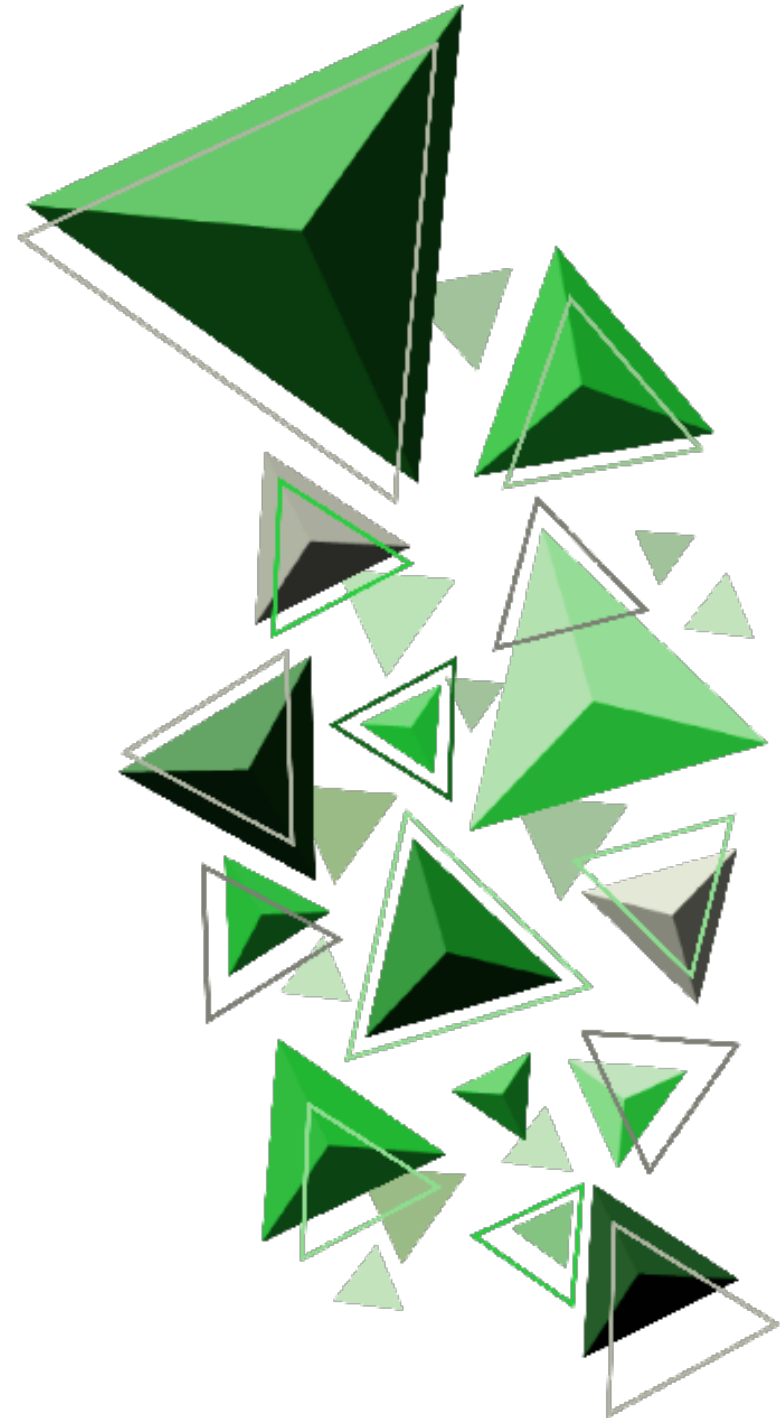
Module 1 – Achieving Teacher Quality through PPST

Module 2 – Embedding the PPST in HR Systems

Module 3 – The Results-based Performance Management System (RPMS)

**Estimated Time Required:** 7 hours

**Portfolio Output:** Lesson Plan





## Module 1 – Achieving Teacher Quality through PPST

### Intended Module Learning Outcomes:

At the end of this module, you should be able to:

1. identify and navigate through the salient features of the PPST (Domains, Strands, Indicators, and Career Stages); and
2. develop a deeper understanding of expectations of teachers as described in the PPST.

**Estimated Time Required: 2 hours**

### Module Outline

- Session 1: The PPST Career Stages  
Session 2: The PPST Domains, Strands and Indicators

### Required Tasks

- Video Viewing
- Reading
- Discussion Activity
- Formative Quiz

### Required Resources

- DepEd Order no. 42, s. 2016 National Adoption and Implementation of the Philippine Professional Standards for Teachers
- [https://www.deped.gov.ph/wp-content/uploads/2017/08/DO\\_s2017\\_042-1.pdf](https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf)
- Online or hard copy of PPST Booklet

## Session 1 – The PPST Career Stages

The PPST acknowledges that teachers in the field have different levels of competency. Teachers who have been teaching for a long time are expected to have developed more proficiency in their teaching practices. Teacher professional development takes place in a continuum, and teachers are expected to improve developmentally. Thus, a 'one size fits all' standards will not appropriately describe the expectations of teachers across the continuum. Thus, the PPST defines the work of teachers at different career stages.

Career stages generally refer to levels of development that an individual passes through, particularly in a profession. In the PPST, the teacher development continuum is defined in four career stages namely: Beginning, Proficient, Highly Proficient, and Distinguished Stages. A Proficient Teacher must exhibit at least Proficient Level of practice for all 37 Indicators. The same applies for Highly Proficient and Distinguished teachers.

Given the notion of a development continuum, upon which the PPST is based, a teacher may exhibit practice that aligns with indicators across various career stages, but it is likely his/her practice would mostly align with Indicators for a particular career stage. This is accommodated by the 'at least' qualifier in the previous paragraph. Table 1 shows the descriptors of teacher's continuum development from the Beginning career stage to the Distinguished stage.



**Table 1: The Philippine Professional Standard for Teachers (PPST) Career Stages (DepEd Order No.42, S. 2017, Enclosure 1, 9)**

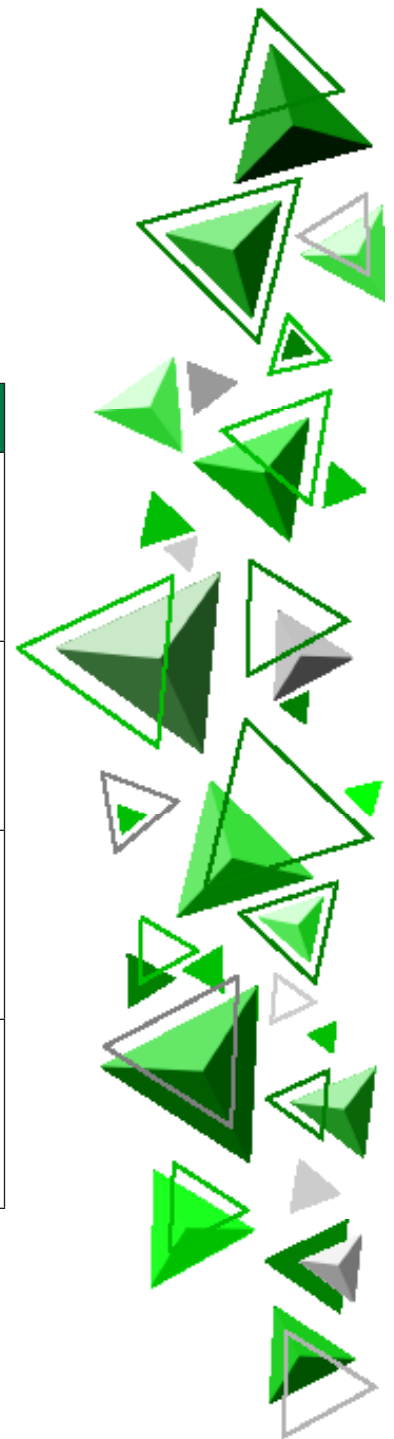
<b>Career Stages</b>			
<b>Beginning Stage</b>	<b>Proficient Stage</b>	<b>Highly Proficient Stage</b>	<b>Distinguished Stage</b>
<p>Beginning Teachers have gained the qualifications recognized for entry into the teaching profession.</p> <p>They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process.</p> <p>They manage learning programs and have strategies that promote learning based on the learning needs of their students.</p> <p>They seek advice from experienced colleagues to consolidate their teaching practice.</p>	<p>Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process.</p> <p>They provide focused teaching programs that meet curriculum and assessment requirements.</p> <p>They display skills in planning, implementing, and managing learning programs.</p> <p>They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement.</p> <p>They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.</p>	<p>Highly Proficient Teachers consistently display a high level of performance in their teaching practice.</p> <p>They manifest an in-depth and sophisticated understanding of the teaching and learning process.</p> <p>They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience.</p> <p>They provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the learning and practice potential of their colleagues.</p> <p>They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.</p>	<p>Distinguished Teachers embody the highest standard for teaching grounded in global best practices.</p> <p>They exhibit exceptional capacity to improve their own teaching practice and that of others.</p> <p>They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships.</p> <p>They create lifelong impact in the lives of colleagues, students and others.</p> <p>They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence.</p> <p>They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.</p>


### Required Task 1: Activity

Use Table 1 to accomplish the tasks below.

1. What are the professional practices displayed by a Proficient, Highly Proficient and Distinguished Teacher in terms of the following?

Professional Practices	Proficient Teacher	Highly Proficient Teacher	Distinguished Teacher
Teaching Characteristics			
Management of Learning Programs			
Collaboration and Partnerships			
Professional Development			





2. What do you think is your current Career Stage?


3. What do you think would support you to advance to the next Career Stage?



4. What Career Stage do you aspire to ten years from now?

5. Are there aspects of your teaching practice that exceed practices articulated in the Career Stage 2 descriptors? If yes, please cite them.



- 
6. Is it possible for a newly-hired DepEd teacher to exhibit teaching practices in Career Stage 3 and 4? Explain your answer

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## Optional Task: Formative Quiz

Read the following scenarios and **choose the career stage that aligns best with the described practice.**

Scenario	Answer	Feedback
<p>1. Teacher Marilyn is in her 2<sup>nd</sup> year of teaching. She has adapted well to teaching in DepEd but she acknowledges that she still has a lot to learn from her more seasoned colleagues. Marilyn is in the:</p> <ul style="list-style-type: none"> <li>a. Beginning Stage</li> <li>b. Proficient Stage</li> <li>c. Highly Proficient Stage</li> <li>d. Distinguished Stage</li> </ul>		
<p>2. Teacher Rolly is a role model in his school. He is a consistent Outstanding Teacher in the Division and has been recognized by the Civil Service Commission as a recipient of Lingkod Bayan Award. Rolly is in the:</p> <ul style="list-style-type: none"> <li>a. Beginning Stage</li> <li>b. Proficient Stage</li> <li>c. Highly Proficient Stage</li> <li>d. Distinguished Stage</li> </ul>		
<p>3. Teacher Elinor serves as mentor to her co-teacher during LAC Sessions and classroom observations. Her fifteen years of experience as an English teacher has earned her the trust of her colleagues in terms of in-depth knowledge and skills in teaching the content and handling learners' behavior of different levels. She is good at collaborating with people and in providing support. Elinor is in the:</p> <ul style="list-style-type: none"> <li>a. Beginning Stage</li> <li>b. Proficient Stage</li> <li>c. Highly Proficient Stage</li> <li>d. Distinguished Stage</li> </ul>		





Scenario	Answer	Feedback
<p>4. Teacher Kath can teach alone without the Master Teacher's assistance. She has unique skills in planning, implementing and managing learning programs in the school. Kath is in the:</p> <ul style="list-style-type: none"><li>a. Beginning Stage</li><li>b. Proficient Stage</li><li>c. Highly Proficient Stage</li><li>d. Distinguished Stage</li></ul>		
<p>5. Teacher Christine has exceptional skills in influencing people through her articles in different academic journals. She has been frequently invited to different conventions to share her successful innovation in teaching for benchmarking and collaboration. Christine is in the:</p> <ul style="list-style-type: none"><li>a. Beginning Stage</li><li>b. Proficient Stage</li><li>c. Highly Proficient Stage</li><li>d. Distinguished Stage</li></ul>		

## Summary

1. Four career stages are articulated in the Philippine Professional Standards for Teachers (PPST). Each stage is constituted by particular professional practice that defines and locates teacher quality within a developmental continuum.
2. Career Stage 1, or Beginning Teachers, have gained the qualifications recognized for entry into the teaching profession. They have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process. They manage learning programs and have strategies that promote learning based on the learning needs of their students. They seek advice from experienced colleagues to consolidate their teaching practice.
3. Career Stage 2 or Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process. They provide focused teaching programs that meet curriculum and assessment requirements. They display skills in planning, implementing, and managing learning programs. They actively engage in collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They are reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers.
4. Career Stage 3 or Highly Proficient Teachers consistently display a high level of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process. They have high education-focused situation cognition, are more adept in problem solving and optimize opportunities gained from experience. They provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the learning and practice potential of their colleagues. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.
5. Career Stage 4 or Distinguished Teachers embody the highest standard for teaching grounded in global best practices. They exhibit exceptional capacity to improve their own teaching practice and that of others. They are recognized as leaders in education, contributors to the profession, and initiators of collaborations and partnerships. They create lifelong impact in the lives of colleagues, students and others. They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence. They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.





## Session 2 – The PPST Domains, Strands, and Indicators

### Key Topic 1: Domains

The PPST articulates teacher quality through well-organized domains, strands, and indicators. The succeeding tasks will guide you through this structure.

### Required Task 1: Reading

The PPST is an enclosure to DO no. 42 s. 2017 and is available for download online.

In this activity, you will need a copy of the PPST booklet. You may get a copy of the DepEd Order with PPST booklet through this link: [https://www.deped.gov.ph/wp-content/uploads/2017/08/DO\\_s2017\\_042-1.pdf](https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf)

### Part I

Refer to the Glossary (p. 24) and read the formal definitions of “Domain”, “Strand” and “Indicator”.

### Part II

It is important for you to be familiar with the features of the PPST in order to better understand the upcoming sessions and modules. Let’s see if you were able to pick up the following information after reading the booklet’s introduction.

1. The PPST defines teacher quality in the Philippines. It has domains which describe the expectations required of Filipino teachers to be effective in the 21<sup>st</sup> century in the Philippines. How many **domains** does the PPST have? \_\_\_\_\_
2. The Domains collectively comprise of **strands** that refer to more specific dimensions of teacher practices. How many strands does the PPST have? \_\_\_\_\_
3. The PPST defines the work expected from teachers across different **career stages**. How many career stages are there? \_\_\_\_\_

### Part III.

Go to page 10 of the PPST booklet. You will see a table which shows the features of the PPST.

<b>Domains</b>				
<b>Domain 1. Content Knowledge and Pedagogy</b>				
Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.				
<b>Strands</b>	<b>Beginning Teachers</b>	<b>Proficient Teachers</b>	<b>Highly Proficient Teachers</b>	<b>Distinguished Teachers</b>
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application	1.1.2 Apply content with curriculum teaching areas	<b>4 Career Stages: Descriptions of developmental practice</b>	
	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning	1.2.2 Use research-based knowledge and principles of		
<b>Indicators per career stage</b> "concrete, observable, measurable teacher practices"				
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Monitor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

Figure 1. The PPST Domains, Strands, and Indicators

In this table, you are introduced to **indicators**, which are concrete, observable and measurable teacher behaviors/practices covered in every strand in the PPST. Each indicator is represented by a code for easy reference.

For example, Indicator **1.2.3** means that the indicator is under:

**Domain 1** – Content Knowledge and Pedagogy

**Strand 2** of Domain 1 – Research-based knowledge and principles of teaching and learning

**Career Stage 3 (Highly Proficient)** Strand 2 of Domain 1 – Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.





DOMAINS/ STRANDS/ INDICATORS FOR DIFFERENT CAREER STAGES				
<p><b>Domain 1. Content Knowledge and Pedagogy</b></p> <p>Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.</p>				
Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	1.1.2 Apply knowledge of content within and across curriculum teaching areas.	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.	1.1.4 Model exemplary practice to improve applications of content knowledge within and across curriculum teaching areas.
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1.2.4 Lead colleagues in the advancement of the art and science of teaching, based on their comprehensive knowledge of research and pedagogy.
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

Figure 1.2. The PPST Domains, Strands, and Indicators

Try it:

Indicator 3.4.2 means that the indicator is under:

Which domain? \_\_\_\_\_

Which strand? \_\_\_\_\_

Which indicator? \_\_\_\_\_



## Summary

1. The PPST defines teacher quality in the Philippines. It sets clear expectations along well-defined career stages.
2. In order to help teachers seamlessly integrate the PPST into their practice, the PPST shall be used as a basis for all learning and development programs, selection and promotion, and performance appraisals for teachers.
3. The PPST booklet describes the expectations of teachers organized through its salient features: the Domains, Strands, Indicators and career stages.
4. The PPST has 4 Career Stages, 37 Strands, and 7 Domains. There are 37 indicators for each career stage.





## Required Task 2: Formative Quiz

Let's check your understanding of the PPST domains. Use a copy of the PPST to match the following scenarios with

the appropriate Domain.

Scenario	Answer	Feedback
<p>1. Teacher Joy, a Grade 9 adviser, caught one of her learners smoking along a secluded corridor when going to the comfort room. Teacher Joy asked the learner to remain in the classroom after the lesson. During the conference with the learner, Teacher Joy warned the learner to quit smoking at school otherwise his parents will be called for a conference.</p> <p>a. Domain 1 - Content Knowledge and Pedagogy</p> <p>b. Domain 2 - Learning Environment</p> <p>c. Domain 3 - Diversity of Learners</p> <p>d. Domain 4 - Curriculum and Planning</p> <p>e. Domain 5 - Assessment and Reporting</p> <p>f. Domain 6 - Community Linkages and Professional Engagement</p> <p>g. Domain 7 - Personal Growth and Professional Development</p>		

Scenario	Answer	Feedback
<p>2. During the post conference, Mrs. Manuel, being the school head and rater of teacher-ratee, emphasized that the use of varied learning materials aid learners' understanding of the lesson and allow learners to practice the application of concepts. She also mentioned that varied learning materials also cater to learners' different learning styles.</p> <p>a. Domain 1 - Content Knowledge and Pedagogy</p> <p>b. Domain 2 - Learning Environment</p> <p>c. Domain 3 - Diversity of Learners</p> <p>d. Domain 4 - Curriculum and Planning</p> <p>e. Domain 5 - Assessment and Reporting</p> <p>f. Domain 6 - Community Linkages and Professional Engagement</p> <p>g. Domain 7 - Personal Growth and Professional Development</p>		
<p>3. Teacher Rolly, a Grade 7 English Teacher, discussed the rules on Subject-Verb Agreement in his lesson. During group work, his learners were tasked to make a travel brochure for a particular place. He reminded them to describe the beauty of the place and include short history while observing correct subject-verb agreement for their captions.</p> <p>a. Domain 1 - Content Knowledge and Pedagogy</p> <p>b. Domain 2 - Learning Environment</p> <p>c. Domain 3 - Diversity of Learners</p> <p>d. Domain 4 - Curriculum and Planning</p> <p>e. Domain 5 - Assessment and Reporting</p> <p>f. Domain 6 - Community Linkages and Professional Engagement</p> <p>g. Domain 7 - Personal Growth and Professional Development</p>		



## Key Topic 2: Strands

As you already know from the previous session, domains are broad conceptual spheres of teaching and learning practices defined by specific strands in the set of professional standards for teachers. The domains have varying numbers

of strands, e.g. Domain 1 contains seven (7) whereas Domain 2 contains six (6) strands. Figure 1 shows the first three Strands in Domain 1.

DOMAINS/ STRANDS/ INDICATORS FOR DIFFERENT CAREER STAGES				
<p><b>Domain 1: Content Knowledge and Pedagogy</b>            Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.</p>				
Strands	Beginning Teachers	Proficient Teachers	Highly Proficient Teachers	Distinguished Teachers
Strand 1.1 Content knowledge and its application within and across curriculum areas	1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	1.1.2 Apply knowledge of content within and across curriculum teaching areas.	1.1.3 Model effective applications of content knowledge within and across curriculum teaching areas.	1.1.4 Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.
Strand 1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.	1.2.3 Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	1.2.4 Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.
Strand 1.3 Positive use of ICT	1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process.	1.3.3 Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process.	1.3.4 Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.

Figure 2: First 3 Strands within Domain 1

### Optional Task: Activity

Without referring to the PPST booklet, identify in which Domain the following selected strands belong to. List the strands under the column representing the Domain.

1. Professional links with colleagues
2. Research-based knowledge and principles of teaching and learning
3. Management of classroom structure and activities
4. Learners with disabilities, giftedness and talents
5. Learning outcomes aligned with learning competencies
6. Monitoring and evaluation of learner progress and achievement
7. Establishment of learning environments that are responsive to community contexts
8. Positive use of ICT
9. Learners' gender, needs, strengths and experiences
10. Planning and management of teaching and learning process
11. Design, selection, organization, and utilization of assessment strategies
12. School Policies and Procedures
13. Dignity of teaching as profession
14. Learner safety and security

Content Knowledge & Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment & Reporting	Community Linkages and Professional Engagement	Personal Growth & Professional Engagement

Refer to pages 5-7 of the PPST booklet to check accuracy of your answers.



### Required Task 3: Reflection

Go through the PPST booklet and read through the Domains and Strands. Use the table below to identify Strands which you think could be challenging for you.

Domains	Challenging Strands (you may just indicate strand numbers e.g. 1.3)	Why is it challenging? (gray area or points for clarification)	Input from the Mentor (optional, but highly encouraged)
Content Knowledge and Pedagogy			
Learning Environment			
Diversity of Learners			
Curriculum and Planning			
Assessment and Reporting			
Community Linkages			
Personal Growth and Professional Development			

### **(Optional)**

It is encouraged that you consult your TIP mentor so they could provide input or points for clarification for challenging concepts. The results of this activity can also be discussed in the Learning Action Cell with other newly-hired teachers, in order to identify in which domains the newly-hired teachers need more help or intervention.

If there are specific indicators which you wish to know more about, you may read through the PPST Resource Packages from the following online links:

[https://www.rctq.ph/?page\\_id=2680](https://www.rctq.ph/?page_id=2680)





### Key Topic 3: Indicators

The PPST domains and strands describe the dimensions of teaching and learning practices across content areas and grade levels. In order to further support teachers' professional practice, the PPST elaborates the strands into concrete, observable and measurable teacher behaviors/practices called **indicators**. Figure 2 shows the four Indicators – one for each career stage – within Strand 1.1.

DOMAINS/ STRANDS/ INDICATORS FOR DIFFERENT CAREER STAGES				
<p><b>Domain 1: Content Knowledge and Pedagogy</b>            Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy grounded in content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.</p>				
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Figure 3: Indicators articulating developmental practice within Strand 1.1



Each strand is progressively elaborated across the four career stages to articulate continuum of practice. This is evident if you read through the indicators from left to right, starting from beginning towards proficient.

On the other hand, reading through the indicators by each career stage column, you will see the behaviors and practices expected from teachers according to their respective career stages.

Upon adoption of the PPST, the Department decided to assign teachers to 'default' career stages based on their designation or rank. Eventually, the Department will develop a system of teacher certification to assign or promote teachers to career stages based on their competencies. Currently, the default career stage classification is as follows:

Teacher 1-3 with 0-3 years of teaching experience:  
Beginning Career Stage

Teacher 1-3 with more than 3 years of teaching  
experience: Proficient Career Stage

Master Teacher I-II: Highly Proficient Career Stage

Master Teacher III-IV: Distinguished Career Stage

However, it is important to note that a teacher is not 'boxed' in a Career Stage. For example, a teacher may exhibit the majority of his/her practice in Indicators for the Beginning Career Stage but may exhibit Proficient or even Highly Proficient of teaching practice on some Indicators.

## Required Task 4: Reflection

Based on the current default classification, in which career stage are you in? \_\_\_\_\_

Read through the PPST indicators focusing only on the indicators under your career stage. For example, if you are Proficient, go through the indicators under the Proficient column. Reflect on whether your practices align with the expectations of the PPST based on your career stage.

## Summary

1. The PPST is sufficiently generic to describe teaching and learning practices across content areas and grade levels.
2. The PPST contains domains of broad conceptual spheres of teaching and learning practices which are defined by specific strands. Each strand is further elaborated into concrete, observable and measurable teacher behaviors/practices called indicators.
3. The PPST indicators show the continuum of practice from beginning to proficient career stage.





## Module 2 – Embedding the PPST in HR Systems

### Intended Module Learning Outcomes

At the end of this module, you should be able to:

1. set professional goals that are aligned with the PPST; and
2. develop a personal professional improvement plan that will support your career goals.
3. share own reflections with peers on desirable personal and professional practices that are geared towards higher level practice/indicators.

**Estimated Time Required: 2 hours**

### Module Outline

- Session 1 – The PPST and DepEd’s Human Resource (HR) Systems
- Session 2 – The PPST, RSP and the Merit Selection Plan (MSP) of DepEd
- Session 3 – The Strategic Alignment of the RPMS with the PPST
- Session 4 – Role of RPMS-PPST in Teachers’ Learning and Development
- Session 5 – The Rewards and Recognition (R&R) in the Context of RPMS-PPST

### Required Tasks

- Formative test
- Reflection
- Scenario-based Activity

### Required Resources

- Department Order No. 2 s., 2015, “Guidelines in the Implementation of the Results-Based Performance Management System in the Department of Education”;
- Department Order No. 66 s., 2017, “Revised Guidelines on the Appointment and Promotion of other Teaching, Teaching Related and Non-Teaching Positions”
- DepEd Order 001 s., 2020, “Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and Schools Leaders”
- DepEd Order 78 s., 2007, “Strengthening the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education”
- DepEd Order No. 32 s., 2016, “Addendum to DepEd Order No. 3 s., 2016 (Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017)”
- DepEd Order No. 7 s., 2015, “Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015-2016”
- Philippine Development Plan 2017 to 2022;
- Results-Based Performance Management System (RPMS) Manual for Teachers and School Heads
- Republic Act 7041, “An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Therefore, and for other Purposes”.

## Session 1 –The PPST and DepEd’s Human Resource (HR) Systems

### Key Topic 1: The DepEd Human Resource (HR) Systems

Think of the PPST as a yardstick of teacher quality and the Department’s human resource (HR) systems as support mechanisms that enable teachers to progress across career stages from Beginning to Distinguished stage. The

DepEd’s HR systems (Figure 1) are support mechanisms that are meant to help teachers realize their career goals. It is good for new teachers to see how these HR systems are interconnected so that they can know how each of these systems work for their benefits, for their learners and for the nation as a whole.

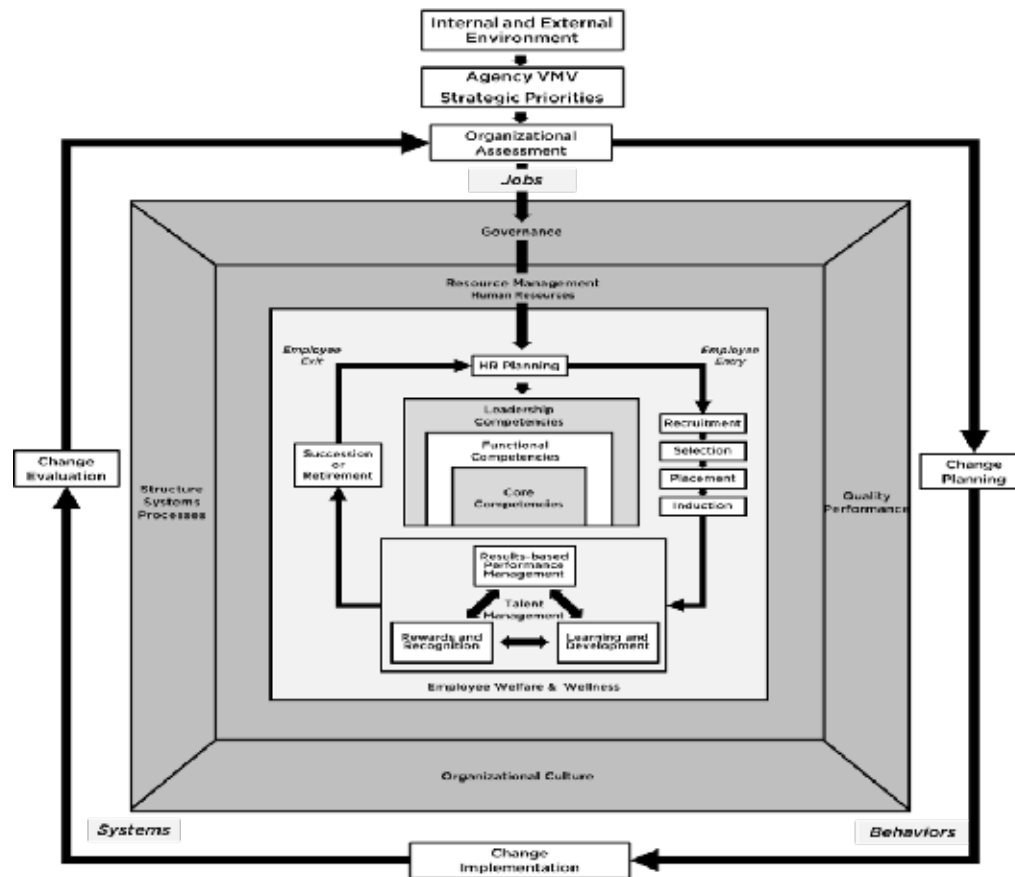


Figure 4: DepEd’s HR Systems (BHR0D, 2017)





**Figure 1** depicts the four (4) HR systems in DepEd that are PSST-aligned. These are Recruitment, Selection and Placement (RSP), Results-Based Performance Management System (RPMS), Learning and Development (L&D) and Rewards and Recognition (R&R). The RSP is the initiating mechanism that enables DepEd to attract talents to enter into the DepEd workforce. In the very near future, DepEd intends to manage its talent by strategically connecting the other three (3) HR systems, RPMS, L&D and R&R -- through the standards. This means that one HR system reinforces the other, an output in one HR system is an input to another. Teachers should be able to see this strategic link in order for them to optimize its utility for their benefit and that of their learners, and ultimately for DepEd to achieve its mandate, i.e., to provide every Filipino learner, quality education as stated in Paragraph 4, Section 1 of the Republic Act 9155.

#### **RSP**

Teachers get into the DepEd system through the RSP system. The RSP is a series of sequential HR processes from recruitment, selection to placement. Teacher induction, or on-boarding, is another HR system that is intended to help teachers transition the public-school system. Beginning with the end in mind can help teachers see the big picture. From DepEd's perspective, Teacher I will not remain Teacher I. Each teacher must progress towards the continuum of the PPST, i.e., from Beginning to Distinguished teacher.

#### **RPMS**

Teachers' professional development and recognition of their accomplishments are embedded in the four (4) cycles of RPMS. Therefore, one HR system is not to be treated as stand-alone because one system's output is input to another. As a whole, these systematic connections amongst the HR systems and the PPST is called 'Strategic Human Resource Management' (SHRM). Using the PPST as the basis of teachers' performance within the HR systems is the essence of SHRM.

#### **L&D and R&R**

L&D is embedded within the RPMS cycles. During "Development Planning" in Phase IV, teachers are given the opportunity to identify their learning gaps or developmental needs through the Individual Development Plan (IDP). The IDP is an important part of the teachers' Individual Performance Commitment Rating Form (IPCRF). The IDP is signed by both the teachers and their mentors. This is an indication that both have the responsibility to carry-out what was stated in the IDP. At the beginning of the performance rating, i.e., the IDP serves as one of the bases for teachers' learning needs. The needs are anchored on the PPST. Phase II of the RPMS is where coaching is carried out until the evaluation phase to address teachers' learning needs. Coaching is a workplace professional development modality, through which learning interventions occur in school where teachers are appointed. Research has found that coaching is an effective professional learning modality that can help teachers improve their teaching practices as well as learners' academic performance (Blazar, David, & Kraft, 2015, 563).

Rewards and Recognition (R&R) is an essential aspect of performance management in all organizations. DepEd's R&R mechanism is anchored on Civil Service Commission Program of Awards and Incentives for Service Excellence (PRAISE). The purpose of DepEd-PRAISE is to motivate DepEd personnel to deliver excellent performance which will in turn contribute to the overall performance of the Department.

Both L&D and R&R are relevant HR systems that help strengthen the performance management practices of school heads to provide teachers the needed support to progress across the PPST continuum.

## Required Task 1: Formative Test

Multiple Choice Test: Respond to the following scenarios based on your understanding of the PPST and the strategic connect of the DepEd HR systems:

### Scenario 1: Teacher Anthony's Dreams

It is Teacher Anthony's first year of teaching. After going through the Teacher Induction Program (TIP), he dreams of becoming a Master Teacher someday. He knows that he has to work on his competency gaps based on the indicators for proficient teachers in the PPST. After taking the self-assessment test (SAT), Teacher Anthony admitted to his mentor that he needs support in certain domains at the beginning level.

Which of the following will NOT GREATLY help Teacher Anthony achieve his dream of becoming a Master Teacher?

- Use the result of his SAT in identifying his learning needs
- Attend as many learning and development activities to earn as many certificates for promotion
- Regularly revisit the PPST to align his professional development needs with the expectations of proficient teachers
- Gather evidences of his good performance

*Answer: B, merely attending training sessions is insufficient to help teacher Anthony reach his career goal.*

### Scenario 2: An Advanced Teacher at the Beginning Stage of PPST

Teacher Ruth had three (3) years teaching experience in a private school before she was hired in the public high school where she is currently teaching. Because of her prior experience, she has already acquired some good teaching practices and she has been identified by her School Head as a high performer and high potential future teacher leader. This coincides with Teacher Ruth's dream to become a future school leader in DepEd. However, she is a newly-hired teacher and her colleagues label her as Beginning Teacher under the PPST. Which of the following behaviors can help teacher Ruth fulfill her career goal?

- Align with the PPST her professional teaching practices
- Get help from somebody she knows in DepEd to serve as her "padrino"
- Gather certificates of her previous trainings in the private school where she taught and keep it for promotion
- Make friends with her school head, so she can have his/her favor

*Answer: A. There is a high potential for promotion, when beginning teachers use the PPST to monitor their own performance and align their professional practices with the expectations from them based on the PPST, which is a nationally accepted standards for teacher quality (DepEd Order No. 42, s.2017).*







### Scenario 3: Teacher Ruth's Supportive Mentor

Teacher Ruth is in her second year of teaching. She is quite a fast learner when it comes to using the PPST for her professional development benefits. Her mentor has been very supportive and is one of the key contributors to teacher Ruth's successful completion of the Teacher Induction Program. Phase IV of the RPMS cycle, Performance Rewarding and Development Planning, is fast approaching. Which of the following is most likely to happen to teacher Ruth?

- a. To address her performance gaps, teacher Ruth will be referred to a peer for coaching session during the next school year
- b. Teacher Ruth will not be able to get the outstanding rating for the current school year
- c. Teacher Ruth may be awarded for her outstanding performance
- d. Teacher Ruth will remain at the beginning level of the PPST

Answer: C

### Scenario 4: Possibilities in the Life of a Newly Hired Teacher

Teacher Abel is a newly hired teacher. Prior to his work in DepEd, he had been working as Department Head in private school. His professional experience is very evident

in the professional ethics that he manifests in his teaching practices. Which of the following statement is NOT possible in this case?

- a. Teacher Abel could be a high potential for future school leadership
- b. He may not need to undertake DepEd's Induction Program
- c. He can be tapped as resource person in the school's Learning Action Cell (LAC)
- d. His progression across the PPST continuum could be faster if he purposely use PPST as the basis for his professional practice

Answer: B

### Scenario 5: Propelling Teachers Motivation

School Head Ms. Lopez is a strong proponent of DepEd's contextualized Program of Awards and Recognition for Service Excellence (DepEd-PRAISE). Every year during "Teachers' Day Celebration", she recognizes her high performing teachers and normally gives them a "Certificate of Recognition for Outstanding Performance". Teachers Marlyn and Carmina are both newly hired teachers in Mathematics and they are both aspiring to get outstanding award during the school year. Which of the following will NOT help them attain their goal?

- a. Optimize the use of the Teacher Induction Program (TIP) materials to orient themselves with the context of DepEd, the PPST and other HR systems
- b. Prepare their MOVs according to the guidelines in the RPMS-PPST
- c. Participate in learning and development that will close their competency gaps and developmental needs
- d. Make close friendships with their school head and Department heads

Answer: D

### **Optional Task: Reflection**

Reflect on the strategic relationships amongst the PPST and the HR systems.





## PERSONAL REFLECTIONS ON THE STRATEGIC ALIGNMENT OF THE PPST AND HR SYSTEMS

Having the right perspective about the PPST and the different HR systems can help you plan your career and move forward according to your short- and long-term professional goals. Reflect on what you have learned from readings and activities in Section I of this Module. Answer each reflective question in the I-chart, or information chart, below. Share your insights with your mentor at your next mentoring session.

### I-Chart on HR Systems

HR System	What did I learn?	What can I do with what I learned?	What are the implications of my new learnings with my current practice?
RSP			
RPMS-PPST			
L&D			
R&R			



## Summary

The DepEd HR systems are interrelated and anchored on the PPST. These HR systems are put in place to support teachers' continuing professional development. Optimizing use of the PPST and the HR systems enables teachers to pursue their professional goals. The HR systems are intended to support them.

**Recommended Further Readings:** [DO 2 s., 2015](#), [DO 001 s., 2020](#), [DO. 78 s., 2007](#)

**Required Reading:** [RPMS-PPST Manual for Teachers and School Heads, page 10](#)





**Session 2: The PPST, RSP and the Merit Selection Plan (MSP) of DepEd**

**Required Task 1: Preliminary Activity**

Accomplish the K-W-L-H Chart below.

What do you know about?	What else do you want to know?	What did you learn about the PPST and HR systems?	How will you learn more? e.g. read from online sources
PPST			
RSP			
MSP			

Recommended Readings: [DO 66 s., 2007](#) and [DO 7 s., 2015](#)

## Key Topic 1: Looking through the PPST lens: Onboarding the best-fit teachers in DepEd schools

Technological advances are major drivers of change and they can assist in responding to the challenges confronting schools due to the COVID-19 pandemic and other major disruptions to the delivery of education. The Department needs to ensure that newly-hired teachers possess competencies on the use of various delivery modalities and platforms as well as the competencies to teach content. Teachers with technological knowledge and skills are much-needed in DepEd schools, more than ever before. In the very near future, DepEd will scout teachers using a competency-based recruitment process. This will ensure that the teachers of the very near future are highly competent to ensure the continuity of quality education even in difficult circumstances (Republic Act 9155, 2001).

Studies have found that teachers play a crucial role in their learners' academic performance (Schneider et al. 2017; Rothstein 2015; Ngware et al. 2015); hence, DepEd ensures that it has quality teachers to execute lessons in different learning modalities. Since, teaching and learning today can happen even outside the confines of classrooms, knowledge and skills of teachers in the production of electronic learning materials are becoming highly important. Through a well-defined recruitment process, DepEd can place the best-fit teachers in all public schools. The use of different teaching and learning modalities is articulated in the Indicators for all career stages within the PPST.

## Key Topic 2: The Strategic Connect of the PPST and DepEd's Recruitment and Promotion Processes

You have seen in the previous section that attracting highly competent teachers is one of the most important human resource processes. This is so because, if DepEd is able to recruit quality newly-hired teachers, the learning and development gaps of teachers could be narrowed down. This means that instead of putting the Department's resources to continually address teachers' learning gaps, they can be directed to address other needs of both teachers and learners. What does it mean for teachers? When teachers are highly competent, they are more motivated and inspired to facilitate their classes. They are more fulfilled in their profession. Consequently, they can also progress more successfully in the PPST continuum. In this case, there will be career opportunities for teachers, depending on their choice. That is why it is important for beginning teachers to understand how they can optimize the PPST and HR systems to help them reach their career goals.

Teachers who successfully progress across the PPST continuum are high potential for future master teachers, who are recognized as subject matter experts in their area of specializations, or school leaders. There is a high potential for promotion when beginning teachers use the PPST to monitor their own performance and align their professional practices with the expectations from them based on the PPST.

PPST is used as a yardstick for teacher quality in the country. It is also important to note that through the lens of the PPST, public school teachers are recruited, on-boarded and can advance their career through clear-cut promotion guidelines articulated in Department Order No. 66 s., 2007, "The Merit Selection Plan of the Department of Education", which will soon be evolved into a standards-based recruitment process. The DepEd merit selection is anchored on Civil





Service Commission's (CSC's) Memorandum Circular 03 s., 2001, "Revised Policies on Merit Promotion Plan", which underscores the merit and fitness principle which serve as a general framework for hiring and promotion of government personnel. The MSP is also a mechanism that supports DepEd in achieving its mission, vision, goals and objectives.

### Key Topic 3: RSP and MSP

Recruitment, Selection and Placement (RSP) is the initiating step within the HR system. Recruitment is about attracting the quality of teachers that the Department needs to teach in public schools across the country. This is done by posting vacancies in places where they can be broadly announced in compliance with the requirements of publication law embodied in RA 7041. DepEd needs to attract good quality teacher-applicants to respond to the needs of its K to 12 learners and ensure that quality education will continue to be provided in all public schools. Quality teachers are needed to produce quality K to 12 learners. Research findings support the growing need to hire quality teachers as they serve as input to learners' performance (Goldhaber, 2015, 64; Kelly, 2012; Kennedy, 2010).

When teachers enter DepEd, the onboarding process scaffolds their smooth transition to their new environment. This entails a more detailed understanding about the organization. The PPST defines teacher quality and guides teachers' performance, professional development needs and possible career progression. The PPST supports teachers to achieve their career goals, and DepEd's policy guidelines on hiring and promotion set out the standard processes. DepEd's Merit and Selection Plan (MSP), which operates under the principle of meritocracy and fitness, defines the standard process for promoting best-fit teaching and non-teaching candidates. Qualification and competence are the critical bases for promoting DepEd personnel.

### Required Task 2: Reflection

Reflect on your greatest learnings about meritocracy and fitness principles on hiring and promotion. What does this tell you? How will you adjust your professional goal and practice with DepEd's expectations from its personnel? Write your reflections/insights on the space provided below.

## Summary

The PPST is linked with DepEd's Recruitment, Selection and Placement (RSP) system and the Merit Selection Plan (MSP). This ensures that DepEd hires teachers who are qualified to teach in public schools, are subject matter experts and possess the core behavioral competencies that are needed to deliver DepEd outcomes. Both the RSP and the MSP operate on the principle of merit and fitness. This means that teacher applicants' qualifications are assessed based on merit and not based on who they know or who can help them.





## Session 3: The Strategic Alignment of the RPMS with the PPST

### Required Task 1: Preliminary Activity

**Recommended Readings:** DO 2, s.2015 and RPMS-PPST Manual for Teachers and School Heads

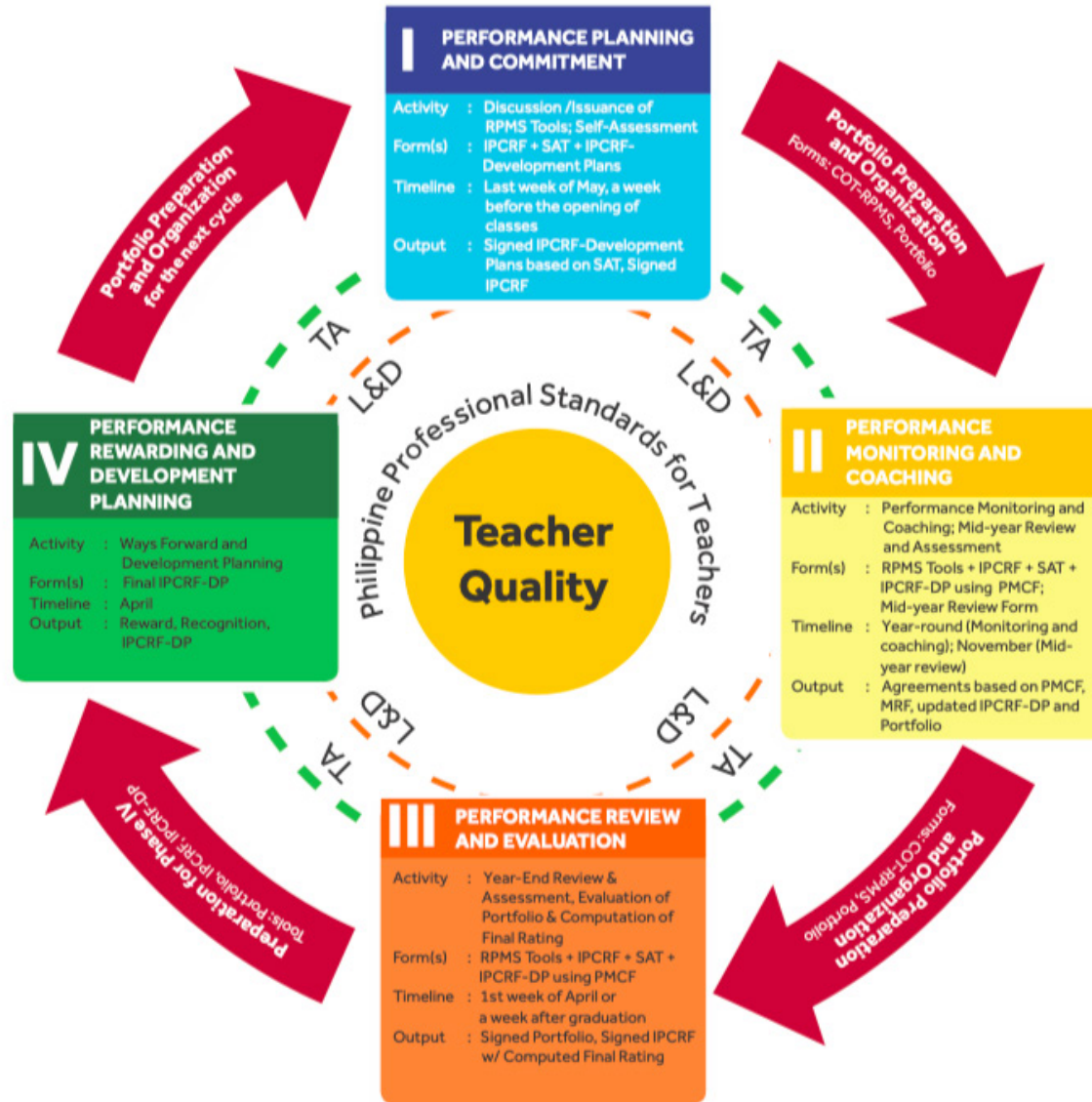
**Activity:** Accomplish the “My RPMS-PPST Activity Logs”

Refer to page 69 of the RPMS Manual (See Figure 2) and reflect on the RPMS framework. What does this framework communicate to you? Identify relevant activities that you should undertake in each cycle.

### MY RPMS-PPST ACTIVITY LOGS

RPMS		My Intended Activities per Cycle (What preparatory activities do you need to do in between each cycle?)
Cycles	Inclusive Dates	
Phase I: Performance Planning and Commitment		
Phase II: Performance Monitoring and Coaching		
Phase III: Performance Review and Evaluation		
Phase IV: Performance Rewarding and Development Planning		

Figure 5: The Results-Based Performance Management (RPMS) Framework (DepEd, 2019, 69)







## Key Topic 1: The RPMS-PPST Framework: How does it Work for Teachers?

The Results-Based Performance Management (RPMS), as defined in DO 2 s., 2015, is a contextualized version of Civil Service Commission's (CSC's) Strategic Performance Management System (SPMS). It is strategically linked with the PPST and it also provides input to other HR systems, like L&D and R&R. The RPMS-PPST framework (Figure 2) encapsulates the relationships of these HR systems and clearly shows how teachers' performance can be used as input to the L&D and R&R systems. The PPST is used to identify teachers' performance gaps and/or developmental needs. Developmental L&D needs are future-oriented; they help teachers address competencies that might be needed for their *future* higher-level position. On the other hand, competency gaps are needs that must be met to enable teachers to perform their *current* teaching job as stated in the PPST.

The RPMS-PPST manual and associated tools clearly communicate the activities that teachers will undergo, expected outputs, and timelines, and include the forms that teachers need in each cycle. Notice that the PPST is at the core of the framework (Figure 2). The PPST is not just about standard expectations from teachers across the country; it is also a statement of accountability as per the PPST. It clearly sets out what DepEd and its external stakeholders, e.g., parents, business partners, etc., expect from public school teachers. The PPST guides teachers on how they can calibrate or align their current practices with the standards. Developmental and competency gap needs should be addressed.

Technical Assistance (TA) is consistently embedded in each phase of the RPMS-PPST. This is done through the mentoring program in which continuous coaching and feedback are given to teachers. Mentors play a crucial role in the professional life of beginning teachers. Studies report positive results when beginning teachers have access to the kind of support they need (Martin, Buelow and Hoffman, 2016; Kyndt, Gijbels, Grosemans & Donche, 2016; Murray, 2015). Mentoring and coaching support teachers to adjust their performance and calibrate their perspectives based on the PPST.

### Required Task 2: Activity

**Analyze the two (2) scenarios below and indicate whether the following statements are true or false.**

**Scenario A:** Teacher Paula is a new BSE graduate Major in Science who has been hired to teach in a Junior High School.

**Scenario B:** Teacher Dennis has been teaching Science in a private school for the past four (4) years. After he completed his doctoral degree, he applied to the same public high school where Teacher Paula is working. Both Teachers Paula and Dennis are newly-hired teachers handling Science.



Statement	Response	Feedback
Since Teacher Paula is inexperienced, her L&D needs might be different from that of Teacher Dennis, who has been teaching for the past three (3) years.		
Both teachers may use the PPST tools to identify their strengths and areas in which they may need support.		
Both teachers can have their L&D needs addressed through the RPMS-PPST.		
Mentors' feedback is important for both teachers to monitor their own progress. They can get feedback from their mentors whether formally or informally assigned.		
Teacher Paula is a new BSE graduate Major in Science who has been hired to teach in a Junior High School.		

Key Learnings: The PPST is a measure of teacher quality and the RPMS is a standard performance management mechanism that puts forth a standard performance process for the benefit of teachers and learners.

## Summary

In order for teachers to optimize the benefits from RPMS-PPST, they need to internalize the standards and performance management processes. This entails collaboration with peers and mentors. Since the RPMS cycle is embedded in teachers' daily job, continuous feedback is needed to support them until the RPMS processes become teachers' professional practice.





## **Session 4 – Role of RPMS-PPST in Teachers' Learning and Development**

### **Key Topic 1: Strategic Alignment of the RPMS and L&D with the PPST**

The strategic alignment of the RPMS and L&D with the PPST is very evident in the RPMS-PPST processes. All throughout the performance cycle, teachers continually monitor their

performance and are able to identify their learning needs. These L&D needs are documented during Phase IV of the RPMS cycle where teachers plan their Individual Development Plan. The previous year's Individual Development Plan is carried over into the next performance cycle so it can be addressed. During Phase III of the RPMS cycle, performance gaps or developmental needs are identified and corresponding L&D activities are determined and reflected in the IDP during Phase IV. The most feasible L&D modality is taken in order to realize them within the performance cycle.

Just like the RPMS, L&D is also a shared responsibility between teachers and the organization. The IDP is signed by both the ratee and the rater to make it evident that each person has the responsibility to ensure the commitments in the IDP are realized (DO 2 s., 2015, 10). L&D continuously happens during the entire performance cycle, this is carried out through various modalities and through continuous provision of feedback to improve performance. L&D intervention for all public-school teachers should be relevant, needs-based, empowering, uphold equality, and strategically connected with other HR systems and the PPST.

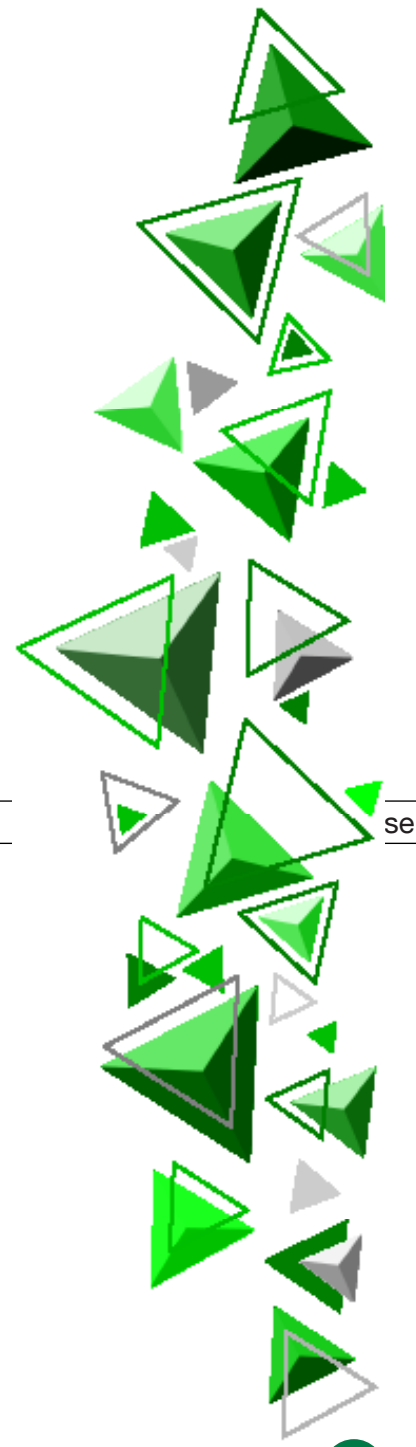
Coaching and mentoring are sample modalities of L&D that are made explicit in the RPMS that commences immediately after Phase I. This shows that workplace learning is put forth as the most effective L&D modality. Researchers in the field recognize the value of workplace learning over formal learning (Klein & Moore, 2016; Kyndt et al., 2016). Continuous improvement on performance is expected through feedback and monitoring.

### Required Task 1: Activity

Read the scenarios below and answer the question that follows by choosing the correct answer from the given options.

**Scenario 1:** Classes have ended. Teachers Rona, Evalou and Rex are planning for their development needs. Teacher Rona shared with the group that she struggles to meet the indicators in Domain 2 of PPST. She has been challenged in managing her learners' behavior. Teacher Evalou admitted that she has not fully developed all core competencies indicated in the RPMS. Teacher Rex is the top performer among the three. He just got an "Outstanding Rating" for the school year. Teacher Rex feels that he still needs to participate in L&D activities to address his developmental needs.

Question





Which of the following explains why all three of them need to participate in L&D activity relevant to their needs?

Teachers Rona and Evalou need L&D to address their developmental needs while teacher Rex need to address his performance gaps

Teacher Rex needs L&D to address his developmental needs, while teachers Rona and Evalou need to participate in L&D to address their competency gaps

All teachers need to attend L&D to address their developmental needs

All teachers need to attend coaching sessions

### Summary

L&D is strategically connected with the RPMS and PPST. Each cycle of the RPMS is supported by relevant L&D activities for teachers. All professional development (PD) for teachers should be relevant, needs-based and anchored on the PPST. This strategic alignment of L&D system with RPMS, PPST and R&R is designed to bring about DepEd's intended outcomes.

## Required Task 2: Professional Development Plan

Prepare your Professional Development Plan that you intend to implement for the current school year, using the template provided below:

Development Goal (Target PPST Domains)	Development Activity	L&D Modality	Target Completion Date





## Session 5–Rewards and Recognition (R&R) in the Context of RPMS-PPST

### Key Topic 1: Rewards and Recognition

From the human resource perspective, performance is driven by motivation. In other words, teachers behave the way they do because there is an inner drive that pushes them. Motivation is said to be those, “*factors that activate, direct and sustain goal-directed behavior*” (Iricinschi, 2020, 271). Beginning teachers need to see both the big and small picture in order to comprehend their stake in the PPST and the HR systems of DepEd in order to be fully motivated. Nobody can truly be motivated by mere compliance or pleasing one’s immediate superior. Superficial motivation is fleeting, it is surface level and the person would tend to show expected behavior when someone is looking. This is not the kind of motivation that can bring any beginning teacher to real success in his/her profession.

When beginning teachers enter the DepEd workforce, they possess varying abilities, competencies and experiences that can help them carry out their teaching duties competently. Ability enables one to perform or carry out a function or task. Motivation is another element that is needed in order to enable beginning teachers to translate their abilities into something useful. But, they need more opportunities to explore and practice. So, one’s performance is determined by one’s ability, internal or external motivation, and opportunities available. This is why beginning teachers are given mentors. Mentors create opportunities for beginning teachers to improve their teaching practice. When this happens, beginning teachers become more fulfilled and will likely progress in their career.

Rewards and Recognition (R&R) is an essential aspect of performance management in any organization whether public or private. DepEd’s R&R mechanism is anchored on CSC’s Program of Awards and Incentives for Service Excellence (PRAISE). The purpose of DepEd PRAISE is to motivate DepEd personnel to deliver excellent performance which will in turn contribute to the overall performance of the Department. Phase IV of the RPMS, “Performance Rewarding and Development Planning”, is about recognizing outstanding performers at all levels of governance. At the school level, its aim is to recognize outstanding teachers. DepEd wants all its teachers to perform well..

Recognition is embedded in the RPMS-PPST. This is part of Phase IV, i.e. Performance Recognition and Awarding. There are many forms of rewards. L&D is one form of reward that is very evident in DepEd. The National Educators Academy of the Philippines (NEAP) is DepEd’s training arm that hones teaching and non-teaching personnel in DepEd. Scholarship is another form of reward to DepEd personnel. Scholarships are awarded to high performing, high potential employees of DepEd because they are expected to give a return of investment (ROI) to DepEd when they return from their scholarship.


Beginning teachers should not focus solely on these tangible rewards. Seeing their learners graduate and become productive citizens of our nation could be a lasting form of intrinsic reward. On the other hand, DepEd PRAISE motivates high performing teachers, who become good examples to their fellow teachers.

## Summary

Reward and recognition are forms of motivation – that is why this is part of the RPMS cycle. The purpose is to reward desirable performance as well as help teachers align their practice with the expectations articulated in the PPST.







## Module 3 – The Results-based Performance Management System (RPMS)

### Intended Module Learning Outcomes

At the end of this module you should be able to:

1. demonstrate knowledge of the RPMS cycle, and PPST-based RPMS tools and processes;
2. use PPST-aligned tools in developing your teaching practices as defined by the standards;
3. use PPST-aligned tools to monitor your progress towards achieving your professional development goals; and
4. develop lesson plans as quality evidence for RPMS.

**Estimated Time Required: 2 hours**

### Module Outline

- Session 1: The Results-based Performance Management System (RPMS) of DepEd
- Session 2: The PPST-aligned RPMS
- Session 3: The RPMS Cycle
- Session 4: The PPST-based RPMS Tools and Processes
- Session 5: Lesson Plans as Quality Evidence for RPMS

### Required Tasks

- Table Completion Activity
- Reflection

### Required Resources

- Updated RPMS Manual for Teachers and School Heads, <http://deped.in/RPMSManualver2019>
- PPST Resource Package Modules, <http://bit.ly/PPSTResourcePackageA>
- DepEd Order No. 2, s. 2015, *Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education*
- Civil Service Commission (CSC) Memorandum Circular No. 06, s. 2012, *Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)*

## Session 1 – The Results-based Performance Management System (RPMS) of DepEd

### Preliminary Activity

In five (5) minutes, list down all things you know about RPMS. Start with basic one-liner information. Check these as you proceed with this session.

### Key Topic 1: The RPMS

The Civil Service Commission (CSC) issued Memorandum Circular No. 06, s. 2012 titled *Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)*. The SPMS is focused on linking individual performance vis-à-vis the agency's organizational vision, mission, and strategic goals. It is envisioned as a technology composed of strategies, methods, and tools for ensuring fulfillment of the functions of the offices and its personnel as well as for assessing the accomplishments. It is also a mechanism that ensures that the employee achieves the objectives set by the organization and the organization, on the other hand, achieves the objectives

that it has set itself in its strategic plan.

The SPMS follows the four-stage Performance Management System (PMS) cycle that underscores the importance of performance management (Enclosure p. 6-11, CSC Memorandum Circular No. 06, s. 2012):

- Stage 1: Performance Planning and Commitment
- Stage 2: Performance Monitoring and Coaching
- Stage 3: Performance Review and Evaluation
- Stage 4: Performance Rewarding and Development Planning



The four-stage Performance Management System (PMS) is illustrated in Figure 6.

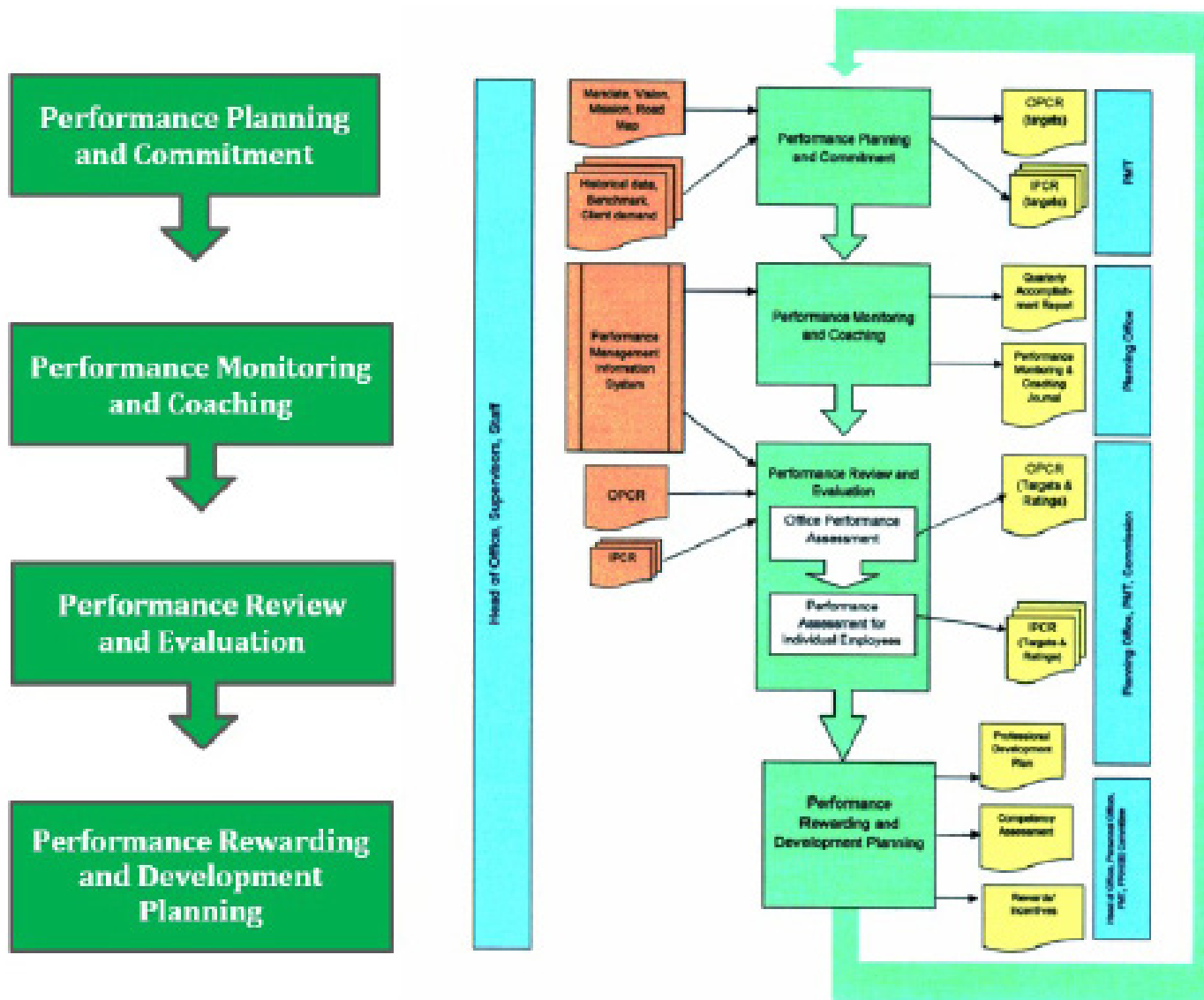


Figure 6: Performance Management Systems Process  
 Source: Enclosure p. 20, CSC Memorandum Circular No. 06, s. 2012

## Key Topic 2: The SPMS Performance Measure

In the first stage of the cycle, or the performance planning, CSC mandates that performance be measured by the following categories: Effectiveness/Quality, Efficiency, and Timeliness.

Category	Definition
<b>Effectiveness/Quality</b>	<p>The extent to which actual performance compares with targeted performance.</p> <p>The degree to which objectives are achieved and the extent to which targeted problems are solved.</p> <p>In management, effectiveness relates to getting the right things done.</p>
<b>Efficiency</b>	<p>The extent to which time or resources is used for the intended task or purpose.</p> <p>Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.</p>
<b>Timeliness</b>	<p>Measures whether the deliverable was done on time based on the requirements of the law and/or clients/ stakeholders.</p> <p>Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.</p>

Source: CSC Memorandum Circular No. 06, s. 2012, Enclosure p. 6,



### Key Topic 3: The SPMS Rating Scale

In the third stage of the cycle of the performance evaluation, the CSC mandates a five-point rating scale.

Rating		Description
Numerical	Adjectival	
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

Source: CSC Memorandum Circular No. 06, s. 2012, Enclosure p. 11

The SPMS Forms (Enclosure p. 15-16 & 26, CSC Memorandum Circular No. 06, s. 2012)

1. The **Office Performance Commitment and Review Form (OPCRF)** summarizes the targets, performance measures, budget and responsibility centers of the Office.

**A. Office Performance Commitment and Review Form**

**OFFICE PERFORMANCE COMMITMENT AND REVIEW (OPCR)**

I, \_\_\_\_\_, Head of the \_\_\_\_\_, commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period \_\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_.

Director IV  
etc: \_\_\_\_\_

Approved by\* \_\_\_\_\_ Date \_\_\_\_\_

<Name of Agency Head>  
Head of Agency

MFO/PAP	SUCCESS INDICATORS (TARGETS + MEASURES)	Allotted Budget	Division/ Individuals Accountable	Actual Accomplishments	Rating				Remarks
					Q	E	T	A	
STRATEGIC PRIORITY									
SUPPORT FUNCTIONS									
Average Rating									
Category		MFO	Rating						
Strategic Priority									
Core Functions									
Support Functions									
Total Overall Rating									
Final Average Rating									
Adjectival Rating									
Assessed by:			Final Rating by:			Date			
Date		Date							
Planning Office		PMT		Head of Agency					

Legend: 1-Quantity 2-Efficiency 3-Timebased 4-Average





2. The **Individual Performance Commitment and Review Form (IPCRF)** is an individual's target based on the Office performance targets and measures in the OPCRF.

## B. Individual Performance Commitment and Review Form

**INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW (IPCR)**

I, \_\_\_\_\_ of the \_\_\_\_\_ Division of \_\_\_\_\_  
 commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period  
 \_\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Date \_\_\_\_\_ Ratee \_\_\_\_\_

Reviewed by	Date	Approved by	Date
Immediate Supervisor		Head of Office	

Output	Success Indicator (Target - Measure)	Actual Accomplishments	Rating				Remarks
			Q <sup>1</sup>	E <sup>2</sup>	T <sup>3</sup>	A <sup>4</sup>	
Strategic Priority No:							
Output 1							
Output 2							
Core Function:							
Output 1							
Output 2							
Final Average Rating							
<b>Comments and Recommendations for Development Purposes</b>							
Discussed with	Date	Assessed by	Date	Final Rating by	Date		
Employee		Supervisor		Head of Office			

Legend: 1 - Quantity    2 - Efficiency    3 - Timeliness    4 - Average



3. The **Professional Development Plan** is used to improve or correct performance of employees with Unsatisfactory and Poor performance ratings.

### K. Performance Rewarding and Development (Illustration showing a Professional Development Plan Template)

**Professional Development Plan**  
Date:

Target date	
Review date	
Achieved date	

Aim	
Objective	

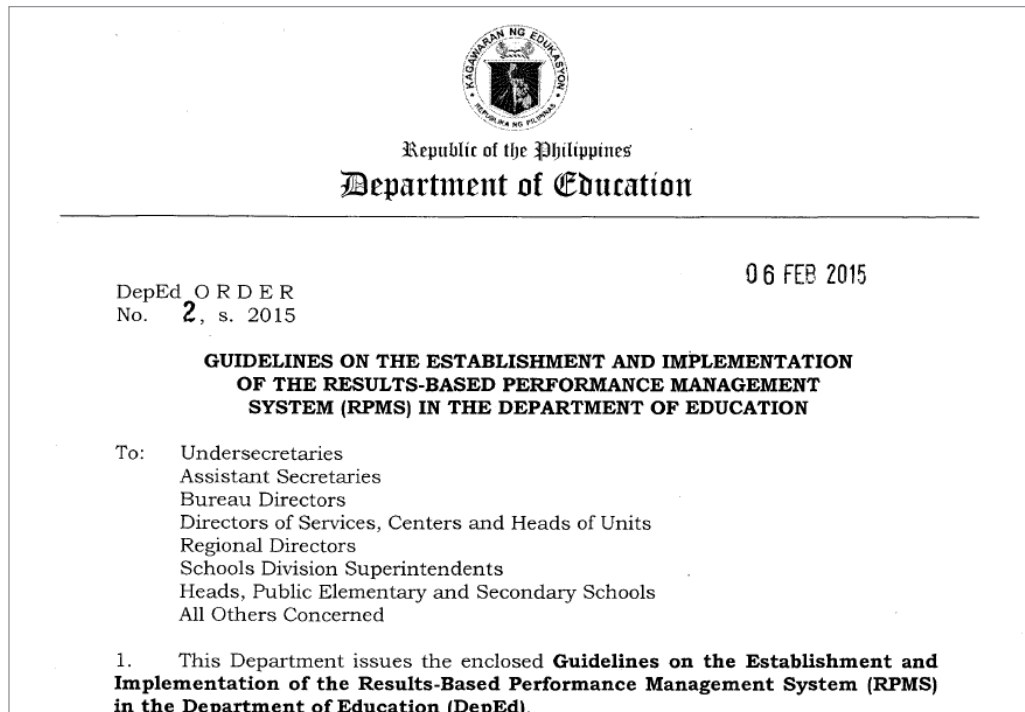
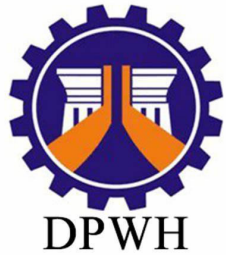
Task	Next step
Comments	





Professional Development Plan	
Date	
Aim	
Objective	
Target date	
Review date	
Achieved date	
Comments	
Task	
Outcome	
Next step	

Figure 7: All government agencies adopted the CSC's SPMS.



The Department of Education (DepEd) adopted CSC's SPMS and called it the Results-based Performance Management System (RPMS). The Department released the guidelines on the establishment and implementation of RPMS thru **DepEd Order No. 2, s. 2015**.





#### Key Topic 4: Guidelines on the Establishment and Implementation of the RPMS

DepEd Order No. 2, s. 2015, otherwise known as *Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education*, adopts the Civil Service Commission's Strategic Performance Management System (SPMS) and stipulates the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation, and development planning (Enclosure p. 3, DepEd Order No. 2, s. 2015).

This DepEd Order provides for the establishment and implementation of the RPMS in all DepEd schools and offices, covering all officials and employees, school based and non-school-based, in the Department holding regular plantilla positions. For school-based personnel, the RPMS shall be used only as an appraisal tool, which shall be the basis for training and development (DepEd Order No. 2, s. 2015).

Similar to the 4-stage SPMS Cycle, the RPMS follows a 4-phase cycle that covers performance for one whole year (DepEd Order No. 2, s. 2015):

# Teachers SY 2020–21 RPMS Cycle & Timeline

PHASES OF RPMS CYCLE	TASK/ACTIVITY	PERSON(S) RESPONSIBLE	SCHEDULE
<b>PHASE I</b> 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
<b>PHASE II</b> Performance Monitoring and Coaching	Monitoring and Coaching	School Head/ Raters	January – June 2021
	Mid-Year Review* with Development Planning	School Head/ Raters/Ratees	March 2021
<b>PHASE III</b> Performance Review and Evaluation	Year-end Review**	Raters, Ratees, and Approving Authorities	A week after scheduled graduation
<b>PHASE IV</b> Performance Rewarding and Development Planning	Ways Forward Development Planning	Ratees	A week after scheduled graduation
	IPCRF Data Collection	School Head/ Ratees	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 Objective 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 Objective 2, 3, 4, 6, 8–12)



2 of 8



Figure 7. Updated Teachers RPMS Cycle and Timeline





## The RPMS Performance Measure

Category	Definition
Effectiveness/Quality	<p>The extent to which actual performance compares with targeted performance.</p> <p>The degree to which objectives are achieved and the extent to which targeted problems are solved.</p> <p>In management, effectiveness relates to getting the right things done.</p>
Efficiency	<p>The extent to which time is or resources are used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.</p> <p>In management, efficiency relates to doing the things right.</p>
Timeliness	<p>Measures whether the deliverable was done on time based on the requirements of the law and/or clients/ stakeholders.</p> <p>Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.</p>

## The RPMS Rating Scale

Rating		Description
Numerical	Adjectival	
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.





## The RPMS Forms

Annex E

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

Name of Employee: Position: Bureau/Center/Service/Division: Rating Period:		← Name, Position and Bureau / Division of the employee and the Rating Period		Name of Rater: Position: Date of Review:		← Name & Position of Rater and Date of Review					
TO BE FILLED IN DURING PLANNING						TO BE FILLED DURING EVALUATION					
MPOs	KRAs	OBJECTIVES	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	ACTUAL RESULTS			RATING	SCORE*	
MPOs based on the Organizational Performance Indicator Framework (OPIF)						Q	E	T	Ave		
						The rater rates in terms of Quality, Efficiency and Timeliness					
* To get the score, the rating is multiplied by the weight assigned						OVERALL RATING FOR ACCOMPLISHMENTS					

The rater who approves the KRAs, Objectives and PI signs at the Performance Planning and	After agreeing with his / her rater, the ratee signs this part of the form at the Performance Planning and Commitment	The approving authority signs this part for the rater's overall rating.
↓	↓	↓
Rater	Ratee	Approving Authority

DIPLO RPMS Form for Head of Office | 1

Figure 8: Office Performance Commitment and Review Form (OPCRF)

The Office Performance Commitment Review Form (OPCRF) shall be accomplished by the head of school, e.g. School Head, Head Teachers, including designated Teacher-in-Charge, to reflect the office KRAs, objectives and performance indicators. Other personnel with administrative functions, but are not head of office, must craft their own IPCRf.

**Annex F**

**INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)**

Name of Employee: \_\_\_\_\_ Position: \_\_\_\_\_ Bureau/Center/Service/Division: \_\_\_\_\_ Rating Period: \_\_\_\_\_

Name, Position and Bureau / Division of the employee and the Rating Period

Name of Rater: \_\_\_\_\_ Position: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Name & Position of Rater and Date of Review

TO BE FILLED IN DURING PLANNING						TO BE FILLED DURING EVALUATION					
MFOs	KRAs	OBJECTIVES	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	ACTUAL RESULTS	RATING				SCORE*
							Q	E	T	Ave	
<div style="border: 1px solid black; padding: 2px; width: fit-content;">           MFOs based on the Organizational Performance Indicator Framework (OPIF)         </div>											
							<div style="border: 1px solid black; padding: 2px; width: fit-content;">             The rater rates in terms of Quality, Efficiency and Timeliness           </div>				
						OVERALL RATING FOR ACCOMPLISHMENTS					

\* To get the score, the rating is multiplied by the weight assigned

The rater who approves the KRAs, Objectives and PIs signs at the Performance Planning and

Rater

After agreeing with his / her rater, the ratee signs this part of the form at the Performance Planning and Commitment

Ratee

The approving authority signs this part for the ratee's overall rating.

Approving Authority

DEPED RPMS Form for Staff | 1



Figure 9: The Individual Performance Commitment and Review Form (IPCRF)

The Individual Performance Commitment and Review Form (IPCRF) is a mechanism used by government employees to evaluate the tasks completed by teachers over the course of a year. The teacher's major output is their performance on providing quality basic education service.

PART IV: DEVELOPMENT PLANS				
Strength	Development Needs	Action Plan (Recommended Development Intervention)	Timeline	Resources Needed

\_\_\_\_\_
\_\_\_\_\_  
 Rater Ratee

Figure 10: The Professional Development Plan

Employee development is a continuous learning process that allows an employee to achieve his or her personal goals within the framework of the organization’s goals. Employee creation is a joint responsibility of the person, manager, human resources, and the organization.

## Summary

- Civil Service Commission (CSC) Memorandum Circular No. 6, s. 2012 provided for the establishment of an institutionalized performance management system in the public service.
- Department of Education (DepEd) Order No. 2, s. 2015 adopted the CSC's Strategic Performance Management System (SPMS) as the Results-based Performance Management System (RPMS) of the Department.
- The RPMS is done as a cycle of 4 phases. There are corresponding forms and activities in each phase of the RPMS Cycle.



## Session 1 – The PPST-aligned RPMS

### Required Activity 1: Reflection

What have you learned about PPST and RPMS as two separate entities in DepEd? How about their alignment?

#### Key Topic 1: What happened with RPMS after DepEd's adoption and implementation of PPST?

### The Rationale for the Alignment of RPMS with PPST

The idea of aligning the RPMS with PPST emerged from the National Validation Study of the PPST conducted by the Philippine National Research Center for Teacher Quality (RCTQ) across 17 regions in the country in 2015. Focus group workshops were conducted as part of the final phase to validate the PPST.

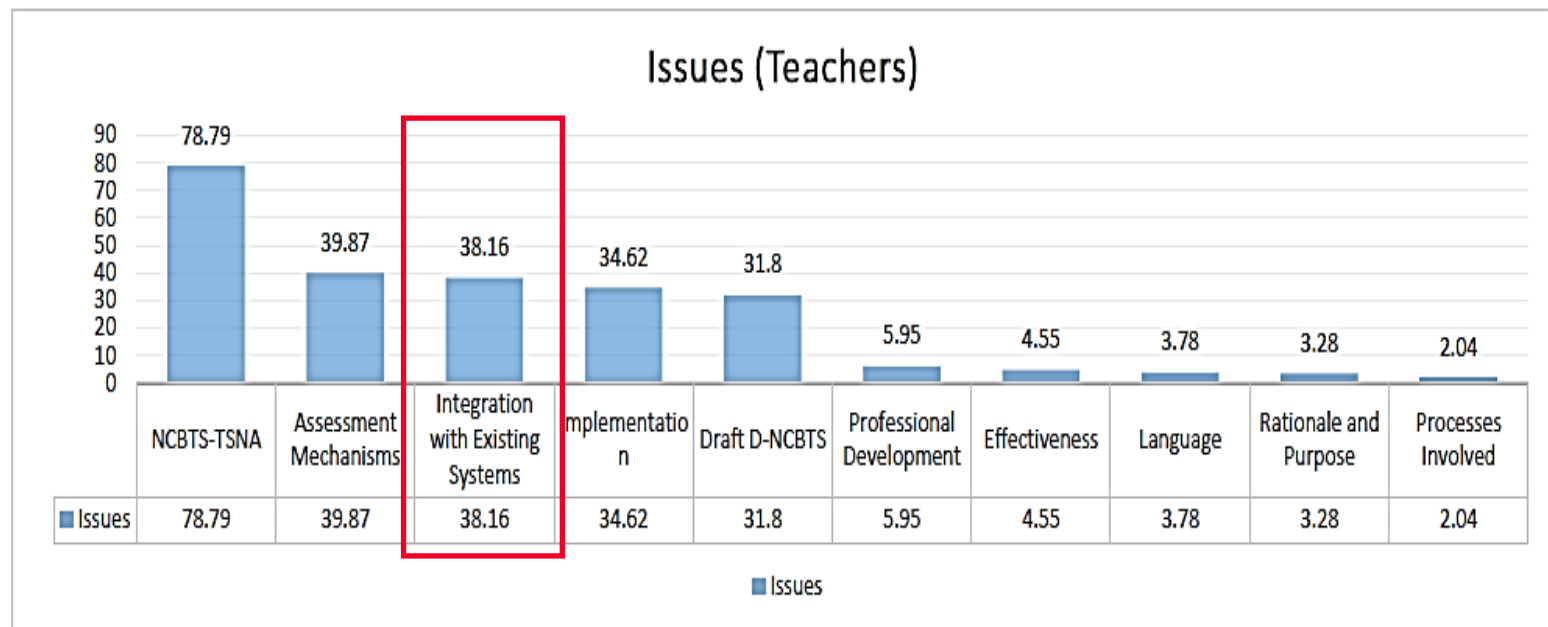


Figure 11: Issues raised by teachers in the National Validation of the PPST

During this National Validation, various comments and issues were raised by teachers (as shown in Figure 11). The participants saw alignment of the Revised Professional Standards for Teachers with the existing DepEd systems such as the Results-based Performance Management System (RPMS), promotion, as well as hiring and recruitment systems. They indicated that the alignment should be integrated seamlessly.

Supervisors and principals expressed the same views as teachers (as shown in Figure 12). They recommended the presence of support structures in the implementation of the standards.

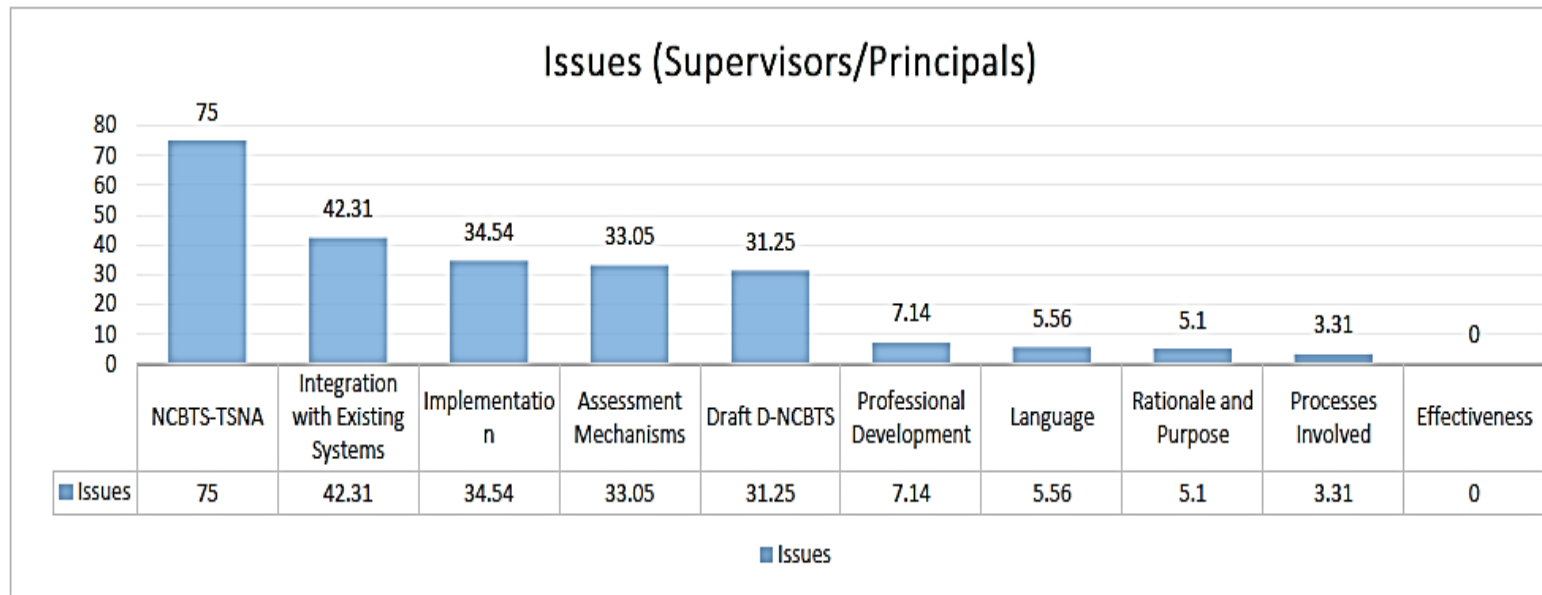


Figure 12: Issues raised by Supervisors and Principals in the National Validation of the PPST



These issues prompted the Bureau of Human Resource and Organizational Development (BHROD), with RCTQ, to:

- **Align the performance assessment tool**, responsive to career stages, with the PPST
- **Focus on the essential duties and responsibilities** of teachers
- **Set tangible and realizable objectives from the indicators of PPST and provide specific Means of Verification (MOV)** as evidence of performance
- **Refine the RPMS evaluation process** to ensure efficiency, fairness and equity in the evaluation process that places greater premium on **quality not quantity**

Key developments in the creation of the PPST-aligned RPMS are shown on Figure 3.

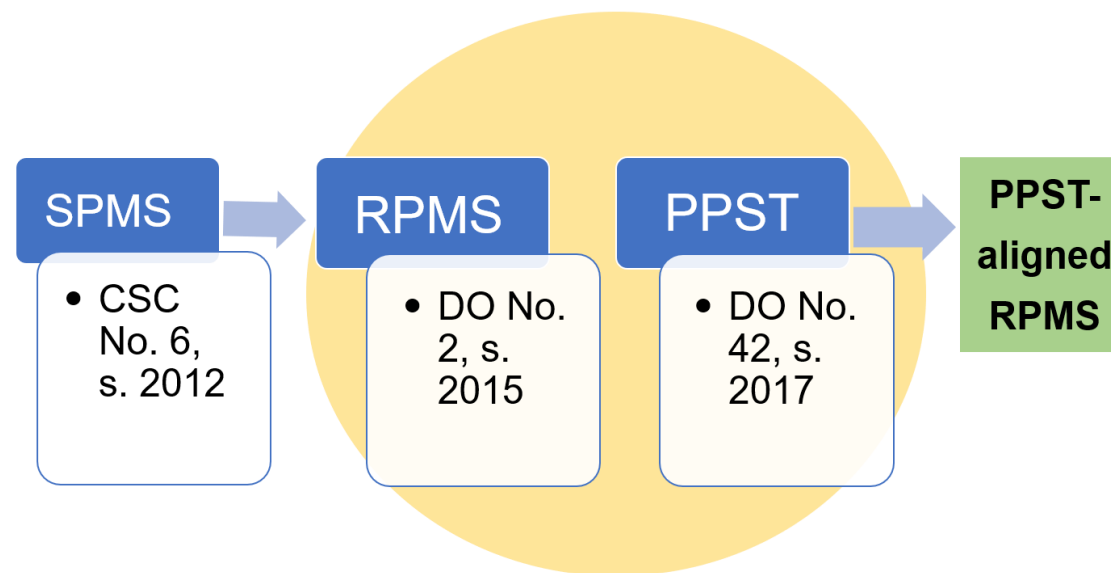


Figure 13: Key developments in the creation of the PPST-aligned RPMS



## Key Topic 2: Alignment of RPMS with PPST in the PPST-based IPCRF

The PPST-based IPCRF, as described during the previous session, is one of the most familiar forms in RPMS. Due to the clamor of the field to integrate PPST to the other existing HR systems during the National Validation Study of the PPST. The RPMS adopted the **Domains** and **Indicators** of the PPST as its **Key Result Areas (KRAs)** and **Objectives**, respectively.

Key elements of the PPST-based IPCRF is shown in Figure 14.

### Development of PPST-based IPCRF

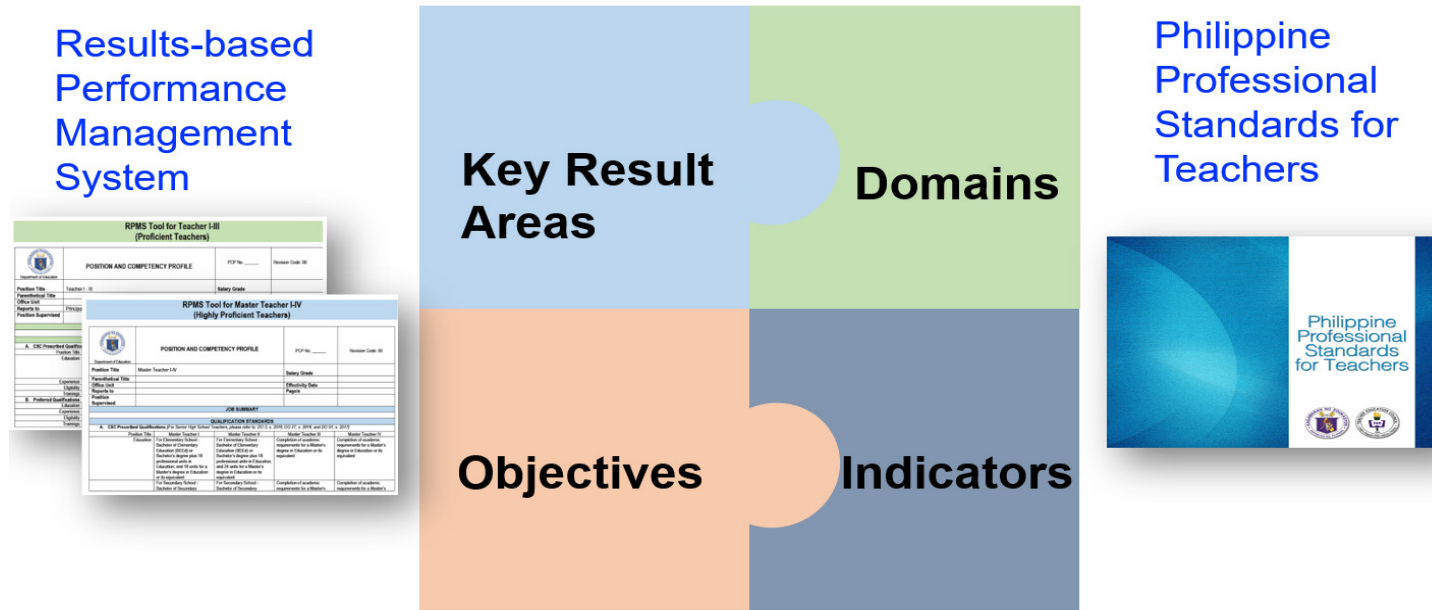


Figure 14: Key elements of the PPST-Based IPCRF

## The PPST-aligned RPMS in School Years (SYs) 2018-2019 and 2019-2020

In SYs 2018-2019 and 2019-2020, the first 12 priority PPST indicators were downloaded to the field and formed part of the PPST-aligned RPMS for these rating periods.

RPMS	PPST
KRA 1: Content Knowledge and Pedagogy	Domain 1: Content Knowledge and Pedagogy
KRA 2: Learning Environment and Diversity of Learners	Domain 2: Learning Environment Domain 3: Diversity of Learners
KRA 3: Curriculum and Planning	Domain 4: Curriculum and Planning
KRA 4: Assessment and Reporting	Domain 5: Assessment and Reporting
KRA 5: Plus Factor	N/A

Teachers who were categorized under the default Proficient career stage used these RPMS Objectives (or PPST Indicators):

RPMS	PPST
<b>Objective 1:</b> Apply knowledge of content within and across curriculum teaching areas.	<b>Indicator 1.1.2:</b> Apply knowledge of content within and across curriculum teaching areas.
<b>Objective 2:</b> Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	<b>Indicator 1.4.2:</b> Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.
<b>Objective 3:</b> Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	<b>Indicator 1.5.2:</b> Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.
<b>Objective 4:</b> Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	<b>Indicator 2.3.2:</b> Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.
<b>Objective 5:</b> Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	<b>Indicator 2.6.2:</b> Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.
<b>Objective 6:</b> Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	<b>Indicator 3.1.2:</b> Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.
<b>Objective 7:</b> Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	<b>Indicator 4.1.2:</b> Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.
<b>Objective 8:</b> Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	<b>Indicator 4.4.2:</b> Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.
<b>Objective 9:</b> Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	<b>Indicator 4.5.2:</b> Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.
<b>Objective 10:</b> Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	<b>Indicator 5.1.2:</b> Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.
<b>Objective 11:</b> Monitor and evaluate learner progress and achievement using learner attainment data.	<b>Indicator 5.2.2:</b> Monitor and evaluate learner progress and achievement using learner attainment data.
<b>Objective 12:</b> Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	<b>Indicator 5.4.2:</b> Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.



## Comparison between RPMS (pre-PPST) and PPST-aligned RPMS

Elements	RPMS 2015	PPST-aligned RPMS
Duties and Responsibilities	Teachers may include non-teaching related functions as objectives	Focus on the teaching-learning process – the core job of teachers
Crafting of IPCRF	Teachers craft their own objectives and performance indicators	IPCRF is prepared, standardized, and aligned with the PPST
Means of Verification	Not standardized	Standardized
	Focused on quantity	Focus on quality
Weight per Objective/Indicator	Teacher may assign more weight to one indicator over another	Each objective/indicator has the same weight as the others
Associated Tools	Teachers may use varied forms for classroom observation	Use a common (Classroom Observation Tool) COT that is aligned with the RPMS Tools

### Optional Task

Have you already encountered the indicators used in SYs 2018-2019 and 2019-2020? If so, briefly summarize your experiences during the RPMS-related activities?

### Summary

- The Results-based Performance Management System (RPMS) was aligned with the Philippine Professional Standards for Teachers (PPST) anchored on the provisions of DepEd Order No. 42, s. 2017, and due to the feedback of field personnel during the National Validation Study of PPST to integrate PPST with other existing HR systems.
- Key Result Areas and Objectives in RPMS are based on Domains and Indicators in the PPST, respectively.

## Session 3 – The RPMS Cycle

### Preliminary Activity

Teacher Mary Grace finished two (2) classroom observations before the scheduled Mid-year Review. Her Principal asked her to update her Development Plan. What steps should she take to do this? Briefly discuss in the box below.



## Key Topic 1: The RPMS Cycle

Let's revisit the Results-Based Performance Management (RPMS) Framework (Figure 15)

# RPMS Framework

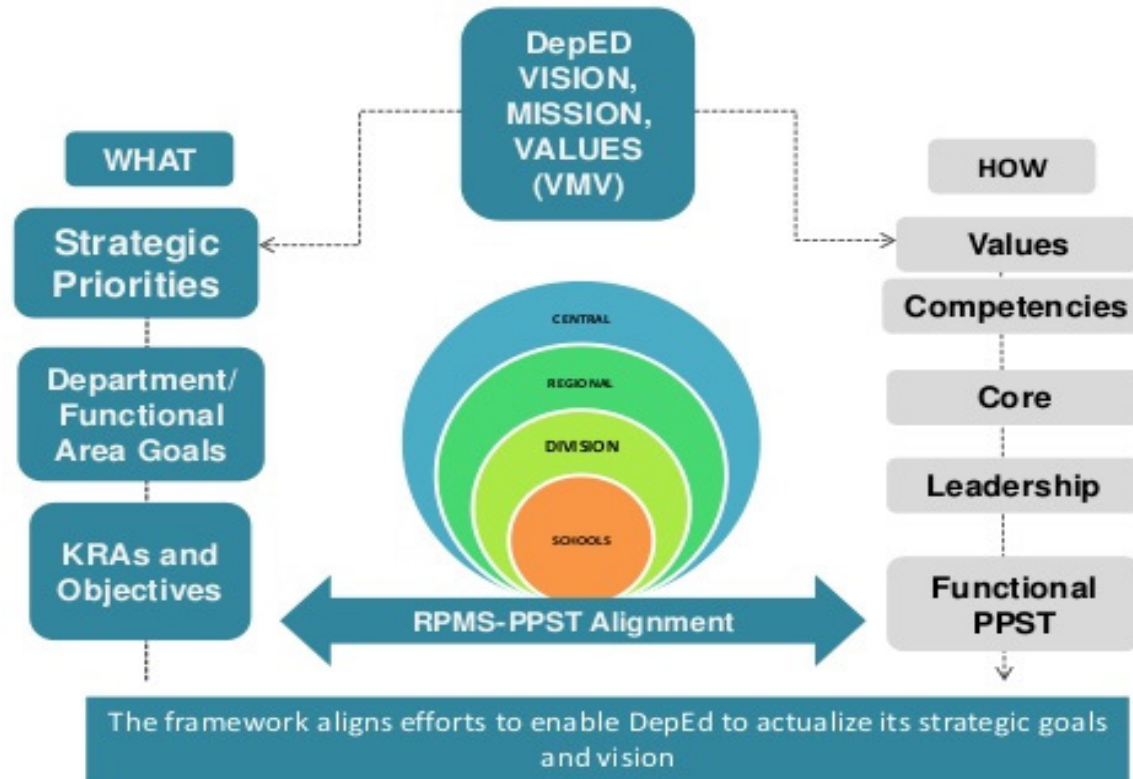


Figure 15: Results-Based Performance Management (RPMS) Framework  
(Source: BHR0D Slidedeck for PPST-RPMS Preliminary Orientation SY 2019-2020)

The RPMS Cycle, as discussed in Session 1 of this Module, is composed of four (4) phases, namely:

- Phase I: Performance Planning and Commitment
- Phase II: Performance Monitoring and Coaching
- Phase III: Performance Review and Evaluation
- Phase IV: Performance Rewarding and Development Planning

Activity	Old Timeline	Adjusted Timeline
Phase 1		
Self-Assessment with Initial Development Planning	January 2021	January 2021
Phase 2		
Classroom Observation 1	February 2021 – March 2021	February – April 2021
Monitoring and Coaching	All SY-round	All SY-round
Mid-year Review	March 2021	1 <sup>st</sup> week of May 2021*
Classroom Observation 2	April – May 2021	May – June 2021
Phase 3		
Performance Evaluation	One (1) week after graduation	One (1) week after graduation
Phase 4		
Performance Rewarding Development Planning	June 2021	July 2021
IPCRF Data Collection	One (1) month after graduation	One (1) month after graduation

Table 1. The RPMS Cycle Phases





These phases happen in one school year for school-based personnel, including teachers like you. The cycle is designed to gauge teacher performance against the PPST and help them in their professional development. Take note that all content of the RPMS Cycle in Figure 1 adheres to the PPST-aligned RPMS.

Each phase of the cycle happens in a specific timeline within the rating period and requires the accomplishment of specific activities using PPST-based tools, as shown in the matrix below:

Phase	Timeline*	Activity	Forms	Output
Performance Planning and Commitment	Last week of May, a week before start of classes	<ul style="list-style-type: none"> <li>• Discussion/Issuance of RPMS Tools</li> <li>• Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• IPCRF</li> <li>• Self-Assessment Tool (SAT)</li> <li>• IPCRF-Development Plans (DP)</li> </ul>	<ul style="list-style-type: none"> <li>• Signed IPCRF-Development Plans based on SAT</li> <li>• Signed IPCRF</li> </ul>
Performance Monitoring and Coaching	<ul style="list-style-type: none"> <li>• Year-round</li> <li>• November</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and Coaching</li> <li>• Mid-year Review and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• RPMS Tools</li> <li>• IPCRF</li> <li>• SAT</li> <li>• IPCRF-DP using Performance Monitoring and Coaching Form (PMCF)</li> <li>• Mid-Year Review Form (MRF)</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements based on PMCF</li> <li>• MRF</li> <li>• Updated IPCRF-DP</li> <li>• Portfolio</li> </ul>
Performance Review and Evaluation	1 <sup>st</sup> week of April, a week after graduation	<ul style="list-style-type: none"> <li>• Year-end Review and Assessment</li> <li>• Evaluation of Portfolio</li> <li>• Computation of Final Rating</li> </ul>	<ul style="list-style-type: none"> <li>• RPMS Tools</li> <li>• IPCRF</li> <li>• SAT</li> <li>• IPCRF-DP using PMCF</li> </ul>	<ul style="list-style-type: none"> <li>• Signed Portfolio and IPCRF with Computed Final Rating</li> </ul>
Performance Rewarding and Development Planning	April	<ul style="list-style-type: none"> <li>• Ways Forward and Development Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Final IPCRF-DP</li> </ul>	<ul style="list-style-type: none"> <li>• Reward</li> <li>• Recognition</li> <li>• IPCRF-DP</li> </ul>

\* The timeline may be adjusted for RPMS 2020-2021 because of the COVID-19 Situation

Following activities in Phase I from June to October, about 2 classroom observations are conducted before the Mid-Year Review in November. The exact timing is agreed by both the Rater and the Ratee. In this time, the preparation and organization of RPMS Portfolio must have also started.

In Phase II, coaching, feedback, and appropriate interventions shall be provided whenever necessary within the year covered. All key inputs, feedback, and other evidence of performance for the entire year shall be recorded in the Performance Monitoring and Coaching Form (PMCF). The Mid-Year Review, which happens in November, is prescribed to determine the progress of a teacher in achieving the RPMS Objectives. At this

point, raters need to provide suggestions, recommendations, and/or technical assistance to support teachers in achieving their targets. After Phase II, classroom observations must resume to complete the four (4) observations expected for the year, and they shall also continue gathering and organizing their documents for their Portfolio.

In Phases III and IV, teachers and their raters will have to discuss and agree on the teacher’s final performance rating based on actual accomplishments within the rating period. The IPCRF-Development Plan will then be finalized. This marks the end of the RPMS Cycle for the rating period and begins again in the next school year.

## Key Topic 2: What other things do I need to know about the RPMS Cycle?

For teachers, below is the matrix of ratee-rater-approving authority intended for the RPMS:

<b>Ratee</b> <i>(Teachers who submit portfolios as evidence of their teaching performance)</i>	<b>Rater</b> <i>(School Heads, Assistant Principals, Head Teachers, and/or Master Teachers who rate teacher portfolios to assess teacher performance)</i>	<b>Approving Authority</b>
<b>Head Teacher Master Teacher</b>	<b>Principal/School Head</b>	<b>Superintendent</b> Small and Medium Divisions <b>Assistant Superintendent</b> Large and Very Large Divisions
<b>Teacher</b>	<b>Principal/School Head</b>	<b>Superintendent</b> Small and Medium Divisions <b>Assistant Superintendent</b> Large and Very Large Divisions
	<b>Master Teacher/Head Teacher/Assistant Principal</b>	<b>Principal/School Head</b>
<b>ALS Implementers (School-based)</b>	<b>Master Teacher/Head Teacher/Assistant Principal</b>	<b>Principal/School Head</b>
<b>ALS Implementers (Community Learning Centers-based)</b>	<b>Education Program Specialist for ALS</b>	<b>Chief of Curriculum Implementation Division (CID)</b>





## Summary/Key Learning

- The RPMS Cycle is composed of four (4) phases.
- Each phase is undertaken in a specific timeline within the rating period and requires accomplishment of specific activities and PPST-based tools.

## Required Task 1: Scenario-based Activity

Study the following scenarios and decide which of the options may be applied to each statement.

- A. The data presented is sufficient to infer the statement.
- B. The data presented is not sufficient to infer the statement.
- C. The statement is false based on the data presented and/or the guidelines.

Scenario: A Division issued a Memorandum with the attached Ratee-Rater-Approving Authority matrix that shall be used for the IPCRF of SY 2019-2020.

	Ratee	Rater	Approving Authority
(i)	Teacher	Master Teacher/Head Teacher/ Assistant Principal	Principal/School Head
(ii)		Principal/School Head	Superintendent

(iii)	Master Teacher	Principal/School Head	Superintendent
(iv)	Head Teacher		
(v)	Principal/School Head	Assistant Superintendent	Superintendent

School A, a secondary school in this Division has 200 Teacher I-III, 10 Master Teachers I-II, and 4 Head Teachers III and VI.

Statement	Answer	Feedback from your mentor
Statement 1: School A used all Cases (i), (ii), (iii), (iv), and (v) in RPMS 2019-2020.		



Statement 2: The Division is a small division.		
Statement 3: In School A, the rater of Teachers I-III is the Master Teacher.		
Statement 4: In School A, a Teacher III can rate a Master Teacher.		
Statement 5: In School A, the PSDS can rate a Master Teacher.		

## Session 4 – The PPST-based RPMS Tools and Processes

### Key Topic 1: The RPMS Tools

The RPMS tools are the major PPST-based tools that teachers need to be familiar with. There are two (2) RPMS Tools intended for 2 career stages:

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

See Figure 17.

### Parts of the RPMS Tools


As outlined in the second session of this Module, the RPMS is aligned with PPST as seen in the RPMS Tools. Figure 17A shows the alignment of the RPMS with the PPST through the KRAs and Objectives, and Figure 17B highlights the Means of Verification (MOV) and the Performance Indicators.

### Key Topic 2: The RPMS Associated Tools

There are other tools that are used in the PPST-aligned RPMS (Figure 18). These tools generate data pertaining to teachers' performance. The data are then utilized purposefully and constructively to support the Learning and Development and Professional Development of teachers.

Figure 18: Other tools used in the PPST-aligned RPMS

### The Classroom Observation Tools

RPMS Tool for Teacher I-III (Proficient Teachers)			
 Department of Education		<b>POSITION AND COMPETENCY PROFILE</b>	PCP No. _____ Revision Code: 00
Position Title	Teacher I - III	Salary Grade	
Parenthetical Title			
Office Unit		Effectivity Date	
Reports to	Principal/School Heads	Page/s	
Position Supervised			
<b>JOB SUMMARY</b>			
<b>QUALIFICATION STANDARDS</b>			
<b>A. CSC Prescribed Qualifications (For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</b>			
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>B. Preferred Qualifications</b>			
Education	BSE/BSEEd/College Graduate with Education units (18-21), at least 18 MA units		
Experience			
Eligibility	PBETALET Passer		

There are other tools that are used in the PPST-aligned RPMS (Figure 18). These tools generate data pertaining to teachers' performance. The data are then utilized purposefully and constructively to support the Learning and Development and Professional Development of teachers.


RPMS Tool for Master Teacher I-IV (Highly Proficient Teachers)				
 Department of Education		<b>POSITION AND COMPETENCY PROFILE</b>	PCP No. _____ Revision Code: 00	
Position Title	Master Teacher I-IV	Salary Grade		
Parenthetical Title				
Office Unit		Effectivity Date		
Reports to		Page/s		
Position Supervised				
<b>JOB SUMMARY</b>				
<b>QUALIFICATION STANDARDS</b>				
<b>A. CSC Prescribed Qualifications (For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)</b>				
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 Education (BSEd) or Bachelor's degree plus 18 professional units in Education; and 18 units for a Master's degree in Education or its equivalent.	For Secondary School - Bachelor of Secondary 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.	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.





Figure 19: Cover of the Classroom Observation Tool  
 The COT Rubric addresses the continuum of practice stipulated in the PPST. There are nine (9) rubric levels for each classroom-observable indicator. Levels 1-5 capture the Beginning career stage, Levels 3-7 capture the Proficient career stage, Levels 4-8 capture the Highly Proficient career stage, and Levels 5-9 capture the Distinguished career stage (Figure 20).

Figure 20: COT Rubric Levels mapped to PPST Career Stages (Source: ...)

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

**2 Objective**  
 These objectives are the indicators of the PPST.

**KRA 1: Content Knowledge and Pedagogy**

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas	<b>Main MOV:</b> Classroom Observation Tool (COT) rating sheets and/or inter-observer agreement forms on knowledge of content within and across curriculum teaching areas  <b>Supporting MOV:</b> <i>Any 1 used during observation that highlights application of knowledge of content within and across curriculum teaching areas</i> <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Instructional material</li> <li>Performance task</li> <li>Test material</li> <li>Activity sheet</li> <li>Others (Please specify and provide annotations)</li> </ul>	Quality	Demonstrated Level 7 in Objective 1 as shown in COTs with an average transmuted rating ranging from 4.500-5.000	Demonstrated Level 6 in Objective 1 as shown in COTs with an average transmuted rating ranging from 3.500-4.499	Demonstrated Level 5 in Objective 1 as shown in COTs with an average transmuted rating ranging from 2.500-3.499	Demonstrated Level 4 in Objective 1 as shown in COTs with an average transmuted rating ranging from 1.500-2.499	Demonstrated Level 3 in Objective 1 as shown in COTs with an average transmuted rating ranging from 1.000-1.499  or No acceptable evidence was shown
		Efficiency	Submitted 4 COT rating sheets/inter-observer agreement forms, each with any 1 of the Supporting MOV	Submitted 3 COT rating sheets/inter-observer agreement forms, each with any 1 of the Supporting MOV	Submitted 2 COT rating sheets/inter-observer agreement forms, each with any 1 of the Supporting MOV	Submitted 1 COT rating sheet/inter-observer agreement form with any 1 of the Supporting MOV	No acceptable evidence was shown
		Timeliness	COT rating sheets/inter-observer agreement forms submitted were distributed across 4 quarters	COT rating sheets/inter-observer agreement forms submitted were distributed across 3 quarters	COT rating sheets/inter-observer agreement forms submitted were distributed across 2 quarters	COT rating sheet(s)/inter-observer agreement form(s) submitted in 1 quarter	No acceptable evidence was shown

Figure 17A: The two RPMS Tools



## Means of Verification (MOV)

List of documents that can show teachers' attainment of objectives.

3

### KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas	<p><b>Main MOV:</b></p> <ul style="list-style-type: none"> <li>Classroom Observation Tool (COT) rating sheets and/or inter-observer agreement forms on knowledge of content within and across curriculum teaching areas</li> </ul> <p><b>Supporting MOV: Any 1 used during observation that highlights application of knowledge of content within and across curriculum teaching areas</b></p> <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Instructional material</li> <li>Performance task</li> <li>Test material</li> <li>Activity sheet</li> <li>Others (Please specify and provide annotations)</li> </ul>	Quality	Demonstrated Level 7 in Objective 1 as shown in COTs with an average transmuted rating ranging from 4.500-5.000	Demonstrated Level 6 in Objective 1 as shown in COTs with an average transmuted rating ranging from 3.500-4.499	Demonstrated Level 5 in Objective 1 as shown in COTs with an average transmuted rating ranging from 2.500-3.499	Demonstrated Level 4 in Objective 1 as shown in COTs with an average transmuted rating ranging from 1.500-2.499	Demonstrated Level 3 in Objective 1 as shown in COTs with an average transmuted rating ranging from 1.000-1.499  or  No acceptable evidence was shown
		Efficiency	Submitted 4 COT rating sheets/inter-observer agreement forms, each with any 1 of the Supporting MOV	Submitted 3 COT rating sheets/inter-observer agreement forms, each with any 1 of the Supporting MOV	Submitted 2 COT rating sheets/inter-observer agreement forms, each with any 1 of the Supporting MOV	Submitted 1 COT rating sheet/inter-observer agreement form with any 1 of the Supporting MOV	No acceptable evidence was shown
		Timeliness	COT rating sheets/inter-observer agreement forms submitted were distributed across 4 quarters	COT rating sheets/inter-observer agreement forms submitted were distributed across 3 quarters	COT rating sheets/inter-observer agreement forms submitted were distributed across 2 quarters	COT rating sheet(s)/inter-observer agreement form(s) submitted in 1 quarter	No acceptable evidence was shown

## 4 Performance Indicators

In the RPMS Tools, the performance indicators provide descriptions of quality and quantity given five performance levels: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Unsatisfactory, and 1-Poor.

Figure 17B: Alignment of the RPMS with the PPST through the KRAs and Objectives.

DepEd, 2017, 3)

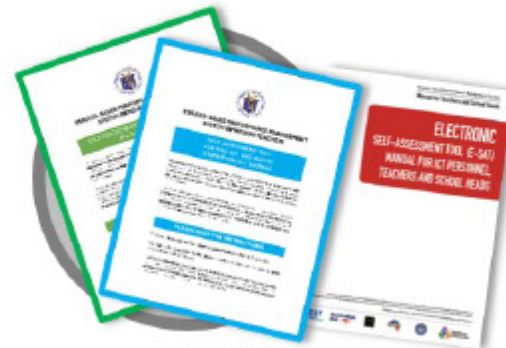
## The Classroom Observation Process

### The Self-Assessment Tool

The Self-Assessment Tool (SAT) is an RPMS associated tool that helps teachers reflect on the different performance



**Classroom Observation Tools (COT)**



**Self-Assessment Tools**



**IPCR Data Collection & Consolidation Forms**

indicators related to their professional work. The

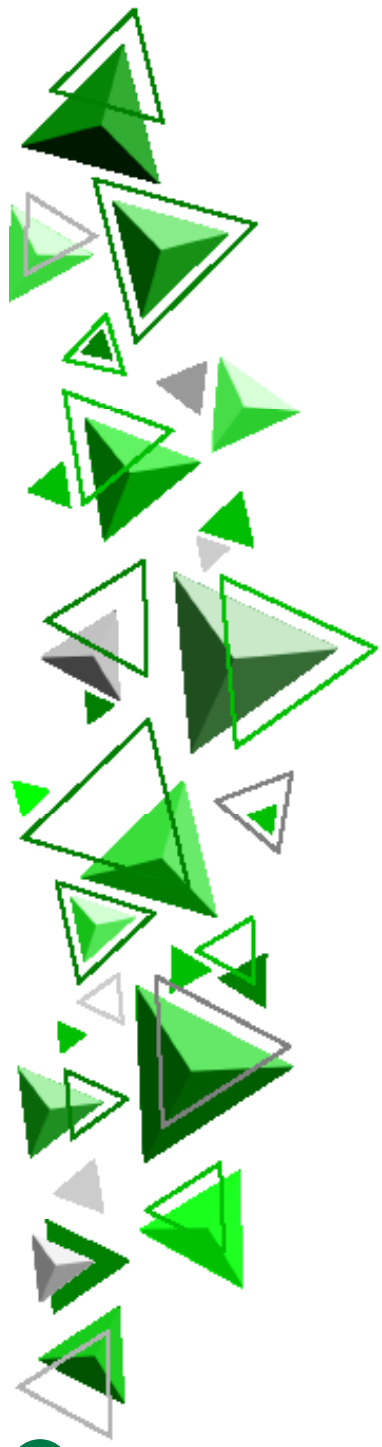
results of the self-assessment will guide teachers on which indicators they must improve and the areas where they need coaching and mentoring.

There are two (2) SAT-RPMS (see Figure 21):

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



Figure 21: The two SAT-RPMS



There is an electronic version of the SAT for RPMS called e-SAT or electronic Self-Assessment Tool (see Figure 7). This system supports schools in analyzing school-wide SAT data of teachers to help plan for teachers' professional development. DepEd needs the summary results of teachers' e-SAT data

**PPST Career Stages and COT Rubric Levels**

The PPST presents a continuum of practice by stipulating what the teachers are expected to know and do at different stages of their development. To address this continuum, each indicator in the COT uses nine (9) rubric levels based on the four (4) career stages: Beginning, Proficient, Highly Proficient, and Distinguished. Each level corresponds to the extent of performance of teachers in each career stage.

LEVEL	1	2	3	4	5	6	7	8	9
LEVEL NAME	Not Evident	Building	Organizing	Developing	Applying	Consolidating	Integrating	Discriminating	Synthesizing
LEVEL DESCRIPTIONS	the indicator.	range of separate aspects of the indicator.	of loosely associated indicator.	associated developmental needs.	associated developmental and support	The teacher uses well-connected pedagogical	The teacher uses well-connected pedagogical aspects of the	The teacher applies deep knowledge and understanding of the indicator discriminately to contextualize	The teacher strategically applies exceptional knowledge and understanding of the indicator to foster a teaching and learning culture that values informed feedback, critical thinking and
	<b>BEGINNING</b>								
				<b>PROFICIENT</b>					
					<b>HIGHLY PROFICIENT</b>				
						<b>DISTINGUISHED</b>			

to gain an overall picture of the teachers' strengths and needs. This summary helps in the



preparation of the school and division development plans (see Figure 8) and other various development interventions in preparation for the current school year.

Figure 23: Preparation of school and division development plans

### The IPCR Data Collection and Consolidation Forms

The data collection system enables the collection and submission of RPMS data across governance levels and aims to establish baseline data on teachers' proficiency level on

**RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS**

**SELF-ASSESSMENT TOOL FOR TEACHER I-III (Proficient Teachers) for S.Y. 2020-2021**

The passage of the K to 12 Law (R.A. 10533) in May 2013 as a response to the changes and challenges of the modern world has changed the landscape of teacher quality requirements in the Philippines. The current reform calls for teachers to critically reflect on their roles and the expectations of them in the context of K to 12 Education.

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 13 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of International teacher standards.

You should accomplish this tool prior to the beginning of the school year and use to reflect on your performance throughout the RPMS cycle. The result of your self-assessment will guide you on which RPMS objectives to improve and on what areas you need coaching and mentoring.

Other school personnel, including the School Head, are not allowed to see the results of this tool. However, you can discuss with them your IPCRF-Development Plan (IPCRF-DP) based on your self-assessment.

**PLEASE READ THE INSTRUCTIONS**

This tool has three parts: Part I: Demographic Profile; Part II: Objectives; and Part III: Core Behavioral Competencies.

For Part I: Demographic Profile, please shade the circle of the demographic information applicable to you.

For Part II: Objectives, please shade the circle that corresponds to how you rate the objectives based on: (1) level of capability and (2) level of priority for development. At the bottom of each page, there is the opportunity to write about any aspects that you feel are relevant to the objectives on that page.

For Part III: Core Behavioral Competencies, please shade the circle of the behavioral indicators that you demonstrated during the performance cycle.

**RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS**

**SELF-ASSESSMENT TOOL FOR MASTER TEACHER I-IV (Highly Proficient Teachers) for S.Y. 2020-2021**

The passage of the K to 12 Law (R.A. 10533) in May 2013 as a response to the changes and challenges of the modern world has changed the landscape of teacher quality requirements in the Philippines. The current reform calls for teachers to critically reflect on their roles and the expectations of them in the context of K to 12 Education.

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 13 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of International teacher standards.

You should accomplish this tool prior to the beginning of the school year and use to reflect on your performance throughout the RPMS cycle. The result of your self-assessment will guide you on which RPMS objectives to improve and on what areas you need coaching and mentoring.

Other school personnel, including the School Head, are not allowed to see the results of this tool. However, you can discuss with them your IPCRF-Development Plan (IPCRF-DP) based on your self-assessment.

**PLEASE READ THE INSTRUCTIONS**

This tool has three parts: Part I: Demographic Profile; Part II: Objectives; and Part III: Core Behavioral Competencies.

For Part I: Demographic Profile, please shade the circle of the demographic information applicable to you.

For Part II: Objectives, please shade the circle that corresponds to how you rate the objectives based on: (1) level of capability and (2) level of priority for development. At the bottom of each page, there is the opportunity to write about any aspects that you feel are relevant to the objectives on that page.

For Part III: Core Behavioral Competencies, please shade the circle of the behavioral indicators that you demonstrated during the performance cycle.

the PPST indicators. This system also ensures that the results of RPMS data are used properly and efficiently, as follows:



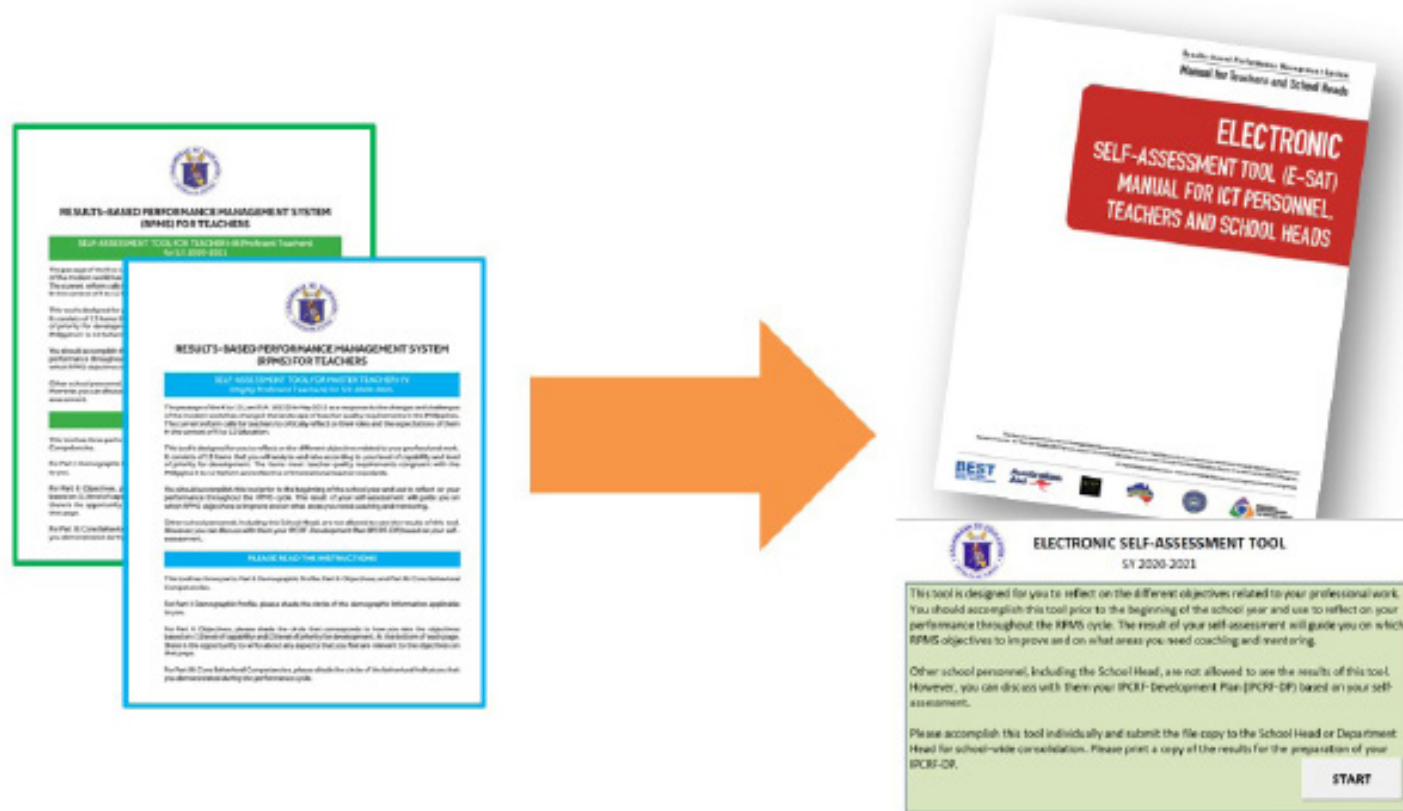


Figure 7: The electronic version of the SAT (e-SAT)

**Electronic Self-Assessment Tool (e-SA)**  
Teacher 140, SPST 140 (Profession Teachers)

**PART II: OBJECTIVES**

**INSTRUCTIONS:** There are two columns for every objective. Please shade one circle in each column corresponding to how you rate (1) level of *capability* and (2) *priority for development* for each objective.

OBJECTIVES	Level of Capability				Priority for Development				
	1	2	3	4	1	2	3	4	
<b>1. Content Knowledge and Pedagogy (SPST Domain 1)</b>									
1.1 Applied knowledge of content within and across curriculum teaching areas. (SPST Indicator 1.1.2)									Insert Subj: "1.1 Clap"
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (SPST Indicator 1.1.3)									Insert Subj: "1.2 Clap"
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills. (SPST Indicator 1.1.4)									Insert Subj: "1.3 Clap"
<b>2. Learning Environment and Diversity of Learners (SPST Domain 2 and Domain 3)</b>									
2.1 Managed classroom situation to engage learners, individually or in groups, in meaningful exploration, discovery and reflective activities within a range of physical learning environments. (SPST Indicator 2.1.1)									Insert Subj: "2.1 Clap"
2.2 Managed learner behavior constructively to support positive and safe school discipline to ensure learning-focused environment. (SPST Indicator 2.1.2)									Insert Subj: "2.2 Clap"
2.3 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and aspirations. (SPST Indicator 2.1.3)									Insert Subj: "2.3 Clap"
<b>3. Curriculum and Planning (SPST Domain 4)</b>									
3.1 Planned, managed and implemented developmentally appropriate learning and teaching processes to meet curriculum requirements and select teaching methods. (SPST Indicator 3.1.1)									Insert Subj: "3.1 Clap"
3.2 Participated in collegial discussions for use teacher and learner feedback to enrich teaching practice. (SPST Indicator 3.1.2)									Insert Subj: "3.2 Clap"
3.3 Selected, developed, organized and used appropriate teaching and learning resources, including ICT to address learning goals. (SPST Indicator 3.1.3)									Insert Subj: "3.3 Clap"
<b>4. Assessment and Reporting (SPST Domain 5)</b>									
4.1 Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (SPST Indicator 4.1.1)									Insert Subj: "4.1 Clap"
4.2 Monitored and evaluated learner progress and achievement using learner attainment data. (SPST Indicator 4.1.2)									Insert Subj: "4.2 Clap"
4.3 Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. (SPST Indicator 4.1.3)									Insert Subj: "4.3 Clap"



**PART IV: DEVELOPMENT PLANS**

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





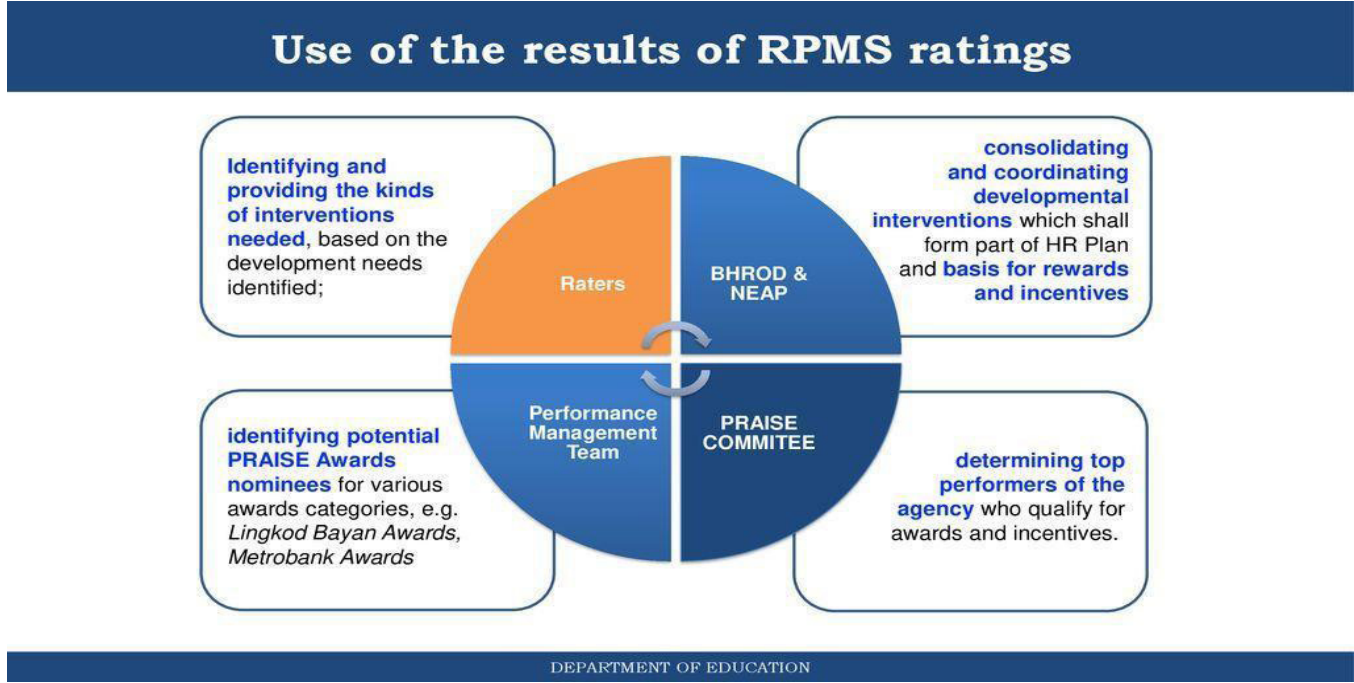


Figure 24: Use of results of RPMS data (RPMS IPCRF Data Collection and Consolidation System)

### Key Topic 24: PPST-based RPMS Support Materials

#### Required Task 1: Reflection

Refer to your COT rating sheets, SAT assessment results, and IPCRF-Development Plan, if you have any. Reflect on your teaching performance based on the results that these forms reflect. Briefly discuss what you have discovered.

#### Summary

- The RPMS tools are the major PPST-based tools

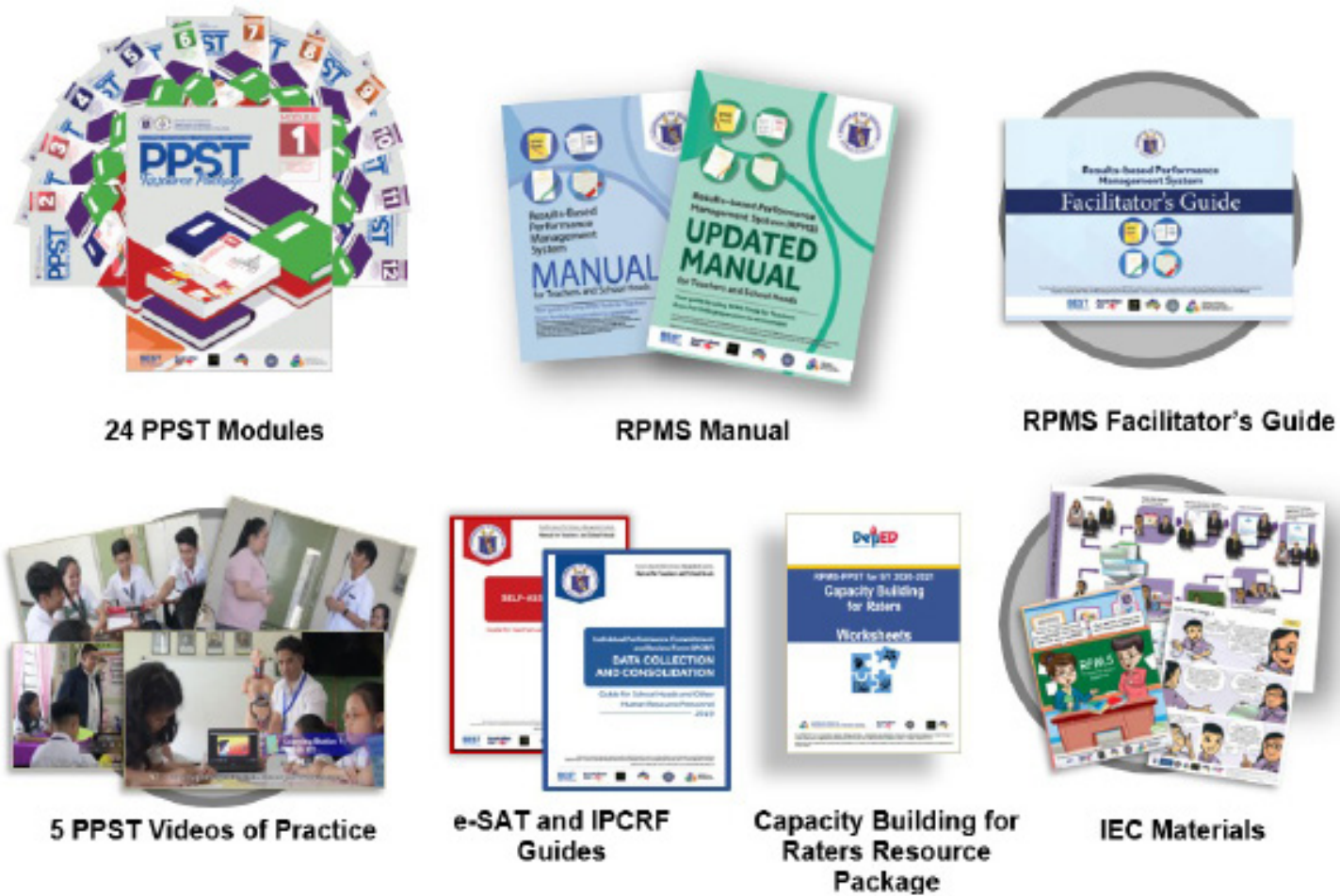



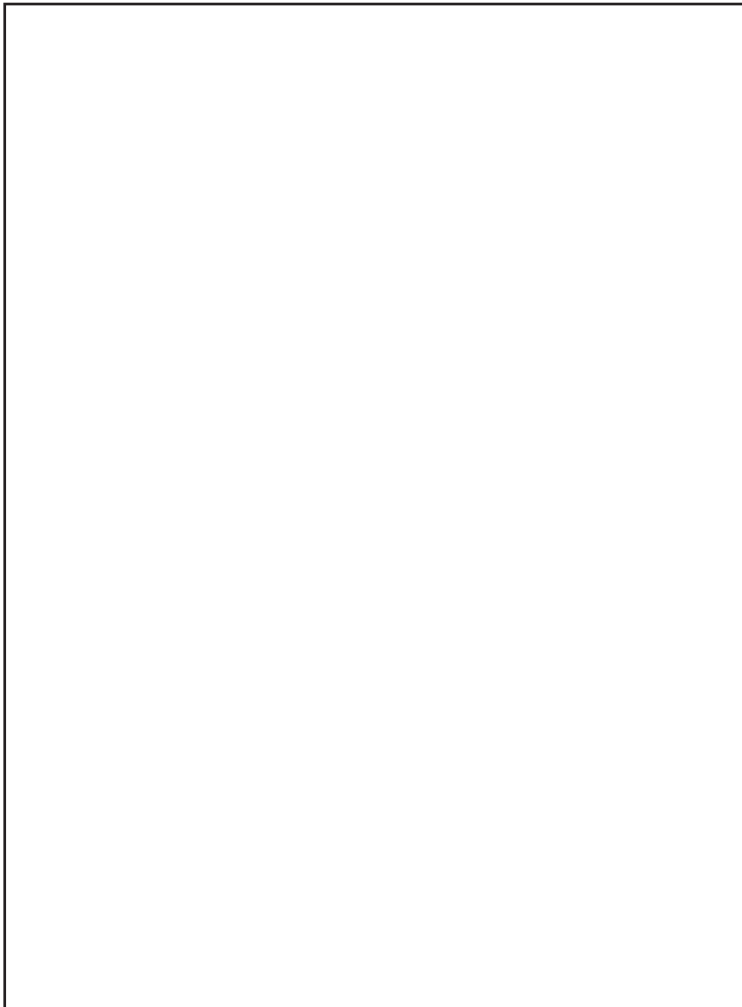
Figure 25: Support materials

There are a lot of support materials developed by RCTQ and BHROD to supplement all tools and associated tools for the PPST-aligned RPMS. Some of these support materials can be seen in Figure 25. All these materials can be accessed at <http://deped.in/RPMSPPSTSY20192020>.



that teachers need to be familiar with. There are two (2) RPMS Tools intended for 2 career stages:

- RPMS Tool for Teachers I-III (Proficient Teachers)
- RPMS Tool for Master Teachers I-IV (Highly Proficient Teachers)

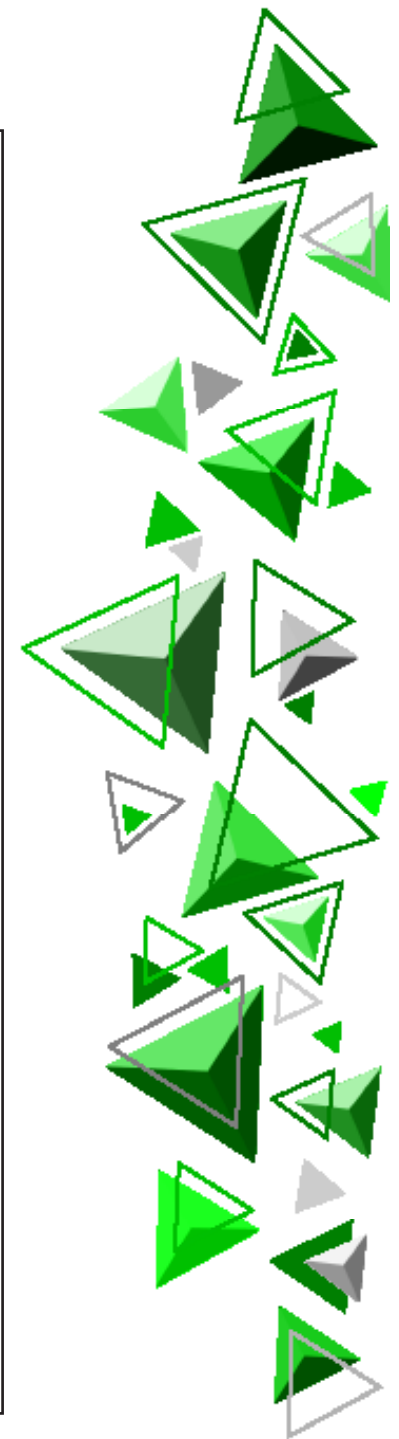


- Associated tools are other tools that are used in the PPST-aligned RPMS. These tools are used to help generate data of teachers' performance, which are utilized to support the Learning and Development and Professional Development of teachers. These include COT, SAT, and the IPCR Data Collection Forms.
- Support materials are other materials used to promote further understanding of the PPST-aligned RPMS.

## Session 5 – Developing Lesson Plans as Quality Evidence for RPMS

### Preliminary Activity

Choose a lesson plan which you have previously crafted. Enumerate all parts and describe what you have entered on each part.







### Key Topic: When does a lesson plan become a quality evidence for RPMS?

As seen in the RPMS Tools, one of the Means of Verification (MOVs) to support the COT Rating Sheet or Inter-Observer Agreement Form for Classroom-Observable RPMS Objectives is a Lesson Plan (Figure 1). For example, in School Years 2018-2019 and 2019-2020, a Lesson Plan may be provided for RPMS Objectives 1, 2, 3, 4, 6, 7, 9, and 10 for

teachers using the Proficient Tool. For teachers using the Highly Proficient Tool, a Lesson Plan may be provided for RPMS Objectives 1, 3, 4, and 7. For the next School Years, there will be different sets of objectives and teachers will just have to check which ones could be supported by a lesson plan.



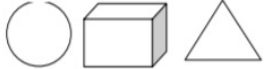
OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas	<p><b>Main MOV:</b> Classroom Observation Tool (COT) rating sheets and/or inter-observer agreement forms on knowledge of content within and across curriculum teaching areas</p> <p><b>Supporting MOV:</b> <i>Any 1 used during observation</i> that highlights application of knowledge of content within and across curriculum teaching areas</p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• material</li> <li>• Performance task</li> <li>• Test material</li> <li>• Activity sheet</li> <li>• Others (Please specify and provide annotations)</li> </ul>	<b>Quality</b>	Demonstrated <b>Level 7</b> in Objective 1 as shown in COTs with an average transmuted rating ranging from 4.500-5.000	Demonstrated <b>Level 6</b> in Objective 1 as shown in COTs with an average transmuted rating ranging from 3.500-4.499	Demonstrated <b>Level 5</b> in Objective 1 as shown in COTs with an average transmuted rating ranging from 2.500-3.499	Demonstrated <b>Level 4</b> in Objective 1 as shown in COTs with an average transmuted rating ranging from 1.500-2.499	Demonstrated <b>Level 3</b> in Objective 1 as shown in COTs with an average transmuted rating ranging from 1.000-1.499  or No acceptable evidence was shown
		<b>Efficiency</b>	Submitted <b>4 COT rating sheets/inter-observer agreement forms</b> , each with any 1 of the Supporting MOV	Submitted <b>3 COT rating sheets/inter-observer agreement forms</b> , each with any 1 of the Supporting MOV	Submitted <b>2 COT rating sheets/inter-observer agreement forms</b> , each with any 1 of the Supporting MOV	Submitted <b>1 COT rating sheet/inter-observer agreement form</b> with any 1 of the Supporting MOV	No acceptable evidence was shown
		<b>Timeliness</b>	COT rating sheets/inter-observer agreement forms submitted were distributed across <b>4 quarters</b>	COT rating sheets/inter-observer agreement forms submitted were distributed across <b>3 quarters</b>	COT rating sheets/inter-observer agreement forms submitted were distributed across <b>2 quarters</b>	COT rating sheet(s)/inter-observer agreement form(s) submitted in <b>1 quarter</b>	No acceptable evidence was shown

Figure 26: MOV for KRA 1

To support the COT rating sheet or inter-observer agreement form as Main MOV, a lesson plan becomes a valid and acceptable MOV if:

- it has been used during observation
- portion(s) of it highlight(s) the RPMS Objective (or COT Indicator) it was supplied for.

Sample lesson plans to illustrate each classroom-

I. OBJECTIVES	
A. Learning Competencies	Perform Basic Mensuration and Calculation
B. Learning Outcome	LO1. Select and use measuring instruments
C. Learning Objectives (KSA)	1. Identify the drafting tools and drawing instruments. 2. Use the drafting tools and drawing instruments. 3. Show appreciation of the use of the drafting tools and drawing instruments by thinking of ways on how to apply them in daily lives.
II. CONTENT	
Drafting tools and drawing instruments	
III. LEARNING RESOURCES	
A. References	K to 12 Mechanical Drafting Learning Module Pages 31 - 44 <a href="https://etc.usf.edu/clipart/galleries/706-mechanical-drawing-tools">https://etc.usf.edu/clipart/galleries/706-mechanical-drawing-tools</a>
B. Other Learning Resources	<a href="https://www.draftingsteals.com/catalog-drafting---drawing-aides.html">https://www.draftingsteals.com/catalog-drafting---drawing-aides.html</a> <a href="https://www.mathsteacher.com.au/year8/ch10_geomcons/O3_circles/comp.html">https://www.mathsteacher.com.au/year8/ch10_geomcons/O3_circles/comp.html</a>
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	The students will give a recap about the previous lesson. Questions to be asked: -What are the two drawing papers used in mechanical drafting? -Why is it important to know the different kinds of eraser and pencil? -How can you differentiate the kinds of T-square?
B. Establishing a purpose for the lesson	"FLAG QUIZ" Directions: Identify the flags of the different Southeast Asian countries and give the shapes and symbols used. Questions to be asked: 1. What country does this flag represent? 2. What are the shapes/symbols used in this flag? 3. What do you think are the tools and instruments used to draw this flag? Explain your answer.
	
C. Presenting examples/ instances of the new lesson	The teacher will present actual measuring tools and instruments that the students will identify. 
D. Discussing new concepts and practicing new skills #1	Drawing materials and tools/drawing instruments The students will identify the drafting tools and drawing instruments used on the given shapes.  Questions to be asked: 1. What drafting tools and drawing instruments are used on the given object? 2. Why is it important to use appropriate drafting tools and drawing instruments in creating different shapes?

First, I examined concepts from other curriculum learning areas that could be potentially integrated to the current lesson. Next, I determined the learners' knowledge and skills necessary to serve as basis for the level of integration to the subject matter. So, I used previous discussion on shapes as reference to the current lesson. Then, I selected interdisciplinary content to be integrated into that of the current lesson. In this case, I used a concept from Araling Panlipunan. I integrated properly chosen content knowledge within and across curriculum areas in specific parts of the Daily Lesson Log or Daily Lesson Plan to aid learning and instruction. Further, I ensured that the integration would not replace the main lesson and would not hinder the attainment of the competency.

5

observable indicator (or RPMS objective) can be found in the PPST Resource Package. The samples were developed based on the guidelines on daily lesson preparation (DepEd Order No. 42, s. 2016). A sample lesson plan for COT Indicator 1 (or RPMS Objective 1) on **Applying knowledge of content within and across curriculum teaching areas** is shown below (Figure 2).

Figure 27: Sample lesson plan (Source: PPST Resource Package Module 1, 5; Medrano, 2018 Daily Lesson Log (DLL) in Technology and Livelihood Education (TLE) – Mechanical Drafting Grade 8. Governor Luis A. Ferrer Jr. East National High School, Gen. Trias City, Cavite.)





### Optional Task: Activity

From the lesson plan/exemplar you provided in the Introductory Activity, which portions demonstrate/highlight COT Indicator 1? Elaborate.



## Summary/Key Learning

- Preparing for lessons through the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process.
- A detailed Lesson Plan (DLP) is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
- Lesson plans are recognized Means of Verification for classroom-observable RPMS objectives in the RPMS.

## Required Task 2: Activity

Using either a lesson plan prepared by your mentor (recommended) or the lesson plan/lesson exemplar you provided, check which COT Indicators (or RPMS Objectives) are present. Elaborate on your findings. If an indicator is not present, is it possible to have it present in the lesson plan? How?





# Congratulations!

You've come to the end of this course.

Please go to this link for the summative assessment: \_\_\_\_\_

Don't forget to take a screenshot of your score.  
It will be submitted to your mentor for verification and recording purposes.

Once you're done, kindly input your score here: Input your score here.

Additional reminder:  
Compile your portfolio output/s and make sure  
that your mentor has checked your coursebook.

## Glossary

The following are operational definitions of some key terms that you have come across while completing this module.

<b>Domain</b>	Broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers
<b>Indicators</b>	Concrete, observable and measurable teacher behaviors/practices covered in every strand in the set of professional standards for teachers
<b>Strand</b>	More specific dimensions of teacher practice under every domain in the set of professional standards for teachers
<b>High performers</b>	DepEd teaching personnel who are able to perform beyond expectations
<b>High potentials</b>	DepEd teaching personnel who are high performers and have the aspiration to take future leadership positions in DepEd
<b>Key result areas</b>	General Outputs or outcomes. In the context of the RPMS Tools, the KRAs capture the domains of the Philippine Professional Standards for Teachers
<b>Means of Verification (MOV)</b>	List of documents that can show teachers attainment of objectives
<b>Performance Indicators</b>	In the RPMS Tools, the performance indicators provide descriptions of quality and quantity
<b>The Classroom Observation Tool (COT)</b>	is an assessment tool that is used to measure classroom performance of teachers against a set of PPST classroom observable indicators
<b>The Self-Assessment Tool (SAT)</b>	is an RPMS associated tool that helps teachers reflect on the different performance indicators related to their professional work. The results of the self-assessment will guide teachers on which indicators they must improve and the areas where they need coaching and mentoring.





**The RPMS Cycle**

is composed of four (4) phases, namely: Phase I: Performance Planning and Commitment; Phase II: Performance Monitoring and Coaching; Phase III: Performance Review and Evaluation; Phase IV: Performance Rewarding and Development Planning

**Professional Development Plan**

is used to improve or correct performance of employees with Unsatisfactory and Poor performance ratings.

**Individual Performance Commitment and Review Form (IPCRF)**

is an individual's target based on the Office performance targets and measures in the OPCRF.

**Office Performance Commitment and Review Form (OPCRF)**

summarizes the targets, performance measures, budget and responsibility centers of the Office.

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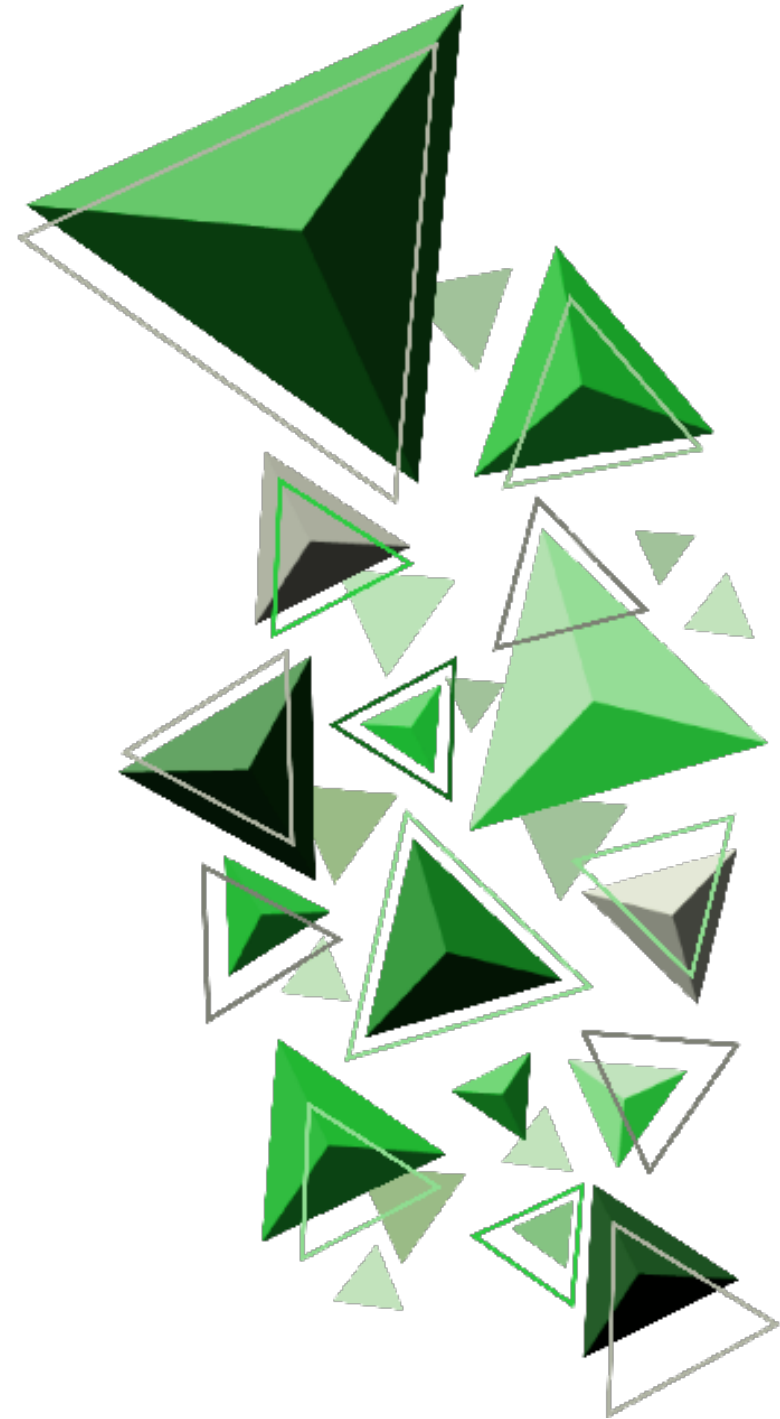
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