



Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

DepEd, Division of Zamboanga Sibugay	
RECORD SECTION	
NO. 247190	TIME 3:01PM
BY: _____	DATE OCT 03 2025
RELEASED	

02 October 2025

DIVISION MEMORANDUM

No. **505**, s. 2025

**ADOPTION OF DEPED MEMORANDUM NO. 089, S. 2025 RE:
GUIDELINES ON THE MULTI-YEAR PERFORMANCE MANAGEMENT AND
EVALUATION SYSTEM FOR TEACHERS FROM SCHOOL YEARS 2025-
2026 TO 2027-2028**

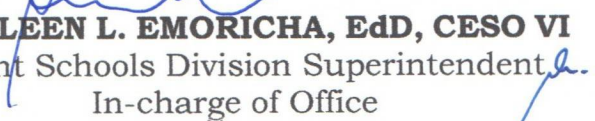
To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisor/District In-Charge
Public Schools Elementary and Secondary School Heads
Public Schools Elementary and Secondary Teachers
All Others Concerned
This Division

1. Pursuant to DepEd Memorandum No. 089, s. 2025, entitled "*Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028*," the Schools Division of Zamboanga Sibugay hereby adopts the provisions of the said issuance for implementation in all public elementary and secondary schools within the Division.
2. The Memorandum provides the official policies, standards, and procedures governing the multi-year Performance Management and Evaluation System (PMES) for teachers, duly aligned with the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS).
3. All Public Schools District Supervisors/Districts-in-Charge and School Heads are directed to ensure the immediate orientation, dissemination, and faithful implementation of the provisions of this Memorandum to all teachers under their supervision, beginning School Year 2025-2026 until School Year 2027-2028.
4. Attached herewith is a copy of DepEd Memorandum No. 089, s. 2025 for reference and guidance.

5. For immediate dissemination and strict compliance.

VIRGILIO P. BATAN JR., CESO V
Schools Division Superintendent

For the Schools Division Superintendent


MA. COLLEEN L. EMORICHA, EdD, CESO VI
Assistant Schools Division Superintendent
In-charge of Office

References: DepEd Memorandum No. 089, s. 2025
To be indicated in the perpetual index under the subject:
Performance Management PMES

ZS-DM-SGOD-HRD-2025-10-284-0
AMG-202510-02



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. 089, s. 2025

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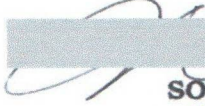
**GUIDELINES ON THE MULTI-YEAR PERFORMANCE MANAGEMENT AND EVALUATION
SYSTEM FOR TEACHERS FROM SCHOOL YEARS 2025-2026 TO 2027-2028**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. To ensure a strengthened and continuous teacher performance management and evaluation aligned with the Philippine Professional Standards for Teachers (PPST), the Department of Education (DepEd) issues the enclosed **Guidelines on the Multi-Year Performance Management and Evaluation System (PMES) for Teachers from School Years (SY) 2025-2026 to 2027-2028**.
2. This Memorandum establishes comprehensive guidelines for assessing and improving teacher performance over school years, thereby addressing the need for continuity and consistency in teachers' performance management and evaluation, pursuant to the PPST, while streamlining and simplifying the process and requirements involved. This Memorandum also marks the commencement of a new three-year cycle of teacher performance assessment, covering all 37 indicators under the PPST.
3. This Memorandum covers all teachers in public elementary and secondary schools, as well as community learning centers, including Alternative Learning Systems, Madrasah, Special Needs Education, and special science teachers. It serves as a guide for the ratees, raters, approving authorities, and other stakeholders in managing and evaluating teachers' performance pursuant to the PPST.
4. The implementation of these guidelines shall begin in the first quarter of SY 2025-2026.
5. For inquiries and other concerns, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at helpdesk.rpms@deped.gov.ph or at telephone number (02) 8470-6630.

6. Immediate dissemination of this Memorandum is desired.




SONNY ANGARA
Secretary

Encl.:

As stated

References:

DepEd Order Nos. 042, s. 2017 and 2, s. 2015

DepEd Memorandum Nos. 017, s. 2025 and 008, s. 2023

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
BUREAUS AND OFFICES
CALENDAR
CLASSES
OFFICIALS
PERFORMANCE
RATING
SCHOOLS
TEACHERS

**GUIDELINES ON THE MULTI-YEAR PERFORMANCE MANAGEMENT AND
EVALUATION SYSTEM (PMES) FOR TEACHERS
FROM SCHOOL YEAR (SY) 2025-2026 TO SY 2027-2028**

I. Rationale

1. The Department of Education (DepEd) has continuously enhanced its teacher performance management system to ensure alignment with its organizational goals and improve teaching and learning outcomes. Through DepEd Memorandum (DM) No. 008, s. 2023, titled "*Multi-Year Guidelines on the Results-Based Performance Management System – Philippine Professional Standards for Teachers*", Department implemented the second cycle of the Results-based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST), covering School Year (SY) 2022-2023 to SY 2024-2025. This initiative aimed to provide a structured and evidence-based approach to evaluating teacher performance and professional growth.
2. However, in July 2024, DepEd suspended the implementation of the RPMS-PPST and through DepEd Memorandum No. 37, s. 2024, titled "*Creation of Task Force Results-Based Performance Management System and Teachers Workload*", it comprehensively reviewed the system to streamline performance processes and requirements. The review aimed to refine performance indicators, ensure a clearer cascading of DepEd's organizational goals, and enhance alignment with the evolving needs of the education sector.
3. In February 2025, the suspension was lifted through DepEd Memorandum No. 17, s. 2025, titled "*Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025*", which provided interim guidelines for the implementation of the Performance Management and Evaluation System (PMES) for teachers for SY 2024-2025.
4. Building on these efforts, this multi-year PMES for teachers is designed to strengthen teacher performance management, ensuring a more effective and sustainable system that directly contributes to improving teaching and learning outcomes. Through this initiative, DepEd remains committed to fostering a culture of continuous professional development, accountability, and excellence in education.
5. The **Multi-Year PMES** aims to establish a streamlined teacher performance assessment process and requirements while maintaining consistency, objectivity, and fairness in assessing teacher performance. Additionally, the system is designed to support the professional growth of teachers by enhancing coaching and mentoring mechanisms, ensuring that they receive meaningful feedback and guidance to improve their instructional practices and overall effectiveness in the classroom.

II. Scope and Coverage

6. This Guideline applies to all public school teachers (i.e., Teachers I to VII, Master Teachers I to V), including teachers in the Alternative Learning System (ALS) program, Madrasah Program, Special Needs Education Program, and Special Science Education Program.

III. PMES Framework and Cycle

A. PMES Cycle for Teachers

7. The Performance Cycle of Teachers shall follow the DepEd PMES Cycle anchored on the Strategic Performance Management System (SPMS) for government agencies mandated by the Civil Service Commission (CSC) through CSC Memorandum Circular (MC) No. 6, s. 2012, titled "Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)". Figure 1 illustrates the four (4) phases of the Performance Management and Evaluation Cycle and related activities of teachers within a school year.

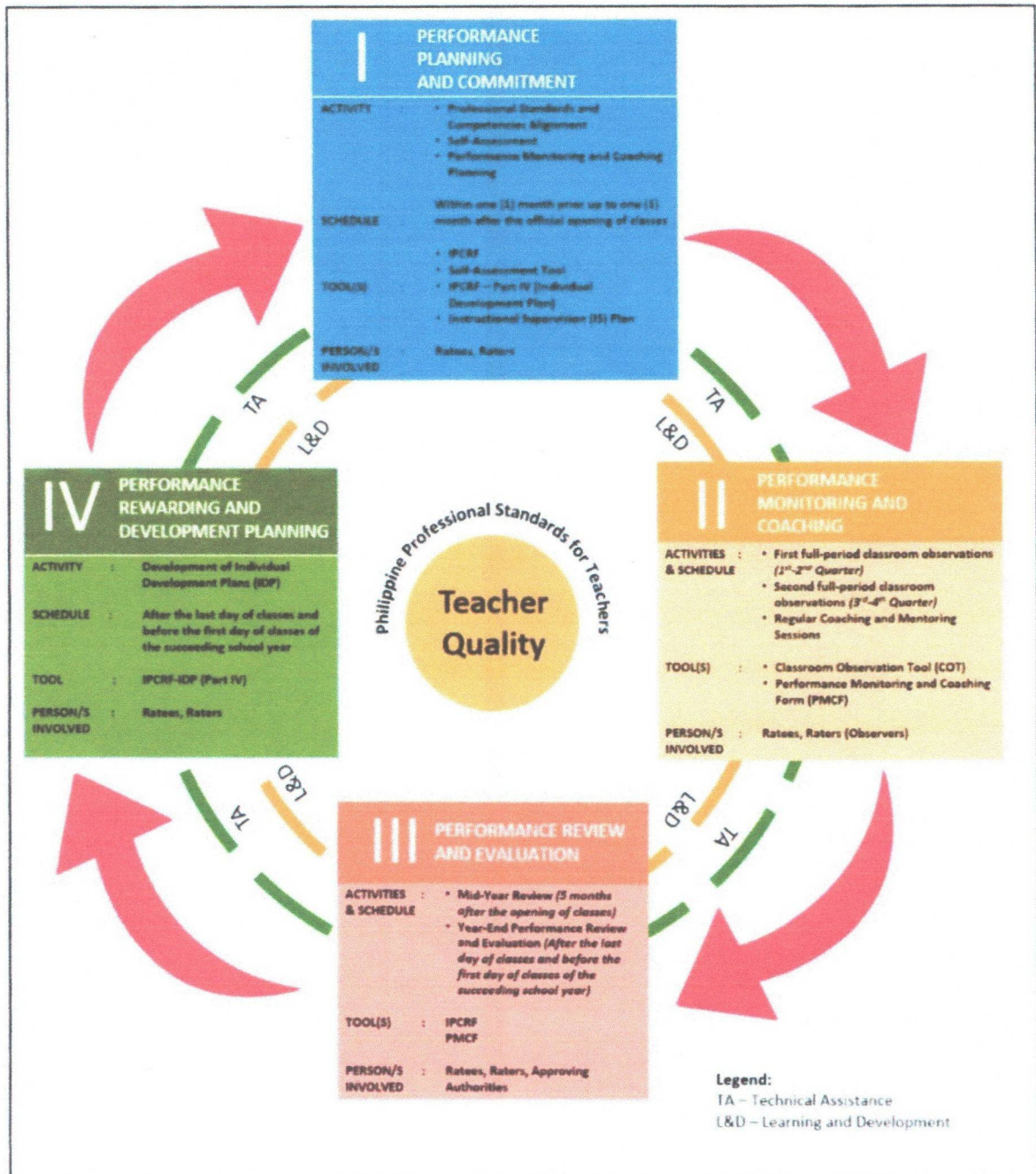


Figure 1. PMES Cycle for Teachers

- a. All teachers, including ALS teachers stationed in the CLCs and SDO, shall follow a performance cycle based on the prescribed school calendar for the year.

- b. The Performance Management shall follow this timeline:

Phase I: Performance Planning and Commitment – This shall be conducted from one (1) month before to one (1) month after the official start of classes.

Phase II: Performance Monitoring and Coaching – This shall be conducted throughout the school year.

Phase III: Performance Review and Evaluation – This consists of: (1) Mid-Year Review and Assessment, which shall be conducted five (5) months after the official opening of classes; and (2) Year-End Performance Review and Evaluation, which shall be conducted after the last day of classes and before the first day of classes of the succeeding school year.

Phase IV: Performance Rewarding and Development Planning – This shall be conducted after the last day of classes and before the first day of classes of the succeeding school year.

- c. Teachers shall use the Individual Performance Commitment and Review Form (IPCRF) that is specifically designed to capture teachers' performance in terms of their achievement and demonstration of the professional standards as well as the core and leadership competencies.

B. Annual Timeline

8. The performance management and evaluation of teachers shall follow annually the timeline provided below (Table 1).

Table 1. Annual Timeline of PMES for Teachers

Cycle/Phase	Task/Activity	Tools	Person(s) Responsible	Schedule
PHASE I Performance Planning and Commitment	Performance Standards and Competencies Alignment	Individual Performance Commitment and Review Form (IPCRF)	Raters and Ratees	From one (1) month before to one (1) month after the official start of classes
	Self-Assessment	Self-Assessment Tool (SAT)	Ratees	
	Initial Individual Development Planning	Individual Development Plan (IDP)	Ratees	
	Performance Monitoring and Coaching Planning	Instructional Supervisory Plan	Ratees and Raters	

PHASE II Performance Monitoring and Coaching	Full-period Classroom Observation 1	Classroom Observation Tool (COT)	Ratees and Raters	Within 1 st – 2 nd Quarter
	Frequent short-period and walkthrough observations	<u>Rater:</u> Performance Monitoring and Coaching Form (PMCF)	Ratees and Raters	Regularly from 1 st Quarter to 4 th Quarter
	Regular monitoring and provision of technical assistance on practices that support the teaching and learning process			
	Accomplishment and annotation of documents for rating demonstration of NCOIs	PMES Tools	Ratees and Raters	
	Full-period Classroom Observation 2	COT	Ratees and Raters	Within 3 rd – 4 th Quarter
PHASE III Performance Review and Evaluation	Mid-Year Review and Assessment	IPCRF	Raters and Ratees	Five (5) months after the opening of classes
	Year-End Performance Review and Evaluation	IPCRF	Raters, Ratees, and Approving Authorities	After the last day of classes and before the first day of classes of the succeeding school year
PHASE IV Performance Rewarding and Development Planning	Finalization of Individual Development Plans	IPCRF - IDP	Ratees	After the last day of classes and before the first day of classes of the succeeding school year

C. Procedure

Phase I: Performance Planning and Commitment

9. Phase I sets the initial stage of the performance management cycle, where goals and expectations are clearly defined between the ratee (teacher) and the rater.

Professional Standards and Competencies Alignment

10. The Raters discuss with teachers (ratees) the expected professional standards and competencies for performance management, and provide guidance on aligning these expectations with actual teaching practice.

Part I: Professional Standards (PPST)

11. Anchored on the PPST, teachers shall be expected to perform and demonstrate the PPST indicators relevant to their role. Their performance shall be assessed according to the PPST Career Stage assigned to their teacher position.

Table 2. Corresponding PPST Career Stage for Teacher Positions

Teacher Positions	PPST Career Stage
Teacher I-III	Beginning towards Proficient
Teacher IV-VII	Proficient
Master Teachers I-II	Highly Proficient
Master Teachers III-V	Distinguished

12. Teachers who are under the *Beginning towards Proficient Teacher* category are expected to have gained the qualifications recognized for entry into the profession but are able to demonstrate some, but not all, competencies that are expected from a *Proficient Teacher*. They have 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, and 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.

The following teacher positions shall be under the *Beginning towards Proficient Teacher* category:

- Teacher I;
- Teacher II; and
- Teacher III.

13. Teachers who are classified as *Proficient Teachers (Career Stage 2)* are those who 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 2 Teachers.

The following Teacher positions shall be under the *Proficient Teachers* Category:

- Teacher IV;
- Teacher V;
- Teacher VI; and
- Teacher VII.

14. Master Teachers who are classified as *Highly Proficient Teachers (Career Stage 3)* are those who consistently display high levels 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.

The following Master Teacher positions shall be under the *Highly Proficient Teachers* category:

- Master Teacher I; and
- Master Teacher II.

15. Master Teachers who are classified as *Distinguished Teachers (Career Stage 4)* are those who 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.

The following Master Teacher positions shall be under the *Distinguished Teachers* category:

- Master Teacher III
- Master Teacher IV; and
- Master Teacher V.

16. The sets of PPST Indicators determined in this guideline for *Part I: Professional Standards* shall cover all thirty-seven (37) indicators distributed across three (3) school years. Any modification to the set of indicators shall not be allowed.

17. For each school year, there shall be a total of 14 PPST Indicators for *Part I: Professional Standards* composed of **Classroom Observable Indicators (COIs)** and **Non-Classroom Observable Indicators (NCOIs)** of the PPST.

18. For purposes of PMES, teachers belonging to *Beginning towards Proficient* and *Proficient Teacher* categories shall adopt the indicators under the Career Stage II

(Proficient). However, in the classroom observation, *Beginning towards Proficient* teachers shall be rated based on Levels 2-6 rubrics, while *Proficient* teachers remain to be rated at Levels 3-7.

19. Table 3 provides the list of PPST Indicators for teachers under the *Beginning Towards Proficient* and *Proficient Teacher* career stages.

Table 3. PPST Indicators Distributed Across School Years for
Beginning Towards Proficient and Proficient Teachers

SY 2025-2026		SY 2026-2027		SY 2027-2028	
PPST Indicators	COI/NCOI	PPST Indicators	COI/NCOI	PPST Indicators	COI/NCOI
1.1.2*	COI	1.1.2*	COI	1.1.2*	COI
1.4.2*	COI	1.4.2*	COI	1.4.2*	COI
1.5.2*	COI	1.5.2*	COI	1.3.2	COI
2.3.2	COI	1.6.2	COI	1.2.2	NCOI
2.6.2	COI	2.1.2	COI	1.7.2	COI
3.1.2	COI	2.2.2	COI	2.4.2	COI
4.1.2	COI	3.2.2	COI	2.5.2	COI
4.4.2	NCOI	3.5.2	COI	3.3.2	COI
4.5.2	COI	4.2.2	NCOI	3.4.2	COI
5.1.2	COI	5.3.2	COI	4.3.2	NCOI
5.2.2	NCOI	5.5.2	NCOI	6.1.2	NCOI
5.4.2	NCOI	6.2.2	NCOI	6.3.2	NCOI
7.1.2	NCOI	7.3.2	NCOI	6.4.2	NCOI
7.5.2	NCOI	7.4.2	NCOI	7.2.2	NCOI

*Repeating PPST Indicators

20. Table 4 provides the list of PPST Indicators for teachers under the *Highly Proficient Teacher* career stage:

Table 4. PPST Indicators Distributed Across School Years for Highly Proficient Teachers

SY 2025-2026		SY 2026-2027		SY 2027-2028	
PPST Indicators	COI/NCOI	PPST Indicators	COI/NCOI	PPST Indicators	COI/NCOI
1.1.3*	COI	1.1.3*	COI	1.1.3*	COI
1.4.3*	COI	1.4.3*	COI	1.4.3*	COI
1.5.3*	COI	1.5.3*	COI	1.3.3	COI
2.3.3	COI	1.6.3	COI	1.2.3	NCOI
2.6.3	COI	2.1.3	COI	1.7.3	COI
3.1.3	COI	2.2.3	COI	2.4.3	COI
4.1.3	COI	3.2.3	COI	2.5.3	COI
4.4.3	NCOI	3.5.3	COI	3.3.3	COI
4.5.3	COI	4.2.3	NCOI	3.4.3	COI
5.1.3	COI	5.3.3	COI	4.3.3	NCOI
5.2.3	NCOI	5.5.3	NCOI	6.1.3	NCOI
5.4.3	NCOI	6.2.3	NCOI	6.3.3	NCOI
7.1.3	NCOI	7.3.3	NCOI	6.4.3	NCOI
7.5.3	NCOI	7.4.3	NCOI	7.2.3	NCOI

*Repeating PPST Indicators

21. Table 5 provides the list of PPST Indicators for teachers under the *Distinguished Teacher* career stage:

Table 5. PPST Indicators Distributed Across School Years for Distinguished Teachers

SY 2025-2026		SY 2026-2027		SY 2027-2028	
PPST Indicators	COI/NCOI	PPST Indicators	COI/NCOI	PPST Indicators	COI/NCOI
1.1.4*	COI	1.1.4*	COI	1.1.4*	COI
1.4.4*	COI	1.4.4*	COI	1.4.4*	COI
1.5.4*	COI	1.5.4*	COI	1.3.4	COI
2.3.4	COI	1.6.4	COI	1.2.4	NCOI
2.6.4	COI	2.1.4	COI	1.7.4	COI
3.1.4	COI	2.2.4	COI	2.4.4	COI
4.1.4	COI	3.2.4	COI	2.5.4	COI
4.4.4	NCOI	3.5.4	COI	3.3.4	COI
4.5.4	COI	4.2.4	NCOI	3.4.4	COI
5.1.4	COI	5.3.4	COI	4.3.4	NCOI
5.2.4	NCOI	5.5.4	NCOI	6.1.4	NCOI
5.4.4	NCOI	6.2.4	NCOI	6.3.4	NCOI
7.1.4	NCOI	7.3.4	NCOI	6.4.4	NCOI
7.5.4	NCOI	7.4.4	NCOI	7.2.4	NCOI

*Repeating PPST Indicators

Part II-A: Core Competencies

22. As expected of all employees, including teachers in DepEd, the demonstration of Core Competencies shall be assessed. Anchored on Republic Act (R.A.) No. 6713, otherwise known as the "Code of Conduct and Ethical Standards for Public Officials and Employees", these competencies represent how individuals demonstrate and uphold the values of the organization and the civil service. The Core Competencies include:

- Self-management
- Professionalism and Ethics
- Results Focus
- Teamwork
- Service Orientation
- Gender Sensitivity

Part II-B: Leadership Competencies

23. Teachers with supervisory functions, such as Master Teachers and Department Heads, are expected to demonstrate the Leadership Competencies, which shall be assessed in relation to their functional roles. These competencies reflect the ability to lead teams, make strategic decisions, inspire and motivate others, manage resources effectively, and foster a positive organizational culture. The Leadership Competencies include:

- Leading People
- People Development

- People Performance Management

Teacher Self-Assessment and Development Planning

24. Teachers as ratees shall assess their own capability and areas of improvement on the PPST Indicators. They shall also assess their potential demonstration of core and leadership competencies, whenever applicable.

25. A complete self-assessment covering all thirty-seven (37) PPST indicators shall be conducted **once every three (3) years**. This serves as a comprehensive reflection and baseline for long-term professional growth. The **next full self-assessment shall be conducted only after the 3-year cycle is completed** and all 37 PPST indicators have been assessed through the annual performance management process.

For newly hired teachers, the full self-assessment covering all 37 PPST indicators shall be accomplished upon assumption to duty as part of their induction and onboarding.

While the full self-assessment is done once every three (3) years, the conduct of annual individual development planning based on the focus PPST Indicators shall still be required at the end of the performance cycle.

26. Based on the result of the full self-assessment, the ratee (teacher) shall prepare a multiyear Individual Development Plan (IDP) and discuss with the rater which PPST indicators and competencies they must enhance in the particular school year and in which areas coaching and mentoring are necessary.

Performance Monitoring and Coaching Planning

27. The rater shall prepare the **Instructional Supervisory (IS) Plan** guided by the Individual Development Plans (IDPs) of teachers being handled as ratees.

28. The **schedule of conduct of full-period classroom observations** shall be indicated in the IS Plan as agreed upon by both the ratee (teacher) and the rater (observer). These observations are essential for gathering evidence of teaching practices aligned with the PPST indicators and shall be used as key references for feedback and coaching sessions.

29. The IS Plan shall serve as a guiding document in Phase II to ensure that support mechanisms, observation feedback, and coaching strategies are responsive to the teacher's actual needs and aligned with their professional development goals.

30. Raters shall also ensure that the IS Plan includes the management of relevant Professional Development (PD) opportunities for teachers, identified based on their IDPs, SAT result, and observed performance gaps throughout the school year.

Performance Commitment

31. Ratees shall commit to deliver and agree to be rated on the attainment of the improved learner performance targets and the PPST-based targets.

Phase II: Performance Monitoring and Coaching

32. Phase II focuses on the continuous tracking of teachers' progress and the provision of timely feedback and support to enhance professional growth and improve performance.

33. The performance monitoring and coaching of teachers shall be conducted through the following:

- a. Formative Assessment and Regular Provision of Technical Assistance, Coaching, and Mentoring
- b. Full-Period Classroom Observations (PPST-based Assessment)
- c. Accomplishment and Annotation of Documents for Rating the Demonstration of Non-Classroom Observable Indicators

34. Regular monitoring of the teachers' instructional practices and personal and professional development shall be conducted throughout the school year as part of the instructional supervision and as basis for coaching and mentoring.

35. The participation of teachers on PD opportunities, as identified and scheduled in the IS Plan, shall also be regularly monitored and documented during this phase.

36. During this phase, the **IS Plan** shall serve as the main reference in the conduct of the coaching and mentoring sessions. It ensures that all support provided is aligned with the teacher's identified development needs, performance targets, and areas for professional growth.

Formative Assessment: Regular Coaching, Mentoring, and Technical Assistance

37. **Frequent short-period and walkthrough observations.** To provide continuous support to teachers in enhancing their effectiveness in instruction and to address gaps identified during full-period classroom observations, **frequent short-period and walkthrough observations (i.e., monitoring by walking around strategy)**, approximately 10-15 minutes, shall be conducted as a **non-rated, formative, and developmental approach**. These brief and informal observations will allow for timely feedback and targeted support, fostering continuous improvement and enhancement in teaching strategies.

- a. **Frequency and Duration:** Short-period and walkthrough observations should occur regularly, with a focus on specific instructional practices or areas of concern.
- b. **Purpose:** The primary goal of these observations is to provide constructive feedback, identify areas for growth, and support professional development.
- c. **Collaboration:** Teachers are encouraged to collaborate with colleagues or mentors during these observations to foster a culture of shared learning and support.
- d. **Follow-Up:** After each observation, a brief debriefing session will be conducted to discuss findings, celebrate successes, and outline actionable steps for improvement.
- e. **Documentation:** Observer-mentors shall maintain a record of each observation in the Performance Monitoring and Coaching Form (PMCF) and the associated feedback to track progress over time.

38. **Regular monitoring and provision of technical assistance on practices that support the teaching and learning process.** To ensure the effective design and implementation of teaching and learning process and materials—as well as community linkages, professional engagement, personal growth, and professional development—regular monitoring and targeted provision of technical assistance shall be conducted, complemented with immediate and constructive feedback. This feedback will allow teachers to make timely improvements and enhancements on teacher practices.

39. Significant incidents observed and feedback provided to Ratees shall be recorded by the Rater using the Performance Monitoring and Coaching Form PMCF.

40. The Rater, as the coach or mentor of the Ratee, plays a critical role in the performance monitoring, coaching, and provision of technical assistance. They shall provide an enabling environment and intervention for continuous improvement.

Full-Period Classroom Observations (PPST-based Assessment)

41. Teachers shall be required to undergo **two (2) full-period classroom observations for each school year.**

42. The first full-period classroom observation (CO) shall be conducted at any time during the 1st or 2nd quarter of the school year, while the second full-period CO shall take place at any time during the 3rd or 4th quarter. The schedule for each CO shall be agreed upon by the rater and the ratee, subject to items 46 and 47 of this Memorandum. Below is the prescribed timeline for the conduct of full-period COs:

Table 6. Prescribed Timeline for the conduct of Full-period Classroom Observations

TASK/ACTIVITY	SCHEDULE
1 st Full-Period CO	During the 1 st or 2 nd Quarter of the school year
2 nd Full-Period CO	During the 3 rd or 4 th Quarter of the school year

43. Tables 7, 8, and 9 provide the schedule and distribution of the identified COIs that shall be observed for *Beginning towards Proficient*, *Proficient*, *Highly Proficient*, and *Distinguished* teachers.

Table 7. Schedule and Distribution of PPST COIs for Beginning towards Proficient Teachers and Proficient Teachers

	SY 2025-2026		SY 2026-2027		SY 2027-2028	
	1st CO	2nd CO	1st CO	2nd CO	1st CO	2nd CO
	1.1.2	1.1.2	1.1.2	1.1.2	1.1.2	1.1.2
	1.4.2	1.4.2	1.4.2	1.4.2	1.4.2	1.4.2
	1.5.2	1.5.2	1.5.2	1.5.2	1.3.2	2.5.2
	2.3.2	2.6.2	1.6.2	3.2.2	1.7.2	3.3.2

TOTAL	3.1.2	4.5.2	2.1.2	3.5.2	2.4.2	3.4.2
	4.1.2	5.1.2	2.2.2	5.3.2		
	6	6	6	6	5	5

Table 8. Schedule and Distribution of PPST COIs for Highly Proficient Teachers

	SY 2025-2026		SY 2026-2027		SY 2027-2028	
	1 st CO	2 nd CO	1 st CO	2 nd CO	1 st CO	2 nd CO
	1.1.3	1.1.3	1.1.3	1.1.3	1.1.3	1.1.3
	1.4.3	1.4.3	1.4.3	1.4.3	1.4.3	1.4.3
	1.5.3	1.5.3	1.5.3	1.5.3	1.3.3	2.5.3
	2.3.3	2.6.3	1.6.3	3.2.3	1.7.3	3.3.3
	3.1.3	4.5.3	2.1.3	3.5.3	2.4.3	3.4.3
	4.1.3	5.1.3	2.2.3	5.3.3		
TOTAL	6	6	6	6	5	5

Table 9. Schedule and Distribution of PPST COIs for Distinguished Teachers

	SY 2025-2026		SY 2026-2027		SY 2027-2028	
	1 st CO	2 nd CO	1 st CO	2 nd CO	1 st CO	2 nd CO
	1.1.4	1.1.4	1.1.4	1.1.4	1.1.4	1.1.4
	1.4.4	1.4.4	1.4.4	1.4.4	1.4.4	1.4.4
	1.5.4	1.5.4	1.5.4	1.5.4	1.3.4	2.5.4
	2.3.4	2.6.4	1.6.4	3.2.4	1.7.4	3.3.4
	3.1.4	4.5.4	2.1.4	3.5.4	2.4.4	3.4.4
	4.1.4	5.1.4	2.2.4	5.3.4		
TOTAL	6	6	6	6	5	5

44. The rubrics applied in evaluating teaching performance are differentiated according to position and career stage as follows:

Table 10. Corresponding COT Rubric Levels for Teacher Positions

Teacher Positions	PPST Career Stage	COT Rubric Levels
Teachers I-III	Beginning towards Proficient	Levels 2-6

Teachers IV-VII	Proficient	Levels 3-7
Master Teachers I-III	Highly Proficient Teacher	Levels 4-8
Master Teachers IV-V	Distinguished Teacher	Levels 5-9

45. Master Teachers shall have a dual function as classroom teacher and mentor. The following COIs for *Highly Proficient* and *Distinguished* teachers shall be demonstrated both through classroom observation and through submission of evidence of mentoring and collaboratively working with colleagues.

Table 11. List of PPST Indicators for Master Teachers

Highly Proficient			Distinguished		
SY 2025-2026	SY 2026-2027	SY 2027-2028	SY 2025-2026	SY 2026-2027	SY 2027-2028
2.3.3	1.4.3	2.4.3	1.5.4	1.6.4	1.3.4
3.1.3	1.6.3	2.5.3	2.3.4	2.1.4	2.4.4
4.5.3		3.3.3	2.6.4	2.2.4	2.5.4
5.1.3		3.4.3	3.1.4	5.3.4	3.3.4
			4.1.4		
			4.5.4		
			5.1.4		

a. Pre-Observation

46. The ratee (teacher) and rater/s (observer/s) shall agree on the schedule of classroom observations (CO). The schedule must be set at least three (3) working days before the CO. In the event when the agreed schedule cannot push through due to conflicting schedules, the CO may be deferred, but must be rescheduled immediately to a day and time when the schedules of both the ratee and rater align with each other.

47. In case of unforeseen circumstances and fortuitous events that are beyond the control of the schools (such as natural or man-made calamities, disasters, lockdowns, etc.), concerned schools may be allowed to deviate from the prescribed timeline of conducting classroom observations, in accordance with Item No. 92 of this Memorandum, provided that all applicable modes of alternative classroom observation in the next item have been exhausted prior to submitting the request. The adjusted schedule shall be subject to approval by the Schools Division Superintendent (SDS).

48. **The default mode of classroom observation shall be in-person/face-to-face observation.** In case of any national or local pronouncements that may affect the operations of the school due to circumstances similar to those mentioned in subparagraph (a) of Item No. 92 of this Memorandum, the following modes of alternative classroom observation may be considered, subject to the relevant guidelines issued by DepEd:

- Online Synchronous Classroom Observation;
- Online Asynchronous Classroom Observation; and
- Classroom Observation via Learning Action Cells (LACs).

49. **Pre-observation Conference.** Before the conduct of the classroom observation, ratees (teachers) and raters (observer/s) shall conduct a pre-observation conference to review the Classroom Observation Tool (COT) Rubric appropriate to the career stage of the ratee to be observed. They shall refer to the list of classroom observable indicators to be observed in the particular classroom observation period (see Table 7, Table 8, and Table 9).

50. **Submission of lesson plans.** Ratees (Teachers) to be observed shall submit their lesson plan to the observer/s at least one (1) day before the scheduled classroom observation. Observers are discouraged from providing technical assistance on the teacher-ratee's lesson plan that will be used in the actual evaluative/rated observation.

51. Ratees (Teachers) and Raters (Observer/s) shall ensure that lesson plans, instructional materials, assessment tools, and other teaching and learning resources to be used during classroom observations reflect those which are actually employed during regular class days. This ensures that the demonstration of teaching in classroom observations represents the teaching-learning dynamics that learners and teachers experience on a daily basis.

b. Actual Observation

52. During the actual classroom observation, the ratee (teacher) shall deliver the lesson. For purposes of rating the performance, classroom observations shall be done for the entire class period.

53. The rater/s (observer/s) shall adhere to the following protocols during the observation:

- a. Use the Observation Notes Form to record comments and observations on the teacher's performance;
- b. Sit on the available chairs. Multiple observers shall sit apart, whenever possible;
- c. For multiple observers, they shall avoid engaging in any form of discussion with one another;
- d. Avoid giving any feedback on the teacher's performance, which may include using any facial expression or any other form of non-verbal communication; and
- e. Thank the teacher and leave the room immediately after the observation.

54. Ratees under the *Highly Proficient* and *Distinguished* Teachers Career Stages shall be observed by at least one (1) teacher-ratee as part of mentoring and coaching activities.

c. Post-Observation

55. **Individual Rating.** The raters (observers) rate the performance of the teacher using the COT appropriate to the teacher's career stage. The rating for the teacher's performance shall be solely based on the actual classroom observation as recorded in the Observation Notes Form. Only those indicators expected to be observed in an observation period, as specified in Tables 7, 8, and 9, shall be given ratings.

If there are multiple observers, only the subject specialist is expected to rate Indicator 1.1.2/1.1.3/1.1.4. If there is only one observer, he or she rates Indicator

1.1.2/1.1.3/1.1.4. Elementary teachers are generalists; all observers are expected to rate Indicator 1.1.2/1.1.3/1.1.4.

56. **Inter-Observer Agreement Exercise** (*in case of multiple observers*). Raters (Observers) shall meet to discuss the individual ratings given. In case of different ratings, they shall come up with a final rating. **The final rating shall not be an average of the individual ratings; it shall be determined through reasoned and consensual judgment** based on actual observed practice during the classroom observation, as documented in the COT - Observation Notes Form, and evaluated against the criteria specified in the COT - Rubric.

57. **Post-Observation Conference.** The rater/s (observer/s) shall conduct a post-observation conference with the ratee immediately after the observation or within three (3) days thereafter to discuss his or her experience and performance during the classroom observation, allowing the ratee to reflect on his or her strengths and areas for improvement.

58. The Post-Observation Conference shall be conducted in a manner which fosters constructive feedback by the rater/s (observer/s) on the experience and performance of the ratee during the classroom observation.

Accomplishment and Annotation of Documents for Rating NCOI Demonstration

59. The ratee shall consistently demonstrate achievement of non-classroom observable indicators throughout the school year.

60. Ratees are expected to promptly show or provide evidence and documentation of the demonstration and achievement of the objectives. Such evidence and documents may be crosscutting and targeting multiple objectives, which means that there is no need to duplicate copies of the documents per objective. **No portfolio for performance assessments shall be collected.**

61. Raters shall provide timely feedback to the documents presented which will be recorded in the PMCF for reference in the year-end performance evaluation.

62. Teachers who collaborated in the design, implementation, or documentation of a school-wide or grade-level initiative may provide a shared documentation with clearly indicated roles and evidence of contribution. Acceptable group documents include team lesson plans, school-based training programs, community projects, and classroom innovations implemented at scale.

Phase III: Performance Review and Evaluation

63. Phase III involves the assessment on the performance of the ratees based on established standards and indicators, serving as the basis for recognizing achievements and identifying areas for further development. It consists of (1) the Mid-Year Review and Assessment, which has a formative purpose, providing feedback and guidance to support ratee improvement; and (2) the Year End-Performance Review and Evaluation, which determines the overall performance of the ratee.

Mid-Year Review and Assessment

64. In support of continuous professional development and performance improvement, the Mid-Year Review and Assessment serves as a formative evaluation that allows ratees and raters to reflect on progress and identify areas for growth based on performance during the first two (2) quarters of the SY.

65. The mid-year review shall cover the following components:

- a. Mid-Year Review and Assessment of Professional Standards:
Classroom Observable and Non-Classroom Observable Indicators
- b. Mid-Year Review and Assessment of Core and Leadership Competencies

66. **Mid-Year Review and Assessment of Professional Standards: COIs.** The mid-year review and assessment of COIs shall focus on the teacher's performance **during the first full-period observation**. Each COI shall be rated based on the following performance measures:

- a. **Quality** – This refers to the effectiveness of teaching strategies as demonstrated during classroom observations. The rating for Quality is determined using the COT rubrics and subsequently transmuted to its corresponding PMES rating.
- b. **Timeliness** – This refers to the measure of whether the two (2) scheduled full-period classroom observations were completed based on the prescribed timeline (*refer to Table 6*).

67. **Mid-Year Review and Assessment of Professional Standards: NCOIs.** During the Mid-Year Review and Assessment, a mid-year review of the ratee's progress on NCOIs) shall be conducted. This aims to provide meaningful feedback on their engagement in teaching and learning-related activities such as LAC sessions, coaching and mentoring, professional development programs, and similar undertakings.

Ratees are encouraged to present available evidence and documentation that demonstrate their progress toward achieving NCOIs at this stage of the school year. The focus is on timely and ongoing documentation rather than deferring the collection of evidence until the end-of-year assessment.

68. **Submission of physical portfolio is not required.** However, to support mid-year and year-end assessments, teachers are encouraged to engage in self-monitoring and maintain a personal record of accomplishments related to NCOIs. Moreover, documents for COIs are crosscutting and targeting multiple objectives. Thus, there is no need to reproduce or duplicate copies of documents per objective.

69. **Mid-Year Review and Assessment of Core and Leadership Competencies.** The Mid-Year Review and Assessment shall include a preliminary assessment of the teacher's demonstration of key competencies:

- a. **Core Competencies.** All teachers shall be assessed on core competencies anchored on R.A. 6713. These competencies represent how individuals demonstrate and uphold the values of the organization and the civil service.

- b. **Leadership Competencies.** For Master Teachers, leadership competencies shall also be rated. These include the ability to lead teams, make strategic decisions, inspire and motivate others, manage resources effectively, and foster a positive organizational culture, in alignment with their functional roles. This supervisory function attached to their position is anchored on and defined in the PPST under the Highly Proficient Teacher Career Stage as per DepEd Order 42, s. 2017, titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers."

70. The rater shall write the appropriate rating for each behavioral indicator observed using the 5-point rating scale shown in Table 12.

Table 12. DepEd Competencies Rating Scale

Numerical Rating	Adjectival Rating	Definition
5	Outstanding	Role Model – consistently exceeds expectations and exemplifies behavior that inspires and influences others.
4	Very Satisfactory	Consistently demonstrates the desired behavior at a high and reliable level.
3	Satisfactory	Most of the time demonstrates the behavioral indicator, with occasional lapses.
2	Unsatisfactory	Sometimes demonstrates the behavioral indicator and needs improvement.
1	Poor	Rarely demonstrates the behavioral indicator and significantly below expectations.

Year-End Performance Review and Assessment

71. The Year-End Performance Review and Assessment serves as the summative phase of the performance management cycle. It focuses on evaluating the teacher's actual accomplishments and results based on their performance commitments. The Rater and Ratee shall review evidence, reflect on outcomes, and finalize ratings across all parts of the performance form.

72. **Review of Actual Accomplishments and Results.** The rater and the ratee shall review and discuss the actual accomplishments and results based on the performance commitments and success indicators agreed upon at the beginning of the rating period, or any calibrated targets agreed during the Mid-Year Review.

Computation of Rating

Part I: Professional Standards

73. The ratings for the PPST indicators under Part I shall be derived from the assessment of both Classroom Observable and Non-Classroom Observable Indicators, as determined for the particular school year.

74. The weight per PPST Indicator shall be as follows:

PPST Indicator	Weight
Indicators 1 to 14	6.786% each
Total	95%

75. **Classroom Observable Indicators** shall be measured through the demonstration of COIs during the full-period classroom observations and the submission of the Rating Sheet or Inter-Observer Agreement Form, whichever is applicable.

76. The rating per COI shall be transmuted to the PMES 5-point scale using the prescribed rating transmutation tables below:

Table 13. Transmutation Table of COT Score to PMES 5-point Rating

COT Score				PMES Rating
Beginning towards Proficient (TI – TIII)	Proficient (TIV – TV)	Highly Proficient (MTI – MTIII)	Distinguished (MTIV – MTV)	
6	7	8	9	5 (Outstanding)
5	6	7	8	4 (Very Satisfactory)
4	5	6	7	3 (Satisfactory)
3	4	5	6	2 (Unsatisfactory)
2	3	4	5	1 (Poor)

77. For repeating COIs, the final rating shall be computed by averaging the PMES ratings of the transmuted COT scores from the two (2) classroom observations.

Table 14. PMES Rating

PMES Rating Average (CO)	PMES Rating
4.500 – 5.000	5 (Outstanding)
3.500 – 4.499	4 (Very Satisfactory)
2.500 – 3.499	3 (Satisfactory)
1.500 – 2.499	2 (Unsatisfactory)
Below 1.499	1 (Poor)

Illustrative samples

Table 15. Teacher III (Beginning Towards Proficient Teacher)

Means of Verification	COT Score	PMES Rating	Average	PMES Rating for Quality
COT Rating Sheet 1	6	5	4.500	5 (Outstanding)
COT Rating Sheet 2	5	4		

Table 16. Master Teacher II (Highly Proficient Teacher)

Means of Verification	COT Rating	PMES 5-point Scale Rating	Average	PMES Rating for Quality
COT Rating Sheet 1	6	3	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	7	4		

78. **Non-Classroom Observable Indicators** shall be assessed based on **evidence of practice and accomplishment** presented by the ratee and verified by the rater. These indicators are evaluated on the following measures:

- a. **Quality** – this refers to the relevance, substance, and alignment of the output to PPST expectations;
- b. **Efficiency** – this pertains to the optimal use of time and resources to achieve expected outputs with minimal waste; and
- c. **Timeliness** – this refers to the promptness and adherence to deadlines in performing assigned tasks and responsibilities.

Each NCOI shall be rated using the PMES 5-point scale based on the extent of demonstration and alignment to the standards.

Part II-A: Core Competencies

79. The Core Competencies shall be assessed based on the ratee's demonstration of these in different contexts, conditions, or job-related scenarios.

80. The assessment of Core Competencies shall use the DepEd Competencies Rating Scale as provided under Table 12 of this Memorandum.

Part II-B: Leadership Competencies

81. For teachers (i.e., Master Teachers, Department Heads) with supervisory and leadership roles, demonstration of leadership competencies shall be rated using applicable indicators from the Leadership Competency Framework, using the same PMES scale and evidence-based review.

82. The assessment of Leadership Competencies shall use the DepEd Competencies Rating Scale as provided under Table 12 of this Memorandum.

Computation of Final Ratings

83. Final performance ratings shall be computed by aggregating the ratings of the different parts of the PMES, based on their assigned weight. The resulting numerical score shall be interpreted using the following:

Table 17. PMES Numerical and Adjectival Rating

Range	PMES Rating
4.500 – 5.000	5 (Outstanding)
3.500 – 4.499	4 (Very Satisfactory)
2.500 – 3.499	3 (Satisfactory)
1.500 – 2.499	2 (Unsatisfactory)
Below 1.499	1 (Poor)

Phase IV: Performance Rewarding and Development Planning

84. The final phase of the performance management cycle focuses on reinforcing and sustaining teacher development through targeted support and recognition of exemplary performance. It ensures that individual accomplishments are acknowledged and areas of development are addressed systematically.

Recognition and Rewards

85. The final performance ratings of teachers shall be used as basis for recognition, rewards, and further development opportunities, ensuring alignment with merit-based systems.

86. Teachers (ratees) who demonstrate exceptional performance shall be given priority or eligibility for the following, subject to relevant laws, rules, policies, and guidelines:

- a. Promotion and career progression opportunities, subject to applicable guidelines;
- b. Nomination to scholarships, training programs, and learning and development activities relevant to their performance and growth areas; and
- c. Incentives, awards, and other recognitions granted through existing recognition mechanisms of the Department of Education.

87. The recognition and rewards process shall promote a culture of excellence and accountability, reinforcing the value of commitment to learner outcomes, innovation, and professional standards.

Finalization of Individual Development Plans

88. Based on the Year-End Performance Review and Evaluation, ratees and raters shall collaboratively identify areas for professional growth and development for the succeeding school year.

89. The annual Individual Development Plan (IDP) shall reflect:
- The teacher's identified strengths and development needs as demonstrated in the performance review;
 - Coaching and mentoring needs as discussed throughout the performance cycle; and
 - Alignment with the School Improvement Plan (SIP) and the school's capacity-building priorities.
90. The IDP shall serve as a reference for continuous professional development and shall be monitored and updated during the succeeding performance cycle.

IV. Ratee-Rater-Approving Authority Matrix

91. The ratee-rater-approving authority matrix (Table 18) shall be followed:

Table 18. Ratee-Rater-Approving Authority Matrix

	RATEE	RATER	APPROVING AUTHORITY
1	Head Teachers <i>with teaching load</i>	School Head	Assistant Schools Division Superintendent
2	Master Teacher (<i>Elementary/JHS/SHS</i>)	School Head	Assistant Schools Division Superintendent
3	Teacher (<i>Elementary</i>)	Master Teacher	School Head
4	Teacher with no Master Teacher (<i>Elementary</i>)	School Head	Assistant Schools Division Superintendent
5	Teacher (<i>JHS</i>)	Master Teacher / Department Head / Assistant School Head	School Head
6	Teacher with no Master Teacher/Department Head (<i>JHS</i>)	School Head	Assistant Schools Division Superintendent
7	Teacher (<i>SHS</i>)	Master Teacher/Assistant School Head	School Head
8	Teacher with no Master Teacher/Assistant School Head (<i>SHS</i>)	School Head	Assistant Schools Division Superintendent
9	ALS Teacher (<i>School-based</i>)	Master Teacher / Department Head	School Head
10	ALS Teacher (<i>Community Learning Center</i>)	Functional Division Chief for CID	Assistant Schools Division Superintendent

V. Special Cases

92. In special and meritorious cases, a rescheduling of full-period classroom observation outside the prescribed timeline as provided in Table 6 of this Memorandum shall be made, taking into consideration items 47 and 48 of this Memorandum. Special and meritorious cases that may warrant deviation from the timeline include, but are not limited to the following, subject to the approval of the approving authority:

- a. Circumstances that are beyond the control of the ratee such as natural and/or man-made calamities, including typhoon, earthquake, and other fortuitous events;
- b. Cases wherein during the course of employment, the ratee became pregnant, has acquired physical disability and/or injury, illness, and others of similar import, that will significantly affect their ability to perform the current duty; and/or
- c. Teachers (ratees) who are hired in the middle of the school year after the scheduled timeline for the first full-period classroom observation.

93. In cases of personnel movement within the school year, such as transfer, reassignment, or detail, the rating obtained from the classroom observation(s) conducted in the originating school shall be carried by the teacher (ratee) to the place where such ratee is transferred, reassigned, or detailed. In addition, documents supporting Non-Classroom Observable Indicators (NCOIs) shall likewise be accepted, provided these are duly validated by the previous rater. The receiving school, through its school head and designated rater, shall honor these ratings and documents to ensure continuity and fairness in the performance evaluation process.

94. In cases where a teacher is promoted within the school year to a position that entails movement across career stages, the performance evaluation shall be based on the new position and career stage, provided that the teacher has rendered at least 90 days of service in the new position. However, if the teacher has rendered less than 90 days in the new position, the performance shall continue to be evaluated using the tools applicable to the previous position and career stage. Performance ratings and supporting documents obtained prior to the promotion shall be honored and carried over, as applicable.

95. Teachers who are granted official leave, study leave, or scholarship (local or foreign) for a continuous period of not less than six (6) months and up to a maximum of three (3) years shall use their IPCRF rating obtained in the immediately preceding rating period.

VI. Tools and Forms

96. The following tools shall be used in the multi-year PMES for Teachers:

- a. Annex A: Teacher Self-Assessment Tool (Excel-based)
- b. Annex B: Instructional Supervision (IS) Plan Template
- c. Annex C: PMES Tools for Teachers
 - Annex C-1: PMES Tool for Beginning towards Proficient Teachers (TI-III)
 - Annex C-2: PMES Tool for Proficient Teachers (TIV-TVII)
 - Annex C-3: PMES Tool for Highly Proficient Teachers (MTI-MTII)
 - Annex C-4: PMES Tool for Distinguished Teachers (MTIII-MTV)
- d. Annex D: Performance Monitoring and Coaching Form
- e. Annex E: Classroom Observation Tool (COT)
 - Annex E-1: COT-Full Rubric (Levels 1-9)
 - Annex E-2: COT-Rating Sheet
 - Annex E-3: COT- Inter-Observer Agreement Form

- Annex E-4: COT Observation Notes Form

f. Annex F: Electronic IPCRF (e-IPCRF) Tool

The aforementioned tools may also be accessed through this link: <https://tinyurl.com/MultiYearPMESTeachers> and QR code below, which can be accessed using the official DepEd e-mail address (example juan.delacruz@deped.gov.ph). In case the employee does not yet have a DepEd e-mail address, they may request from their respective Division ITO.



VII. EFFECTIVITY

97. This DepEd Memorandum shall be effective for SY 2025-2026, SY 2026-2027, and SY 2027-2028.