



Republic of the Philippines
Department of Education

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DepEd MEMORANDUM

No. **017**, s. 2025

**INTERIM GUIDELINES FOR THE DEPARTMENT OF EDUCATION
PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM
FOR TEACHERS IN THE SCHOOL YEAR 2024–2025**

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

1. Faithful to its commitment to providing support to teachers to be able to deliver quality education for Filipino learners, the Department of Education (DepEd) reviewed the Results-based Performance Management System (RPMS) issued as DepEd Order (DO) No. 2, s. 2015 (Guidelines on the Establishment and Implementation of the Results-Based Performance Management System [RPMS] in the Department of Education), ensuring streamlined, improved, and simplified processes and requirements for the performance management system.
2. As the comprehensive guidelines for the revision of DO No. 2, s. 2015 are underway, DepEd hereby issues the enclosed **Interim Guidelines for the DepEd Performance Management and Evaluation System (PMES) for Teachers in the School Year (SY) 2024–2025**.
3. These interim guidelines shall lift the suspension of the implementation of the performance management system for teachers per DM-OSEC-2024-001 (Guidance on the Implementation of DepEd Results-based Performance Management System (RPMS). Relative to Executive Order No. 61, s. 2024). This shall address the identified concerns relative to the current implementation of performance management for teachers. Further, this shall complete the three-year cycle of teacher performance assessment per DepEd Memorandum (DM) No. 008, s. 2023 (Multi-Year Guidelines on the Results-based Performance Management System-Philippine Professional Standards for Teachers), which covers all 37 Philippine Professional Standards for Teachers (PPST) Indicators.
4. This Memorandum shall cover 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 shall guide the ratees, raters, approving authorities, and other stakeholders in managing and evaluating teachers' performance aligned with the PPST.

5. Furthermore, these interim guidelines for PMES for teachers shall be implemented starting the fourth (4th) quarter of SY 2024–2025. Only PMES-related activities conducted upon the issuance of this Memorandum shall be recognized and accepted to provide the rating of teacher performance.

6. All other provisions of DM 008, s. 2023 which are not affected by these guidelines shall remain in effect unless otherwise repealed, modified, or amended by subsequent policies.

7. For more information, 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 helpdesk.rpms@deped.gov.ph or at telephone number (02) 8470-6630.

8. Immediate dissemination of this Memorandum is desired.



SONNY ANGARA
Secretary

Encl.:

As stated

References:

DepEd Order No. 2, s. 2015

DepEd Memorandum No. 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



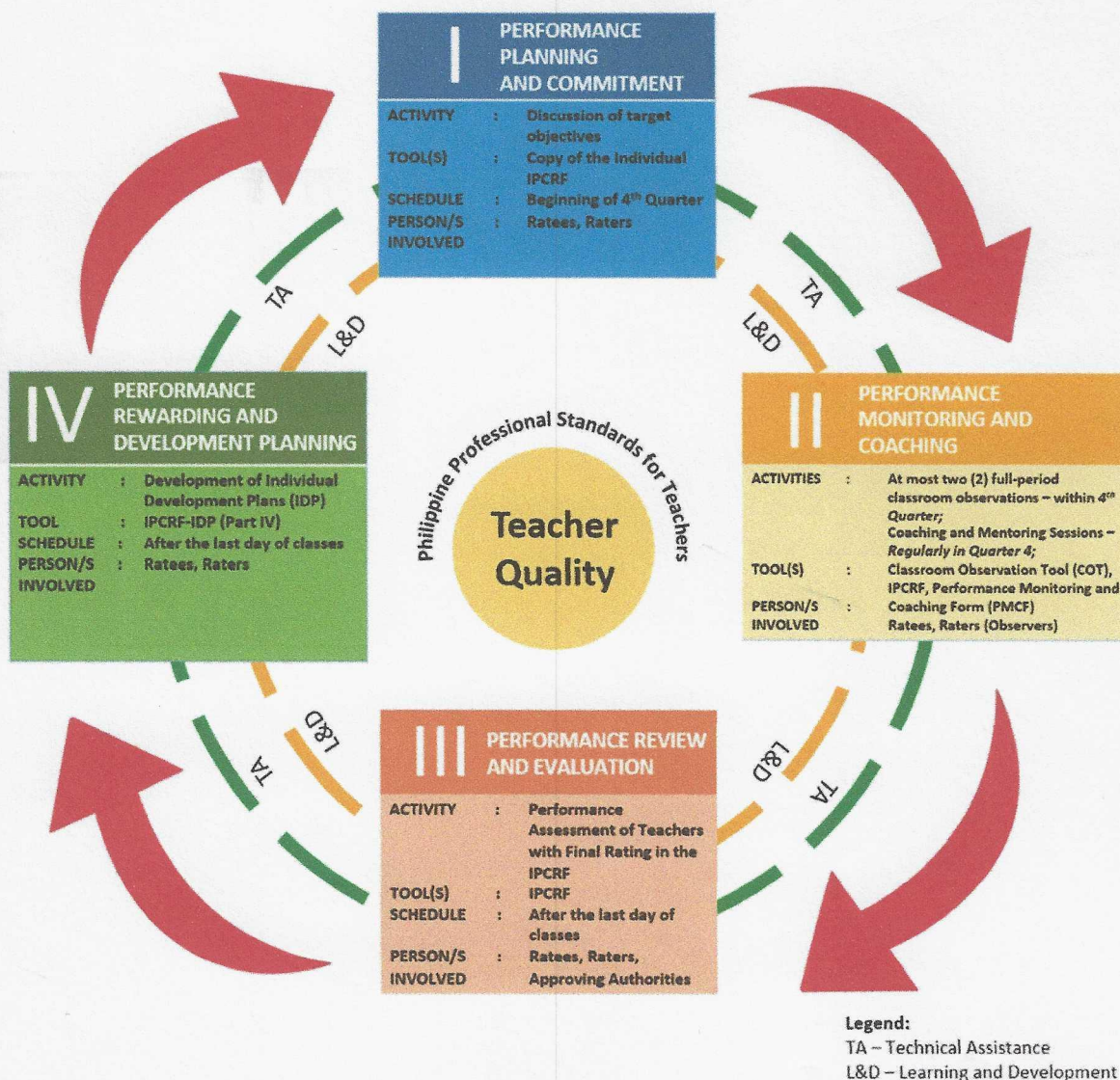


INTERIM GUIDELINES FOR THE DEPED PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS FOR SY 2024-2025

I. Performance Management and Evaluation Cycle and Timeline

1. In the interim, the performance cycle of teachers shall follow the DepEd RPMS Cycle prescribed in DO No. 2, s. 2015 as anchored on the Strategic Performance Management System for government agencies mandated by the Civil Service Commission (CSC) through CSC Memorandum Circular (MC) No. 6, s. 2012. **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 for SY 2024-2025



2. For SY 2024-2025, the performance management and evaluation of teachers shall follow the timeline provided below (Figure 2).

Figure 2. Timeline of PMES for Teachers for SY 2024-2025

Cycle/Phase	Task/Activity	Tools	Person(s) Responsible	Schedule
PHASE I Performance Planning and Commitment	Discussion of target objectives	Copy of the Individual Performance Commitment and Review Form (IPCRF)	Raters and Ratees	Beginning of 4th Quarter
PHASE II Performance Monitoring and Coaching	Full-period Classroom Observation 1 and/or 2	Classroom Observation Tool (COT)	Ratees and Raters (Observers)	Any time in 4th Quarter
	Coaching and Mentoring Sessions	<i>Rater:</i> Performance Monitoring and Coaching Form (PMCF)	Ratees and Raters	Regularly in 4th Quarter
PHASE III Performance Review and Evaluation	Performance Assessment of Teachers with Final Rating in the IPCRF	IPCRF	Raters, Ratees, and Approving Authorities	After the last day of classes
PHASE IV Performance Rewarding and Development Planning	Finalization of Individual Development Plans	IPCRF - IDP	Ratees and Raters	After the last day of classes

II. PPST-based Objectives for Proficient and Highly Proficient Teachers

3. The performance management and evaluation of teachers shall use the PPST-based Tools for Proficient and Highly Proficient Teachers.
4. Teachers who will use the *Proficient Teacher Tools* are expected to be 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 and 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 (Proficient) Teachers.
5. The following teacher positions, including those of similar rank that teach under the Alternative Learning System (ALS), Madrasah, Special Needs Education (SNED), and/or Special Science Education, shall use the Proficient Teacher Tools:
 - a. Teacher I;
 - b. Teacher II; and
 - c. Teacher III.

The additional teacher positions of Teacher IV, V, VI, and VII that shall be created by virtue of Executive Order (EO) No. 174, s. 2022 (*Establishing the Expanded Career Progression System for Public School Teachers*) and its Implementing Rules and Regulations (IRR) shall likewise use the Proficient Teacher tools, unless otherwise amended by subsequent guidelines.

6. Master Teachers who will use the *Highly Proficient Teacher Tools* are those that consistently display high levels of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process, have high education-focused situation cognition, and are more adept in problem solving and optimize opportunities gained from experience. Career Stage 3 (Highly Proficient) Teachers work collaboratively with colleagues and provide them support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students.
7. The following Master Teacher positions, including those of similar rank teaching under the ALS, Madrasah, SNED, and/or Special Science Education, shall use the Highly Proficient Teacher Tools:
 - a. Master Teacher I;
 - b. Master Teacher II;
 - c. Master Teacher III; and
 - d. Master Teacher IV.

The additional Master Teacher V position that shall be created by virtue of EO No. 174, s. 2022 and its IRR shall likewise use the Highly Proficient Teacher Tools, unless otherwise amended by subsequent guidelines.

8. For SY 2024-2025, a set of PPST-based objectives shall be prescribed for the performance management of teachers nationwide. These are remaining objectives from the multi-year implementation of the performance management for teachers, completing the cycle covering all 37 indicators of the PPST. Any modification to the set of indicators shall not be allowed.
9. There shall be a **total of 14 objectives** composed of *Classroom Observable Indicators (COIs)* and *Non-Classroom Observable Indicators (NCOIs)* of the PPST.
10. The **Plus Factor shall not be included in the list of Objectives** for the Teacher PMES.
11. Figure 3 provides the list of PPST-based objectives for teachers who will use the *Proficient Teacher Tool*.

Figure 3 Objectives for Proficient Teachers for SY 2024-2025

Obj. No.	COI/ NCOI	Objective
1	COI	Apply knowledge of content within and across curriculum teaching areas (PPST Indicator 1.1.2)
2	NCOI	Use research-based knowledge and principles of teaching and learning to enhance professional practice (PPST Indicator 1.2.2)
3	COI	Ensure the positive use of ICT to facilitate the teaching and learning process (PPST Indicator 1.3.2)
4	COI	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST Indicator 1.4.2)
5	COI	Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST Indicator 1.7.2)
6	COI	Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST Indicator 2.4.2)
7	COI	Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST Indicator 2.5.2)
8	COI	Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST Indicator 3.3.2)
9	COI	Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (PPST Indicator 3.4.2)
10	NCOI	Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners (PPST Indicator 4.3.2)
11	NCOI	Maintain learning environments that are responsive to community contexts (PPST Indicator 6.1.2)
12	NCOI	Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST Indicator 6.3.2)
13	NCOI	Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST Indicator 6.4.2)

Obj. No.	COI/ NCOI	Objective
14	NCOI	Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST Indicator 7.2.2)

12. Figure 4 provides the list of PPST-based objectives for teachers who will use the *Highly Proficient Teacher Tool*.

Figure 4 Objectives for Highly Proficient Teachers for SY 2024-2025

Obj. No.	COI/ NCOI	Objective
1	COI	Model effective applications of content knowledge within and across curriculum teaching areas (PPST Indicator 1.1.3)
2	NCOI	Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy. (PPST Indicator 1.2.3)
3	COI	Promote effective strategies in the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.3)
4	NCOI	Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST Indicator 1.4.3)
5	COI	Display a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST Indicator 1.7.3)
6	NCOI	Work with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST Indicator 2.4.3)
7	COI	Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning. (PPST Indicator 2.5.3)
8	NCOI	Assist colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST Indicator 3.3.3)
9	NCOI	Evaluate with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (PPST Indicator 3.4.3)
10	NCOI	Work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels (PPST Indicator 4.3.3)
11	NCOI	Reflect on and evaluate learning environments that are responsive to community contexts. (PPST Indicator 6.1.3)
12	NCOI	Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST Indicator 6.3.3)
13	NCOI	Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders. (PPST Indicator 6.4.3)
14	NCOI	Identify and utilize personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school. (PPST Indicator 7.2.3)

III. Assessing PPST-based Objectives

13. The performance assessment shall focus on the demonstration and achievement of the PPST COIs and NCOIs, which are translated as Objectives in the performance management and evaluation of teachers.

14. **One (1) or two (2) full-period classroom observations** shall be required to be conducted in assessing the performance of teachers for classroom observable objectives. These observations shall be conducted at any time during the 4th Quarter of SY 2024-2025, with the schedule agreed upon by the teacher and the rater (observer).

15. There shall be two (2) scheduling options for the full-period classroom observation:

- Option A: Two (2) full-period classroom observations in 4th Quarter, with objectives (COI) distributed across observations
- Option B: One (1) full-period classroom observation in 4th Quarter covering all objectives (COI)

16. *Figure 5* outlines the Option A schedule, detailing the distribution of objectives/COIs that shall be observed in the first and second full-period classroom observations for both Proficient and Highly Proficient Teachers; while *Figure 6* presents the Option B, specifying the COIs to be observed in a single full-period classroom observation for Proficient and Highly Proficient Teachers.

Figure 5. Option A: Two (2) Full-period Classroom Observations – Schedule and Distribution of COIs for SY 2024-2025 for Proficient Teachers and Highly Proficient Teachers

Objective (COI)	1st full-period CO	2nd full-period CO
Proficient Teachers		
Obj. 1 (PPST 1.1.2)	✓	✓
Obj. 3 (PPST 1.3.2)	✓	
Obj. 4 (PPST 1.4.2)	✓	✓
Obj. 5 (PPST 1.7.2)		✓
Obj. 6 (PPST 2.4.2)	✓	
Obj. 7 (PPST 2.5.2)		✓
Obj. 8 (PPST 3.3.2)	✓	
Obj. 9 (PPST 3.4.2)		✓
TOTAL	5	5

Objective (COI)	1st full-period CO	2nd full-period CO
Highly Proficient Teachers		
Obj. 1 (PPST 1.1.3)	✓	✓
Obj. 3 (PPST 1.3.3)	✓	
Obj. 5 (PPST 1.7.3)		✓
Obj. 7 (PPST 2.5.3)	✓	✓
TOTAL	3	3

Figure 6. Option B: One (1) Full-period Classroom Observation for SY 2024-2025 – COIs for SY 2024-2025 for Proficient Teachers and Highly Proficient Teachers

Objective (COI)	One (1) full-period CO
Proficient Teachers	
Obj. 1 (PPST 1.1.2)	✓
Obj. 3 (PPST 1.3.2)	✓
Obj. 4 (PPST 1.4.2)	✓
Obj. 5 (PPST 1.7.2)	✓
Obj. 6 (PPST 2.4.2)	✓
Obj. 7 (PPST 2.5.2)	✓
Obj. 8 (PPST 3.3.2)	✓
Obj. 9 (PPST 3.4.2)	✓
TOTAL	9

Objective (COI)	One (1) full-period CO
Highly Proficient Teachers	
Obj. 1 (PPST 1.1.3)	✓
Obj. 3 (PPST 1.3.3)	✓
Obj. 5 (PPST 1.7.3)	✓
Obj. 7 (PPST 2.5.3)	✓
TOTAL	4

17. Pre-requisite and consequential teaching-learning materials and documents, such as lesson plans, instructional materials, assessment materials, assessment results, and other teaching materials shall be used as bases for assessing non-classroom observable objectives during the pre- and post-classroom observation conference.

18. Documents considered as means of verification or proof of demonstration and achievement of the objectives shall **not be required to be organized in a physical portfolio for submission at the end of the school year**. However, teachers are encouraged to have their own repository of teaching-learning materials/documents to facilitate accessibility and resource sharing.

a. Pre-Observation

19. The ratee (teacher) and rater (observer) shall agree on the schedule of classroom observations. The schedule must be set at least three (3) working days before the classroom observation. In the event that the agreed observation did not push through due to conflicting schedules, they must reschedule the soonest possible time.

20. In case of unforeseen circumstances and fortuitous events that are outside the control of the schools (such as natural or man-made calamities or disasters, lockdowns, etc.), concerned schools may be allowed to deviate from the prescribed timeline of conducting classroom observations, provided that the adjusted schedule is approved by the Schools Division Superintendent (SDS); provided further, that all applicable classroom observation modes are exhausted prior to submitting the request.

21. **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 (e.g. extended period of work suspensions, community quarantines, implementation of blended learning, etc.), the following modes of alternative classroom observation may be considered, subject to internal guidelines issue by the Department:

- a. Online Synchronous Classroom Observation
- b. Online Asynchronous Classroom Observation
- c. Classroom Observation via Learning Action Cells (LAC)

22. **Pre-observation Conference.** Before the conduct of the classroom observation, ratees (teachers) and raters (observers) shall conduct pre-observation conference to review the Classroom Observation Tool (COT) Rubric appropriate to the level 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 Figures 5 and 6).

23. **Submission of lesson plans.** Ratees (Teachers) to be observed shall submit their lesson plan to the rater (observers) at least one (1) day before the scheduled classroom observation for review and assessment. For Proficient Teachers, their lesson plans, activity sheets, or assessment materials shall be given appropriate ratings in the IPCRF using the PMES Proficient Teacher Tool as basis for its demonstration and achievement of Objective 2 (PPST Indicator 1.2.2).

24. Ratees (Teachers) and raters (observers) shall ensure that lesson plans, instructional materials, assessment tools, and other teaching and learning resources to be used during classroom observations reflect those usually 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

25. 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.

26. Raters (Observers) shall only use the Observation Notes Form to record comments and observations on the teacher's performance.

27. For Highly Proficient Teachers, colleagues shall be allowed to observe as part of the mentoring and coaching activities.

c. Post-Observation

28. **Individual Rating.** The raters rate the performance of teacher using the COT appropriate to the teacher's level. Only those indicators expected to be

observed in an observation period, as specified in Figures 5 and 6, shall be given rating.

If there are multiple observers, only the subject specialist is expected to rate Objective 1. If there is only one rater (observer), he or she rates Objective 1. Elementary teachers are generalists; all observers are expected to rate Objective 1.

29. **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 but a final rating based on reasoned and consensual judgment.**

30. **Post-Observation Conference.** The rater/s shall conduct a post-observation conference with the ratee 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 and enhancement.

31. It is recommended that the Post-Observation Conference is conducted in a supportive and friendly environment.

32. During the post-classroom observation conference, teaching materials and documents, such as activity sheets, assessment materials, assessment results, and other materials shall be given appropriate ratings in the IPCRF for non-classroom observable objectives, when applicable, using the PMES Tool appropriate to the level of the teacher.

d. Assessment of Non-Classroom Observation-related objectives

33. The ratee shall consistently demonstrate achievement of non-classroom observable objectives throughout the school year, as teaching and learning activities such as Learning Action Cell (LAC) sessions, coaching and mentoring sessions, learning programs, and others are conducted.

34. Ratees are expected to provide evidence and documentation of demonstration and achievement of the objectives promptly, rather than waiting for the end-of-year assessment. Such evidence and documents are crosscutting and targetting multiple Objectives, which means that there is no need to reproduce or duplicate copies of the documents per objective. The rater shall then assess this evidence and provide ratings using the tool appropriate to the level of the teacher. **No portfolio for performance assessment shall be collected.**

The Ratees and Raters shall refer to Figures 7 and 8 for the matrices outlining possible acceptable evidence of demonstration and achievement of the objectives.

IV. Strengthening the Coaching, Mentoring and Performance Monitoring

a. Frequent short-period and walkthrough observations

35. 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 (i.e., monitoring by walking around strategy) observations**, 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.

- i. **Frequency and Duration:** Short-period and walkthrough observations should occur regularly, with a focus on specific instructional practices or areas of concern.
- ii. **Purpose:** The primary goal of these observations is to provide constructive feedback, identify areas for growth, and support professional development.
- iii. **Collaboration:** Teachers are encouraged to collaborate with colleagues or mentors during these observations to foster a culture of shared learning and support.
- iv. **Follow-Up:** After each observation, a brief debriefing session will be conducted to discuss findings, celebrate successes, and outline actionable steps for improvement.
- v. **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.

b. Regular monitoring and provision of technical assistance on teaching and learning process and materials

36. To ensure the effective design and implementation of teaching and learning process and materials, including lesson plans, instructional materials (IMs), and assessment tools, among others, regular monitoring and targeted technical assistance shall be conducted, complemented with immediate and constructive feedback. This feedback will allow teachers to make timely improvements and enhancements on teaching strategies and material development.

37. This shall be the responsibility of both the Ratee and Rater who agree to track and record significant incidents through the use of the PMCF or other available technical assistance provision and monitoring form.

38. 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.

V. Computation of Rating

39. The weight per objective shall be as follows:

PPST-based Objective	Weight
Objectives 1 to 14	7.143% each
Total	100%

40. All COIs shall be measured using the following Performance Indicators: **Quality** and **Efficiency**.

Quality shall be measured through the demonstration of COIs during the Classroom Observation (CO) and the submission of the *Rating Sheet* or *Inter-Observer Agreement Form*, whichever is applicable.

Efficiency shall be measured through the demonstration and achievement of the PPST-based objectives (COIs) within the prescribed time.

For repeating Objectives in the case of Option A with two (2) full-period classroom observations, the final rating shall be computed by averaging the ratings from the two (2) classroom observations.

Illustrative samples for rating Quality:

Teacher III (Proficient Teacher)

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

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

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	8	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	7	3		

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

*Illustrative samples for rating **Efficiency**:*

Classroom Observation	Rating	Average	PMES Rating for Efficiency
Full-period Classroom Observation 1	5	4.000	5 (Outstanding)
Full-period Classroom Observation 2	3		

Range of Average	Efficiency Final Rating
4.00-5.00	5
2.00-3.99	3
1.00-1.99	1

There shall be **no Timeliness** performance indicators for all COIs.

41. On the other hand, NCOIs shall be measured only on **Quality** as Performance Indicator.
42. To assist both ratees and raters in identifying potential documents that serve as proof of demonstration and achievement of objectives, Figures 7 and 8 present a matrix of documentation options for this purpose.

Figure 7. Matrix of Documentation for Proficient Teachers

Objective	COI / NCOI	MOVs / Proof of Demonstration and Achievement of Objectives	No. of MOVs
Obj. 1 (PPST 1.1.2)	COI	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation	1 or 2
Obj. 3 (PPST 1.3.2)			
Obj. 4 (PPST 1.4.2)			
Obj. 5 (PPST 1.7.2)			
Obj. 6 (PPST 2.4.2)			
Obj. 7 (PPST 2.5.2)			
Obj. 8 (PPST 3.3.2)			
Obj. 9 (PPST 3.4.2)			
Obj. 2 (PPST 1.2.2)			

Objective	COI / NCOI	MOVs / Proof of Demonstration and Achievement of Objectives	No. of MOVs
		<ul style="list-style-type: none"> • Assessment materials • Others (specify) <p>with annotation describing the use of research-based knowledge and principles of teaching and learning process</p>	
Obj. 10 (PPST 4.3.2)	NCOI	<p>Any one (1) of the following:</p> <ol style="list-style-type: none"> 1. Proof of implementation of learning programs (e.g., progress report, accomplishment report) 2. Proof of contextualization, localization and indigenization of learning programs (e.g., progress report, technical report) 3. Proof of adaptation of learning programs (e.g., progress report, accomplishment report) 4. Action plan / activity proposal / activity matrix for adaptation and implementation of learning programs <p>with annotation describing the relevance and responsiveness of the learning programs to the needs of all learners</p>	1
Obj. 11 (PPST 6.1.2)	NCOI	<p>Any one (1) of the following:</p> <ol style="list-style-type: none"> 1. Communication letter about a program / project / activity that highlights maintaining learning environments that are responsive to community contexts 2. Minutes of a consultative meeting / community stakeholders meeting about a program / project / activity that highlights maintaining learning environments that are responsive to community contexts with proof of attendance 3. Program / Project / Activity Plan that highlights maintaining learning environments that are responsive to community contexts 4. Report on the implementation/ completion of a program, project, and/or activity that maintains learning environments responsive to community contexts 	1
Obj. 12 (PPST 6.3.2)	NCOI	<p>Any one (1) of the following:</p> <ol style="list-style-type: none"> 1. Minutes/Notes of coaching and mentoring sessions/meetings/FGDs/other collegial discussions 2. Teaching materias, with annotation highlighting the objective, e.g., <ul style="list-style-type: none"> • lesson plan • activity sheet • assessment materials • others (please specify) 3. Reflection Notes 	1
Obj. 13 (PPST 6.4.2)	NCOI	<p>Any one (1) of the following:</p> <ol style="list-style-type: none"> 1. Proof of participation / involvement in a school-community partnership for the implementation of a school policy / procedure 2. Minutes of parent-teacher conference / stakeholders' meeting about an implemented school policy/ procedure with proof of attendance 3. Proof of participation / involvement in a school- community partnership for the implementation of a school policy / procedure 	1

Objective	COI / NCOI	MOVs / Proof of Demonstration and Achievement of Objectives	No. of MOVs
		4. Accomplishment report	
Obj. 14 (PPST 7.2.2)	NCOI	Any one (1) of the following: <ol style="list-style-type: none"> 1. A reflection/journal entry that highlights practices that uphold the dignity of teaching as a profession 2. Annotated evidence of practice, including but not limited to the following: <ul style="list-style-type: none"> • Documented feedback from superiors, colleagues, or other stakeholders directly reflecting the ratee's good practices that uphold the dignity of teaching as a profession • Remarks from superiors, colleagues, or master teacher / school head about one's qualities (e.g., entries in Performance Monitoring and Coaching Form [PMCF] or in Mid-Year Review Form) • Recognition from the school / school community about one's qualities 3. Others (please specify) 	1
TOTAL			7 or 9

Figure 8. Matrix of Documentation for Highly Proficient Teachers

Objective	COI / NCOI	MOVs / Proof of Demonstration of Objectives	No. of MOVs
Obj. 1 (PPST 1.1.3)	COI	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form/s done through onsite / face-to-face / in-person classroom observation	1 or 2
Obj. 3 (PPST 1.3.3)	COI		
Obj. 5 (PPST 1.7.3)	COI		
Obj. 7 (PPST 2.5.3)	COI		
		and proof of attendance of colleague/s	
Obj. 2 (PPST 1.2.3)	NCOI	At least one (1) of the following that highlights the objectives: <ul style="list-style-type: none"> • Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions/FGDs/other collegial discussions that highlights the objective • Minutes/Notes of coaching and mentoring sessions/ meetings/ FGDs/ other collegial discussions that highlights the objective • Reflection notes of teachers on the coaching and mentoring sessions/meetings/LAC sessions/ FGDs/ other collegial discussions that highlights the objective with proof/s of attendance • Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective 	1
Obj. 4 (PPST 1.4.3)	NCOI		
Obj. 6 (PPST 2.4.3)	NCOI		
Obj. 8 (PPST 3.3.3)	NCOI		
Obj. 9 (PPST 3.4.3)	NCOI		
Obj. 10 (PPST 4.3.3)	NCOI		
Obj. 12 (PPST 6.3.3)	NCOI		
Obj. 11 (PPST 6.1.3)	NCOI	Any one (1) of the following: <ul style="list-style-type: none"> • Synthesis of evaluation of a program / project / activity that maintains the learning environment responsive to community contexts • Minutes of consultative meeting with parents / other external stakeholders on programs, projects, and/or activities that maintain a 	1

Objective	COI / NCOI	MOVs / Proof of Demonstration of Objectives	No. of MOVs
		learning environment, highlighting the evaluations made, with proof of attendance <ul style="list-style-type: none"> Minutes of focus group discussion (FGD) with teachers on a program / project / activity that maintains a learning environment, highlighting the evaluations made, with proof of attendance Survey on programs/ projects / activities that maintain a learning environment 	
Obj. 13 (PPST 6.4.3)	NCOI	Any one (1) of the following: <ul style="list-style-type: none"> Evaluation report on the implementation of school policies/ procedures or minutes of subject area / grade level meetings or professional meetings on evaluating school policies/procedures Minutes of subject area/grade level meetings on the implementation progress of school policies/ procedures Minutes of subject area/grade level meeting or professional meeting on disseminating information and implementing school policies/ procedures Proof of implementation of school policies and procedures 	1
Obj. 14 (PPST 7.2.3)	NCOI	Reflection Notes	1
TOTAL			5 or 6

VI. Ratee, Rater, and Approving Authority

43. In the interim, the expanded ratee-rater-approving authority matrix (Figure 9) as released in DM 008, s. 2023 and as anchored on DO 2, s. 2015 (RPMS Guidelines) shall be followed.

Figure 9. Ratee-Rater-Approving Authority Matrix

Ratee	Rater (Observer)	Approving Authority
Head Teacher Master Teacher	Principal/School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher <i>(for schools with no Master Teachers, Head Teachers, and/or Assistant Principal)</i>	Principal/School Head	Superintendent <i>Small and Medium Divisions</i> Assistant Superintendent <i>Large and Very Large Divisions</i>
Teacher	Master Teacher/Head Teacher/Assistant Principal	Principal/School Head
ALS Implementers <i>(school-based)</i>	Master Teacher/Head Teacher/Assistant Principal	Principal/School Head

ALS Implementers (community learning centers-based)	Education Program Specialist for ALS/In charge for ALS	Chief of Curriculum Implementation Division (CID)
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VII. Submission of Accomplished e-IPCRF in the Online System

44. **Accomplishment of the Excel-based IPCRF Tool.** All ratees (teachers) shall use the official Excel-based electronic IPCRF tool in inputting IPCR data for SY 2024-2025. Before finalizing the eIPCRF tool, the Rater and Approving Authority shall verify the ratings encoded by the Ratees.

After finalizing the eIPCRF tool, ratees shall submit it to the school head.

45. School Heads or the non-teaching personnel assigned shall upload the accomplished and finalized eIPCRF tools of individual teachers in the system.

46. **Uploading and submission of the e-IPCRF Tool.** To upload and submit, access the online eIPCRF collection and consolidation system at eipcrf.deped.gov.ph using only the official school email account registered in the system

47. By default, school email accounts registered in the system are school ID-based (*SchoolID@deped.gov.ph*). For example: *123456@deped.gov.ph*.

For schools with extensions in their official school email accounts or with different email convention (*example: mnhs.001@deped.gov.ph*), they shall coordinate with the Division Information Technology Officer (ITO) for registration of email accounts in the system.

For schools that need resetting of their school email account passwords, they shall coordinate with the Division ITO.

Registration and access to the Online eIPCRF System shall strictly for official school email accounts ONLY. This is to avoid potential issues of accessibility in case of personnel (teacher, school heads, administrative officers) movements such as promotion, transfer, details, and others.

48. Division ITO shall manage the user accounts in the division level. As division account managers, they shall have the following system accessibilities:

- a. Registration of official school email accounts in the system
- b. Modification or updating of school account credentials
- c. Deletion of registered accounts when needed
- d. Generation of division summary of performance

49. Schools, Divisions, and Regions shall have user access to the system to monitor progress of uploading of eIPCRF of teachers and generate summary reports in their respective governance levels.

Governance Level	Office/s with User Access
Central	Office of the Undersecretary for Human Resource and Organizational Development Bureau of Human Resource and Organizational Development (BHROD) National Educators Academy of the Philippines (NEAP)
Region	Office of the Regional Director Human Resource Development Division (HRDD)
Division	Office of the Schools Division Superintendent School Governance and Operations Division (SGOD)
School	All public secondary and elementary schools

50. **Timeline of submission.** Uploading and submission of the accomplished eIPCRF tools of individual teachers may be done after the performance evaluation, starting from the end of 4th Quarter until the first month of opening of classes for the next school year.

51. Schools unable to upload their teachers' eIPCRFs within the specified timeline due to technical issues shall email the Excel files in a compressed folder to helpdesk.rpms@deped.gov.ph and submit printed copies of the eIPCRFs to their respective SDOs.

52. For other concerns and issues encountered, users may submit an email to helpdesk.rpms@deped.gov.ph.

VIII. Tools and Forms

53. The following tools shall be used in SY 2024-2025:

- a. Annex A: PMES Tool for Proficient Teachers
- b. Annex B: PMES Tool for Highly Proficient Teachers
- c. Annex C: Classroom Observation Tool (COT) for PMES
 - i. Annex C-1: COT-Rubric for Proficient Teacher
 - ii. Annex C-2: COT-Rubric for Highly Proficient Teacher
 - iii. Annex C-3: COT-Rating Sheet for Proficient Teacher
 - iv. Annex C-4: COT-Rating Sheet for Highly Proficient Teacher
 - v. Annex C-5: COT Inter-Observer Agreement Form for Proficient Teacher

- vi. Annex C-6: COT Inter-Observer Agreement Form for Highly Proficient Teacher
- vii. Annex C-7: COT Observation Notes Form
- d. Annex D: Electronic IPCR Form (Excel-based)

54. The aforementioned tools may also be accessed through this link: <https://bit.ly/PMESTeachersSY2425> 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.

