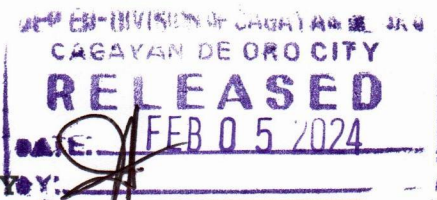




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

1 FEBRUARY 2024

DIVISION MEMORANDUM

No. 83 s.2024

TASKS AND RESPONSIBILITIES OF MASTER TEACHERS

To: Assistant Schools Division Superintendent
Chief, CTD
All CTD Personnel
All Elementary and Secondary Master Teachers I and II
This Division

1. In reference to DECS Order No. 39, s. 1990, Deployment and Assignment of Public School Teachers; and DM No. 8, s. 2023, Multi-Year Guidelines of the Results-Based Performance Management System-Philippine Professional Standards for Teachers, this office streamlines the duties and functions of Master Teachers I and II to strengthen the delivery of quality education of our learners. To achieve this, Master Teachers shall be relieved from their class advisory tasks as much as possible and shall perform the following specific tasks and responsibilities:

a. Hold four (4) teaching loads or actual classroom teaching.

b. Intensify Instructional Supervision and Provide Technical Assistance:

Master Teachers will conduct two (2) hours instructional supervision and actual classroom observation. Regular classroom observations, feedback sessions, and collaborative planning should be intensified to ensure the continuous improvement of teaching methodologies. They shall provide technical assistance to fellow teachers in adopting the best practices and innovative teaching techniques.

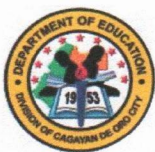
c. Exclusion from Ancillary Functions:

Master Teachers are directed not to engage in ancillary functions that are unrelated to their primary role in instructional supervision and support. This includes administrative tasks, non-teaching responsibilities, and any duties exclusively on instructional matters will allow for a more concentrated and impactful contribution to the development of our teachers.

d. RPMS-PPST Guidelines and Tool Compliance

Perform all tasks as outlined in the RPMS-PPST Tool (Enclosure 1)

2. School Heads and Assistant School Heads shall lead the Master Teachers in the conduct of instructional supervisory tasks. Regular check-ins, preparation of instructional supervisory plan and reports, and collaborative planning meetings will be scheduled monthly to ensure alignment with the school's overall objectives. Any



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
Email Address: cagayandeoro.city@deped.gov.ph



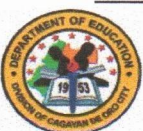
Republic of the Philippines
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REGION X
DIVISION OF CAGAYAN DE ORO CITY

concerns or challenges encountered in the fulfillment of instructional supervision duties should be promptly communicated to the School Head and Assistant School Head for guidance and support.

3. In adherence to Equal Opportunity Principle (EOP) inclusive and fair treatment shall be accorded to all participants regardless of disability, sexual orientation, gender, age, religion, and ethnicity.

4. For guidance and compliance.

ROY ANGELO E. GAZO *Mr*
Schools Division Superintendent



Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Manila

April 24, 1990

DECS ORDER
No. 39, s. 1990

DEPLOYMENT AND ASSIGNMENT OF PUBLIC SCHOOL TEACHERS

To: Regional Directors
Schools Superintendents

1. In order to answer the demands of teacher items both in the elementary and secondary schools and in anticipation of a significant increase in enrolment, the following guidelines are hereby formulated effective school year 1990-1991.
2. These guidelines shall be in conformity with RA 4670, the Magna Carta for Public School Teachers, whereby teachers are allowed a maximum of six hours of actual teaching and that anything beyond shall be compensated by overtime pay or honorarium, correspondingly.
3. In the computation, however, of actual teaching load a credit of 1 teaching load shall be given to: advisorship of a class, school paper or co-curricular activity. Coaching or handling of special/remedial classes shall be credited on the same scheme.
4. Organization of classes shall be on a minimum of at least 40 pupils/students per class and a maximum of 55 to ensure quality education. Any fraction after a total of 110 pupils assigned to two classes shall be allowed an organization of another class.
5. In the case of a new class or of classes in far-flung barriers, a class of 15 pupils shall be allowed. A combination of two grades with 40-55 pupils is encouraged.
6. As a matter of policy, maximizing the utilization of available resources should be resorted to as follows:
 - a. Primary classes should be on a 1:1 ratio.
 - b. Intermediate classes shall be on a 5:3 or 3:2 ratio.
 - c. Secondary teachers load shall be:
 - (1) Language and science laboratory teachers be given a minimum of 6 teaching loads but not beyond 8 loads for 40-minute periods and 4 teaching loads for a 60-minute period but not beyond 6 loads.
 - (2) Other secondary non language and laboratory teaching loads shall be at a minimum of seven loads at forty minutes and a maximum of 9 teaching loads or a total of 360 minutes. Subjects taught at one hour or 1-1/2 hours based on the 1973 revised curriculum be guided by the foregoing prescribed teaching loads.

7. Other non-academic teachers shall now be involved in actual teaching as follows:

- a. All teachers on detail in non-DECS and DECS offices shall be recalled and given corresponding teaching loads.
- b. Special teachers, head teachers and principals I shall also be assigned teaching loads as follows:
 - (1) Librarian, canteen teachers, guidance and property custodians in a school with a student population of 2,000 and above shall not be given teaching loads. All the rest should be given at least 2 and not beyond 4 teaching loads.
 - (2) School and/or district coordinators should be given corresponding teaching loads of at least 2 and not more than 4 loads.
 - (3) Elementary/secondary school head teachers and department heads and secondary and elementary principals I should be given 2-4 teaching loads if they handle less than 14 teachers.
 - (4) All Master Teachers I and II be given full teaching loads, except those with special projects or researches, in which case a minimum of 4 teaching loads be given.

8. Effective this school year central school vacancies should be deployed to remote barangays especially in schools with multigrade and/or combination classes. This can be done divisions/districts wise.

9. Should there be identified excess teachers in a division, the Regional Director shall submit a recommendation for the transfer of the items to another division within the region upon previous approval by DBM and the DECS. Excess secondary teachers in vocational schools and SUC's shall be looked into for proper utilization in neighboring schools.

10. This Office shall release items only after above guidelines have been duly complied with.

11. All other laws and regulations inconsistent with the provisions of any or all of this Order are hereby rescinded or amended accordingly. Immediate dissemination is urgently requested.

(SGD.) ISIDRO D. CARINO
Secretary

Reference:

BPS Circular: No. 6, s. 1967
Allotment: 1-2--(M.O. 1-87)
To be indicated in the Perpetual Index under the following subjects:

APPOINTMENT, EMPLOYMENT, REAPPOINTMENT
LEGISLATION
SCHOOLS
TEACHERS

**RPMS Tool for
Master Teacher I-IV
(Highly Proficient Teachers)
S.Y. 2023-2024**

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Modeled effective applications of content knowledge within and across curriculum teaching areas. (PPST 1.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

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

RPMS 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

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST 1.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective	Quality	Guided colleagues in planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown
	2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. 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 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective						
		Timeliness	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter	No acceptable evidence was shown

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

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

RPMS 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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
4. Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture. (PPST 1.6.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

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

RPMS 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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
5. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST 2.1.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

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

RPMS 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

KRA 2: Learning Environment & Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
6. Exhibit effective practices to foster learning environments that promote fairness, respect and care to encourage learning. (PPST 2.2.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

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

RPMS 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

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
7. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST 3.2.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 2. through observation of synchronous / asynchronous teaching in other modalities; or 3. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

* The demonstration teaching must always reflect the teaching-learning process.

Note: In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

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

RPMS 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

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
8. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups. (PPST 3.5.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 4. through observation of synchronous / asynchronous teaching in other modalities; or 5. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

KRA 3: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
9. Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners. (PPST 4.2.3)	At least one (1) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module , developed by the ratee* and used in instruction, with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any one (1) of the following: • lecture/discussion • activity/activity sheet • performance task • rubric for assessing performance using criteria that appropriately describe the target output and demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s	Quality	Guided colleagues in planning for the setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	Synthesized with colleagues discussions on setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on the setting of achievable and challenging learning outcomes that are aligned with learning competencies, as shown in the MOV submitted	No acceptable evidence was shown
		Timeliness	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies across 4 quarters	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies across 3 quarters	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies across 2 quarters	Modeled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
10. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning. (PPST 5.3.3)	Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 6. through observation of synchronous / asynchronous teaching in other modalities; or 7. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	Quality	Demonstrated Level 8 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 7 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 10 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown
		Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
11. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement. (PPST 5.5.3)	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Any proof of collaborative review (e.g., accomplishment report) of • learner assessment data • intervention materials developed for remediation/ • enhancement/enrichment activities	Quality	Guided colleagues in planning for the analysis and utilization of assessment data to modify practices and programs during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 4 or MOV 5	Synthesized discussions with colleagues on the analysis and utilization of assessment data to modify practices and programs during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 3 or MOV 4	Conducted collaborative discussions to analyze and utilize assessment data to modify practices and programs, as evidenced by the MOV 3 or MOV 4	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown
	4. Minutes of coaching and mentoring sessions, meetings, LAC/FGD session, or other collegial discussions, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	Timeliness	Collaborated with colleagues in the interpretation of attainment data across 4 quarters	Collaborated with colleagues in the interpretation of assessment data across 3 quarters	Collaborated with colleagues in the interpretation of assessment data across 2 quarters	Collaborated with colleagues in the interpretation of assessment data in only 1 quarter	No acceptable evidence was shown

KRA 4: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
12. Guided colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process. (PPST 6.2.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. 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 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	Quality	Guided colleagues in planning for strengthening relationships with parents/guardians and the wider school community during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as shown in MOV 4	Synthesized discussions with colleagues to strengthen relationships with parents/guardians and the wider school community, as shown in MOV 3	Advised and guided colleagues to strengthen relationships with parents/guardians and the wider school community during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on strengthening relationships with parents/guardians and the wider school community, as shown in MOV 1	No acceptable evidence was shown
		Timeliness	Guided colleagues across 4 quarters	Guided colleagues across 3 quarters	Guided colleagues across 2 quarters	Guided colleagues in only 1 quarter	No acceptable evidence was shown

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
13. Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice. (PPST 7.3.3)	1. Approved activity/project proposal for a webinar, retooling, upskilling, and other training/ seminar/ workshop with accomplishment report 2. Approved activity/project proposal for benchmarking or innovation with accomplishment report 3. Certificate as contributor to LRMDs 4. Certificate of completion in a course/training 5. Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop 6. Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator 7. Others (Please specify and provide annotations)	Quality	Contributed actively to any professional network/activity that requires output* and proof of implementation* within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* and proof of implementation* within the department/ grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	No acceptable evidence was shown
		Timeliness	Contributed actively to professional networks across 4 quarters	Contributed actively to professional networks across 3 quarters	Contributed actively to professional networks across 2 quarters	Contributed actively to professional networks in only 1 quarter	No acceptable evidence was shown

* "Output" may include, but not limited to, lesson plan, instructional materials, action plan, or any teaching and learning-related materials.

** "Proof of implementation" can be in the form of implemented action plan, lesson plan executed in class, application project, etc.

KRA 5: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
14. Initiated professional reflections and promote learning opportunities with colleagues to improve practice. (PPST 7.4.3)	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other activities that highlights the objective 2. Approved LAC/FGD Plan 3. Training matrix of LAC sessions highlighting the teacher's role 4. Minutes of LAC sessions/FGDs highlighting the teacher's role, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF) 6. Personal notes/reflections of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher	Quality	Guided colleagues in planning for professional reflections and other learning opportunities to improve practice during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities, as shown in the MOV 4, 5 or 6	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities involving colleague/s in professional reflection and learning opportunities as shown in the MOV 3, 4 or 5	Planned coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities involving colleague/s in professional reflection and learning opportunities as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other activities that promote professional reflections and learning opportunities, as shown in MOV 1	No acceptable evidence was shown
	7. Others (Please specify and provide annotations)	Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown

Plus Factor

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
15. Performed various related works / activities that contribute to the teaching-learning process.	Any one (1) proof that the master teacher: • served as facilitator / speaker • served as demonstration teacher • served as a member of the technical working group • served as OIC in the absence of the principal • represented the principal in meetings and conference • observed classes of Teachers I-III • assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers • served in a committee • served as adviser to co-curricular activities • served as coordinator / chairperson • authored / contributed to a book or journal • coached and mentored learners in competitions • mentored pre-service / in-service teachers • conducted research within the rating period; • others (please specify) with annotation on how it contributed to the teaching-learning process.	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown
		Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process , as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process .	No acceptable evidence was shown
		Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown

SUMMARY

	Objective	Q	E	T	MOV/s	No. of MOVs
KRA 1	1	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation. <i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	4*
	2	✓		✓	1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that highlights the objective 2. Minutes/Notes of coaching and mentoring sessions/meetings / FGDs / other collegial discussions that highlights the objective 3. 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 4. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting the objective	4
	3	✓	✓		Classroom Observation Tool (COT) rating sheet/s done through onsite / face-to-face / in-person classroom observation.	4*
	4	✓	✓		<i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	4*
KRA 2	5	✓	✓		<i>If onsite / face-to-face / in-person classes are not implemented,</i> 1. through observation of synchronous / asynchronous teaching in other modalities; or 2. through observation of a demonstration teaching* via LAC session. and proof of attendance of colleague/s	2*
	6	✓	✓			2*
	7	✓	✓			2*
	8	✓	✓			2*
KRA 3	9	✓		✓	At least one (1) lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, Lesson Exemplars, and the likes) or one lesson from a self-learning module , developed by the ratee* and used in instruction, with achievable and appropriate learning outcomes that are aligned with the learning competencies as shown in any one (1) of the following: - lecture/discussion - activity/activity sheet - performance task - rubric for assessing performance using criteria that appropriately describe the target output and demonstrated in a LAC session as attested by the LAC Coordinator/ Approving Authority with proof of attendance of colleague/s	4
	10	✓	✓		See similar MOV above on COT rating sheet or inter-observer agreement form	2*
	11	✓		✓	1. Approved LAC/FGD Plan 2. Any proof of communication with colleagues (e.g., text/chat) 3. Any proof of collaborative review (e.g., accomplishment report) of - learner assessment data - intervention materials developed for remediation/ - enhancement/ enhancement/ enrichment activities 4. Minutes of LAC, FGD session, or other meetings, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF), with annotations highlighting interpretation of monitoring and evaluation strategies of attainment data	4

KRA 4	12	✓		✓	● 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	4
	13	✓		✓	1. Approved activity/project proposal for a webinar, retooling, upskilling, and other training/ seminar/ workshop with accomplishment report 2. Approved activity/project proposal for benchmarking or innovation with accomplishment report 3. Certificate as contributor to LRMDs 4. Certificate of completion in a course/training 5. Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop 6. Any proof of participation in school LAC sessions (online/face-to-face) certified by the LAC Coordinator 7. Others (Please specify and provide annotations)	4
	14	✓	✓		1. Proof/s of attendance in coaching and mentoring sessions/meetings/LAC sessions / FGDs / other activities that highlights the objective 2. Approved LAC/FGD Plan 3. Training matrix of LAC sessions highlighting the teacher's role 4. Minutes of LAC sessions/FGDs highlighting the teacher's role, with proof of attendance 5. Performance Monitoring and Coaching Form (PMCF) 6. Personal notes/reflections of colleagues on regional/ division/ school-led INSETs and/or other trainings supervised/ conducted by teacher 7. Others (Please specify and provide annotations)	4
KRA 5	15	✓	✓	✓	Any one (1) proof that the master teacher: ● served as facilitator / speaker ● served as demonstration teacher ● served as a member of the technical working group ● served as OIC in the absence of the principal ● represented the principal in meetings and conference ● observed classes of Teachers I-III ● assisted the school selection committee in the evaluation of credentials when hiring or promoting teachers ● served in a committee ● served as adviser to co-curricular activities ● served as coordinator / chairperson ● authored / contributed to a book or journal ● coached and mentored learners in competitions ● mentored pre-service / in-service teachers ● conducted research within the rating period; ● others (please specify) with annotation on how it contributed to the teaching-learning process.	4
						Minimum of 46 MOVs

* Note that MOVs for the Classroom Observable Indicators (COIs) may be crosscutting. Submission of four (4) COT rating sheets may already reflect the achievement of the nine (7) COIs.

GLOSSARY

Audio lesson	This refers to a learning material that is an audio recorded lesson which can be used for distance learning or as supplementary material. This can be saved in a USB flash drive and played in a device (e.g., plug-and-play radios with USB port, TV with USB port, computer, etc.).
Evaluating	This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.
Learner achievement	This pertains to the remarkable curricular or co-curricular performance of a learner recognized by the school.
Learner attainment data	This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement
Learner needs	This refers to the observable behavior or attitude of a learner that the teacher must address immediately
Learner progress	This refers to a trail of stages of a learner's school and academic status.
Learning action cell (LAC)	This functions as a professional learning community for teachers that will help them improve practice and learner achievement (Department of Education 2016a, i) LAC aims to improve the teaching-learning process that will lead to improved learning among the students; to nurture successful teachers; to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (Department of Education 2016a, 3).
Lesson exemplar	"During pandemic and other disruptive events, all public elementary and secondary school teachers in the region shall prepare their lesson exemplars instead of the usual Detailed Lesson Plan (DLPs) and/or Daily Learning Logs (DLL) for MELCs and/or enabling competencies" (Department of Education - CALABARZON 2020, 10).
Lesson plan	This refers to the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) as part of instructional planning (Department of Education 2016b). Other forms of a lesson plan are the Weekly Lesson Plan (WLP), Weekly Lesson Log (WLL), Weekly Home Learning Plan (WHLP) and Lesson Exemplars (LE).
Monitoring	This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.
Stakeholder	This refers to either internal (teachers, school administrators and personnel) or external (parents/guardian, community and industry partners) individuals or group of individuals who participate or collaborate towards the attainment of the school's academic and institutional goals.
Supplementary materials	These refer to learning resources crafted by teachers to supplement the materials handed down by the DepEd division/regional/central offices. These materials should be aligned with DepEd standards and support the contextualized needs of learners in online, modular, and TV- and radio-based instruction. These teacher-made learning materials can be printed or digital modules, activity sheets, interactive e-materials, and MELCs-aligned video- and audio-lessons (Department of Education - Undersecretary for Curriculum and Instruction 2020, 3). Writing tasks can also be part of the supplementary materials where learners can write the challenges they are facing and what parts of the lesson they did not fully understand and need additional help for from their teacher (Department of Education 2020b, 37).
Video Lesson	This refers to a learning material similar to a video-recorded lesson and video-taped lesson used for online asynchronous teaching or used as supplementary material. This material can be uploaded to YouTube, Google Classroom, or any online platform, or distributed via storage devices (e.g., flash drives or CD-ROMs).

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