



Republic of the Philippines
Department of Education
Region VI-Western Visayas
SCHOOLS DIVISION OF KABANKALAN CITY

Office of the Schools Division
Superintendent

DIVISION MEMORANDUM

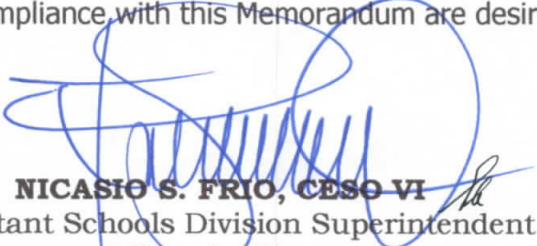
NO. 063, s. 2022

FEB 22 2022

**IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT
SYSTEM-PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (RPMS-PPST)
FOR SCHOOL YEAR 2021-2022**

To: Asst. Schools Division Superintendent
Chiefs, CID & SGOD
Public Schools District Supervisors
Public Elementary & Secondary School Heads
All Others Concerned

1. Attached is Regional Memorandum No. 144, s. 2022 dated February 16, 2022, RE: Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022.
2. Immediate dissemination of and compliance with this Memorandum are desired.


NICASIO S. FRIO, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent





Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS

FEB 16 2022

REGIONAL MEMORANDUM
NO. 124, S. 2022

**IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE
MANAGEMENT SYSTEM-PHILIPPINE PROFESSIONAL STANDARDS FOR
TEACHERS (RPMS-PPST) FOR SCHOOL YEAR 2021-2022**

To: Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Memorandum No. 004, s. 2022 dated February 9, 2022 regarding the **Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022.**
2. Immediate dissemination of this Memorandum is desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As Stated
Reference: DepEd Memorandum No. 004, s. 2022
To be indicated in the Perpetual Index
under the following subjects:

CHANGE	PERFORMANCE	PROGRAMS
RULES AND REGULATIONS	SCHOOLS	TEACHERS

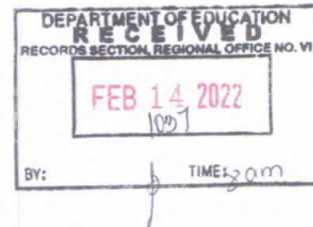


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Republic of the Philippines
Department of Education



09 FEB 2022

DepEd MEMORANDUM

No. **004**, s. 2022

**IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT
SYSTEM-PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS
FOR SCHOOL YEAR 2021-2022**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. Faithful to the commitment of the Department of Education (DepEd) to quality teaching, it being recognized as vital to the attainment of desired learning outcomes, the Department remains steadfast in the efforts to anchor its human resource systems and actions on well-defined professional standards for teacher quality. Consistent with DepEd Order (DO) No. 2, s. 2015 prescribing the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education and pursuant to Section 5 of DO 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which mandates that all performance appraisals for teachers shall be based on this set of standards, this Department has been integrating and embedding the PPST into the RPMS of teachers since School Year (SY) 2018-2019.

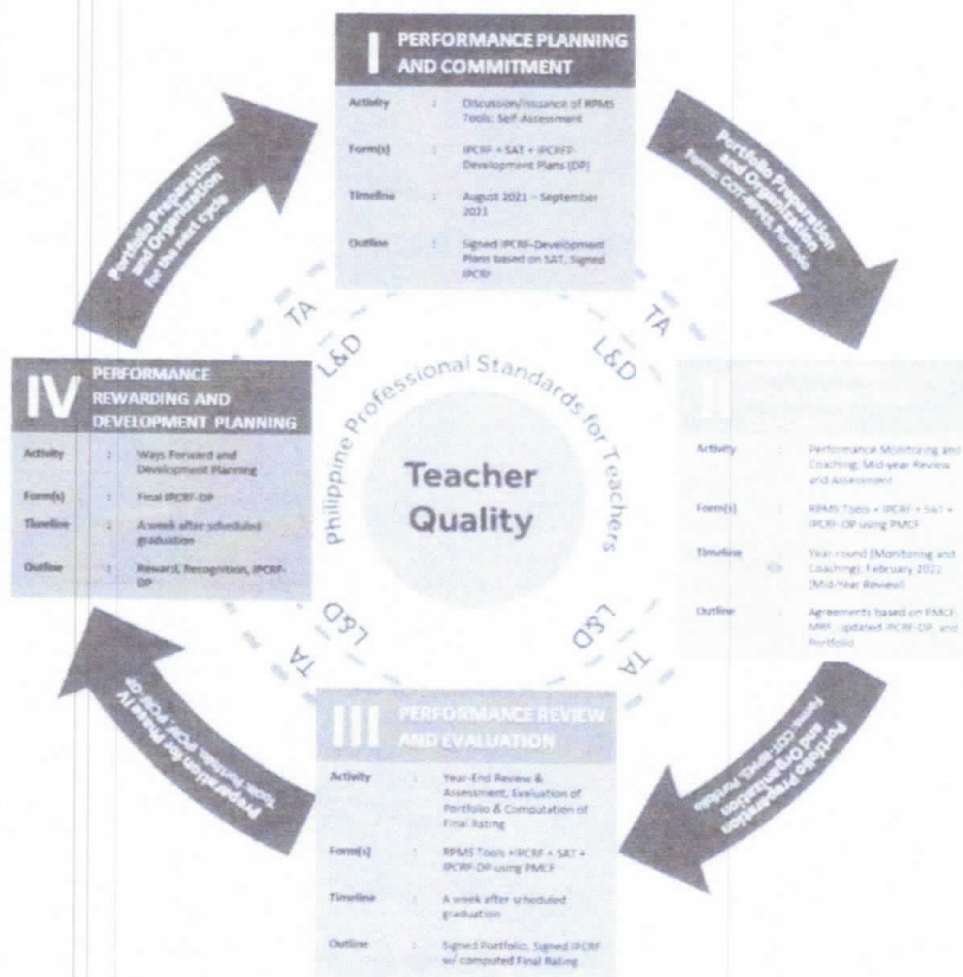
2. For SY 2021-2022, the Department aims to complete the full cycle of embedding the 37 PPST indicators into teachers' performance. This DepEd Memorandum titled **Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022** provides for the guidelines on the performance management and appraisal of teachers using the remaining 18 indicators in their RPMS. With the implementation of the Basic Education Learning Continuity Plan (BE-LCP), the sudden shift from face to face to remote learning, and now the gradual implementation of the limited face to face classes, the tools, forms, and protocols stipulated herein are developed and modified to ensure that the measures of performance this school year are appropriate, adaptive, and relevant to capture teachers' actual performance in the context of the pandemic.

3. This DM shall cover all Teachers and Master Teachers in all public elementary and secondary schools and community learning centers (CLCs), including those Teachers and Master Teachers who are reassigned as full-time Teacher-Broadcasters in DepEd Central Office (CO). It shall guide the ratees, raters, approving authorities, and other stakeholders in the implementation of PPST-aligned RPMS through the prescribed performance indicators that shall be reflected in the Individual Performance Commitment and Review Forms (IPCRFs) of teachers for SY 2021-2022.

4. For purposes of implementation of RPMS-PPST for SY 2021-2022, these guidelines are prescribed.

- a. With the continued delivery of basic education services through various distance learning delivery modalities (DLDMs), the changes in the expectations of teachers necessitates a COVID-19 responsive RPMS while upholding quality teaching using the professional standards. The modifications in RPMS, its tools, processes, and protocols, for SY 2021-2022 captures the DepEd current system that governs teachers' functions.
- b. Consistent with the School Calendar and Activities for SY 2021-2022 to include all the preparatory and end-of-school year activities stipulated in Enclosure No. 2 of DO 029, s. 2021, the performance cycle for all teaching personnel for SY 2021-2022 shall cover the performance from **August 1, 2021 to July 31, 2022**. The timeline of activities for each phase of the RPMS cycle is illustrated below, particulars of which is detailed in Annex A.

Figure 1. The RPMS Cycle with Adjusted SY 2021-2022 Timeline



- c. The performance period prescribed herein shall be used as basis for the determination of length of service for purposes of computation of the Performance-Based Bonus (PBB) for teachers and other school-based personnel pursuant to applicable guidelines.
- d. The PPST-aligned RPMS tools that shall be used for SY 2021-2022 are attached as follows:
 - i. Appendix 1A: RPMS Tool for Proficient Teachers for SY 2021-2022;
 - ii. Appendix 1B: RPMS Tool for Highly Proficient Teachers for SY 2021-2022;
 - iii. Appendix 2A: RPMS Tool for Proficient Teacher-Broadcasters for SY 2021-2022; and
 - iv. Appendix 2B: RPMS Tool for Highly Proficient Teacher-Broadcasters for SY 2021-2022.
- e. To help teachers in understanding the performance objectives and indicators to be used in SY 2021-2022, and in determining the acceptable means of verification (MOV) for each indicator, a supplemental guide on the RPMS-PPST performance objectives, indicators, and MOV is attached as Annex B.

A glossary is provided in each tool as well as in Annex B to set the operational definition of concepts from the indicators and of certain MOV.

- f. The following further guidelines are likewise provided to clarify specific operational concerns in the assessment of performance of teacher-broadcasters:
 - i. Pursuant to **DM-PHROD-2020-00294**, it is understood that the nature of work of the Teacher-Broadcasters shall **[be] commensurate as regular teaching load**; hence, in the assessment of their performance, teacher-broadcasters shall use the RPMS-PPST tools for teacher-broadcasters as prescribed in Appendices 3 and 4. In view thereof, all duties and responsibilities of a teacher-broadcaster that do not fall under the purview of the expectations set for teachers shall only be considered as Plus Factor, subject to applicable rules and regulations on the rating plus factors.
 - ii. Implementors of TV-Video/Radio-based Instructions (TV-Video/RBI) learning delivery modality in the CO, RO, and SDO are urged to ensure that the detailed duties and responsibilities of the concerned teacher-broadcasters, as may be indicated in their respective Terms of Reference or Job Description, shall be reflective of the functions and expectations of teachers in the context of remote learning.
 - iii. Only teachers who are officially reassigned to the CO, Regional Offices (RO), and/or Schools Division Offices (SDO) through the issuance of the appropriate reassignment papers (Special Order), as approved by the concerned Schools Division Superintendent (SDS), shall use the RPMS-PPST tools for teacher-broadcasters (Appendices 2A and 2B).

- iv. Teachers who perform functions of a regular teacher and are assigned additional load/s as teacher-broadcaster shall use the RPMS tool for regular teachers, as may be appropriate. Their performance as a teacher-broadcaster shall be considered as Plus Factor.
5. For more information, please contact the **Bureau of Human Resource and Organizational Development** located at 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.
6. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary



Encl.:
As stated

References:
DepEd Order Nos. 032, s. 2020; 2, s. 2015; and 29, s. 2021)

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

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SCHOOLS
TEACHERS



Detailed Activities in each phase of the RPMS Cycle for SY 2021-2022

Phases of RPMS Cycle	Task/Activity	Person(s) Responsible	Schedule
PHASE I Performance Planning and Commitment	Start of RPMS cycle and start of portfolio collection	Ratees	August 1, 2021
	Self-Assessment with Initial Development Planning	Ratees	September 2021
	Capacity Building Activities/Presentation of RPMS Tools in the time of COVID-19	Regional Office/Schools Division Office/ School Head/Raters	September to December 2021
	National Orientation	Central Office	January 2022
PHASE II Performance Monitoring and Coaching	Monitoring and Coaching	School Head/Raters	August 2021 – June 2022
	Mid-Year Review* with Development Planning	School Head/Raters/Ratees	February 2022
PHASE III Performance Review and Evaluation	Year-end Review**	Raters, Ratees, and Approving Authorities	A week after scheduled graduation
PHASE IV Performance Rewarding and Development Planning	Ways Forward Development Planning	Ratees	^{***} A week after scheduled graduation
	IPCRF Data Collection	School Head/Raters	A month after scheduled graduation

* All presented Means of Verification (MOV's) shall be obtained from September 2021 – February 2022 (for RPMS Objectives 1, 3, 4, 5, 6, 9, and 10) and from February 2022 – July 2022 (for RPMS Objectives 2, 7, 8, and 11 to 19).

** All presented Means of Verification (MOV's) shall be obtained from September 2021 – July 2022 (for RPMS Objectives 1, 3, 4, 5, 6, 9, and 10) and from September 2021-2022 (for RPMS Objectives 2, 7, 8, and 11 to 19).



RPMS-PPST Performance Objectives, Indicators, and Means of Verifications for SY 2021-2022

PART I. Regular Teachers

There are 18 indicators from the Philippine Professional Standards for Teachers (PPST) chosen as RPMS objectives for this school year. These priority indicators complete the integration of PPST through the RPMS.

See *Appendix 1A* for the RPMS Tool for Proficient Teachers for SY 2021-2022 and *Appendix 1B* for the RPMS Tool for Highly Proficient Teachers for SY 2021-2022, respectively. A glossary is provided in each tool to set the operational definition of concepts from the indicators and of certain MOV.

Classroom observable objectives

For **Proficient Teachers**, there are nine (9) classroom observable objectives. The performance indicators of these objectives are identified for Quality.

Objectives 1, 3, 4, 5, and 6 require means of verification (MOV) from a classroom observation. While Objectives 7, 8, 9, and 10 have SET A and SET B options that require MOV from either a classroom observation, provision of supplemental material/s, or accomplishment of a Teacher Reflection Form (TRF) depending on the context of the teacher.

For **Highly Proficient Teachers**, there are seven (7) classroom observable objectives. The performance indicators of these objectives are identified for Quality.

Objectives 1, 3, 4, 5, and 6 require MOV from a classroom observation. While Objectives 9 and 10 have SET A and SET B options that require MOV from either a classroom observation or accomplishment of a Teacher Reflection Form (TRF) depending on the context of the teacher.

Only two (2) observations are required for both Proficient and Highly Proficient Teachers for the entire school year.

Non-classroom observable objectives

There are thirteen (13) non-classroom objectives for both **Proficient and Highly Proficient Teachers**. This includes the objectives that have SET A and SET B options. The performance indicators of these objectives are identified for Quality. Plus Factor is Objective 19.

Table 1. MOV per indicator for the Proficient Teachers for RPMS SY 2021-2022

RPMS objective based on the PPST priority indicator	Means of verification
1. Applied knowledge of content within and across curriculum teaching areas	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from: <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. <i>if option 1 is not possible</i>, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. <i>if options 1 and 2 are not possible</i>, an observation of a demonstration teaching via LAC
2. Used research-based knowledge and principles of teaching and learning to enhance	One (1) lesson plan with annotations identifying the research-based knowledge and/or principles of teaching and learning used as basis for planning / designing the lesson

<p>professional practice</p> <p>3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning</p> <p>4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement</p> <p>5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures</p> <p>6. Maintained learning environments that promote fairness, respect and care to encourage learning</p>	<p>Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC
<p>7. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning</p>	<p>SET A Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights maintaining learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning</p> <ul style="list-style-type: none"> • activity sheet/s • one lesson from a self-learning module (SLM) • lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, lesson exemplars, and the likes) • video lesson • audio lesson • other learning materials in print/digital format (please specify and provide annotations) <p>with client/learner feedback on how the material encouraged the learners to participate, cooperate, and collaborate (Please specify and provide annotations of one's contribution to a material if it is a group work.)</p> <p>OR</p> <p>SET B Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC
<p>8. Applied a range of successful strategies that maintains learning environments that motivate learners to work productively by assuming responsibility for their own learning</p>	<p>SET A Any supplementary material (in print/digital format) made by the ratee and used in the lesson delivery that highlights a range of strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning</p> <ul style="list-style-type: none"> • activity sheet/s • one lesson from a self-learning module (SLM) • lesson plan (e.g., DLP, DLL, WHLP, WLP, WLL, lesson exemplars, and the likes) • video lesson • audio lesson • other learning materials in print/digital format (please specify and provide annotations) <p>(Please specify and provide annotations of one's contribution)</p> <p>OR</p>

		<p>SET B Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC
9. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents		<p>SET A Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC <p>OR</p> <p>SET B Teacher Reflection Form (TRF) on designing, adapting, and/or implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents and a certification from the school head that the ratee's classes have no identified learner/s with disabilities, giftedness and/or talents</p>
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups		<p>SET A Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from:</p> <ol style="list-style-type: none"> 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching via LAC <p>OR</p> <p>SET B Teacher Reflection Form (TRF) on adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups and a certification from the school head that the ratee's classes have no identified learner/s from indigenous groups</p>
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners		<ol style="list-style-type: none"> 1. Proof of evaluation² on the implementation of the adapted / contextualized learning program 2. Progress report on the implementation of the adapted / contextualized learning program 3. Accomplishment / completion / technical report on the implementation of an adapted / contextualized learning program 4. Action plan / activity proposal / activity matrix that shows an adapted / contextualized learning program
12. Utilized assessment data to inform the modification of teaching and learning practices and programs		<p>A list of identified least / most mastered skills based on the frequency of errors / correct responses with any of the following supporting MOV</p> <ol style="list-style-type: none"> 1. accomplishment report for remedial / enhancement activities (e.g., remedial sessions, Summer Reading Camp, Phil-IRI-based reading program) 2. intervention material used for remediation / reinforcement / enhancement 3. lesson plan/activity log for remediation / enhancement utilizing of assessment data to modify teaching and learning practices or programs
13. Maintained learning environments that are responsive to community contexts		<ol style="list-style-type: none"> 1. Accomplishment report of a program / project / activity that maintains a learning environment 2. Program / Project / Activity plan on maintaining a learning