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Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

DIVISION MEMORANDUM

No. 491, s. 2026

29 JUN 2026

DISSEMINATION OF REGIONAL MEMORANDUM NO. 773, S. 2026 RE: ENHANCED MANUAL ON THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM IN THE DEPARTMENT OF EDUCATION REGION I

To: Assistant Schools Division Superintendent
Chief Education Supervisors – SGOD and CID
All Public Elementary and Secondary School Heads
All Others Concerned

1. Attached is Regional Memorandum No. 773, s. 2026 titled "*Enhanced Manual on the Results-Based Performance Management System in the Department of Education Region I*", for the information and guidance of all concerned.
2. All school heads are directed to orient all teaching and non-teaching personnel on the provisions of the Enhanced RPMS Manual and ensure its proper implementation in their respective schools.
3. Immediate dissemination of and strict compliance with this Memorandum is desired.

VILMA D. EDA, CESO V
Schools Division Superintendent

SGOD/gpc/RPMS
June 25, 2026



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Republic of the Philippines
Department of Education
 REGION I



JUN 23 2026

REGIONAL MEMORANDUM

No. 773 s. 2026

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**ENHANCED MANUAL ON THE RESULTS-BASED PERFORMANCE
 MANAGEMENT SYSTEM IN THE DEPARTMENT OF EDUCATION REGION I**

To: Assistant Regional Director
 Schools Division Superintendents
 Public Elementary and Secondary School Heads
 All Others Concerned

1. This Office issues the Enhanced Manual on the Results-based Performance Management System (RPMS) in the Department of Education Region I.
2. These guidelines stipulate the specific mechanisms, criteria, and processes for the performance planning and commitment, monitoring and coaching, review and evaluation, and rewarding and development planning for offices and schools, covering all officials and employees in the Department holding regular Plantilla positions. Personnel hired under the Casual Contract of Service (COS), Job Order, Local Government Unit (LGU)-funded personnel, and substitute teachers shall likewise be covered but for purposes of performance evaluation only.
3. All provisions of rules, regulations, and issuances pertaining to RPMS which are inconsistent with these guidelines are hereby repealed or modified accordingly.
4. Immediate dissemination of and strict compliance with this Memorandum is directed.

ESTELA P. LEON-CARIÑO, EdD, CESO III
 Director IV/Regional Director

Encl.: Enhanced Manual on PMES in DepEd R1

Reference: DepEd Order 2, s. 2015

To be indicated in the Perpetual Index

Under the following subjects:

EVALUATION PERFORMANCE
 POLICY RULES AND REGULATIONS

HRDD/rrm/RM_EnhancedManualPMESR1
 February 23, 2026



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Republic of the Philippines
Department of Education
REGION I

ENDORSEMENT OF IMPLEMENTING GUIDELINES

This committee endorses for approval of the **procedures manual** drafted by **Raymund R. Molano** Education Program Supervisors of **Human Resources Development Division (HRDD)**, DepEd Regional Office I, relative to the **“EMHAMCE MANUAL ON THE RESULT-BASED PERFORMANCE MANAGEMENT SYSTEMS IN THE DEPARTMENT OF EDUCATION – REGION I”** which have undergone the review and evaluation process of the Policy Review and Development Committee (PRDC) on the 16th day of September 2025.


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ENHANCED MANUAL ON THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM IN THE DEPARTMENT OF EDUCATION REGION I

I. GENERAL PROVISIONS

SECTION 1. RATIONALE

The issuance of the Enhanced Manual on the Results-Based Performance Management System (RPMS) in the Department of Education – Region I align with the legal mandate set forth by the Civil Service Commission (CSC) through Memorandum Circular (MC) No. 6, s. 2012. This circular emphasizes establishing and operationalizing the Strategic Performance Management System (SPMS) across all government agencies. The SPMS is pivotal in aligning organizational goals with the daily functions of its personnel, providing a measurable and verifiable basis for evaluating individual and collective performance while ensuring adherence to accountability and transparency standards in governance.

The Department of Education (DepEd) implemented the Results-Based Performance Management System (RPMS) through DepEd Order No. 2, s. 2015. This initiative sought to embed a performance-driven culture in the Department, reinforcing and aligning the agency's mandate, vision, and mission with its operations. To address the region's specific needs, DepEd Region I issued Regional Order No. 001, s. 2021, which established detailed protocols for implementing the RPMS. These efforts collectively ensure that performance management systems address the distinctive operational contexts of regional offices and schools.

Tailoring the RPMS guidelines to the region is essential to meet the unique demands of the workforce and communities served by DepEd Region I. Variations in regional priorities, challenges, and capacities require a system that effectively reflects these contextual realities while upholding national standards. The enhanced manual integrates national policies with strategies designed for the region's particular needs, ensuring a comprehensive and effective performance management approach. This update also seeks to improve the fairness and utility of performance evaluations across all personnel categories.

The purpose of the enhanced manual is to provide updated implementing guidelines for performance management and evaluation in DepEd Region I. It defines mechanisms, criteria, and processes for setting performance targets, monitoring outcomes, conducting evaluations, and planning professional development. Furthermore, this manual aims to link performance management with other human resource (HR) systems to foster coherence across HR functions. It also reinforces adherence to performance-based tenure and incentive systems, promoting transparency, accountability, and motivation among all personnel.

These implementing guidelines apply to all personnel within DepEd Region I, including those holding regular Plantilla positions and contract-based staff such as Casual, Contract of Service (COS), job order personnel, Local Government Unit (LGU)-funded employees, and substitute teachers. While all employees are evaluated under the performance system, the guidelines ensure consistency and equity in evaluation criteria. This enhanced manual serves as a critical framework for sustaining organizational effectiveness, improving the quality of basic education in the region, and aligning individual performance with institutional objectives and outcomes.

SECTION 2. DEFINITION OF TERMS

For purposes of this Enhanced Manual, the following terms shall be defined and understood as follows:

- a. **Approving Authority** refers to the official who approves the Individual Performance Commitment and Review Form (IPCRF) or the Office Performance Commitment and Review Form (OPCRF).
- b. **Calibration** refers to adjustments to the objectives, timelines, weights, and/or performance indicators in the OPCRf and/or IPCRF, subject to approval by the Performance Management Team (PMT).
- c. **Coaching** refers to the act of supporting an employee to perform new tasks or assignments by providing guidance or feedback.
- d. **Competencies** refer to the defined knowledge, skills, attitudes, and desired behavior that individuals demonstrate in achieving one's results.
- e. **Core competencies** refer to the competencies that cut across all job groups within the organization, upholding the DepEd's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713.
- f. **Core Function** refers to programs, projects, and activities rooted in an office's mandates and key result areas.
- g. **Functional competencies** refer to the specific competencies needed to perform the defined activities in a function or job.
- h. **Head of the Office** refers to the approving authority who determines the final performance rating of office and individual employees based on proof of performance.
- i. **Individual Employee** refers to DepEd employees who utilizes an IPCRF to set their individual performance targets. Individual employees are those who hold second-level and managerial positions but not including third-level officials.
- j. **Individual Performance Commitment and Review Form** refers to the form that reflects the individual commitments and performance, which shall be accomplished by individual employees.
- k. **Key Result Area** refers to a broad category of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. It is an area where the office and/or individual employee are expected to focus on.

- l. **Leadership Competencies** refer to the competencies expected of heads of functional offices who hold managerial and executive/supervisory positions.
- m. **Non School-based Personnel** refers to all regular/permanent, LGU-funded and contract of service/job order personnel assigned and/or detailed DepEd offices, from the regional office to the school division offices.
- n. **Non-Teaching Position** refers to a position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.
- o. **Objective** refers to a specific task that an office and/or individual employee needs to do to achieve the major final outputs under the key result areas.
- p. **Office Performance Commitment and Review Form** refers to the form that reflects the office commitments and performance, which shall be accomplished by the head of functional office.
- q. **Organizational Outcome** refers to a long-term result produced by the DepEd as an agency that contributes to the achievement of its legislated mandate, vision and mission, and is achieved through the delivery of its programs.
- r. **Performance Commitment** refers to the clear and measurable performance targets set by each office and individual ensuring that each goal is aligned with DepEd's mission and strategic plan.
- s. **Performance Indicator/Measure** refers to an exact quantification of objectives, which shall serve as an assessment tool that gauges whether a performance is positive or negative.
- t. **Results-based Performance Management System** refers to the DepEd-contextualized SPMS. It is an organization-wide process of ensuring that employees focus work efforts towards achieving DepEd vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs.
- u. **Performance Management System** refers to mechanisms, criteria, processes for office and employee performance target setting, monitoring, evaluation and development planning which ensures alignment and achievement of the organization's vision, mission, values and strategic priorities.
- v. **Performance Monitoring** refers to the regular tracking of an employee's progress toward achieving their performance targets, as set in their OPCR and IPCRF.

- w. **Performance Monitoring and Coaching Form** refers to the form intended for recording the significant incidents (actual events and behavior in which both positive and negative performances are observed) such as demonstrated behavior, competence and performance.
- x. **Performance Review** refers to the formal review process where the actual performance is compared against the agreed targets, providing a basis for feedback, development, and improvement.
- y. **Philippine Professional Standards for Teachers** refers to a set of professional standards that stipulate the professional practice expected to be achieved by quality teachers at every career stage (DO 42, s. 2017)
- z. **Planning** refers to the systematic process of establishing goals, setting expectations and outlining strategies to achieve the desired results and outcomes.
- aa. **Ratee** refers to the individual employee concerned.
- bb. **Rater** refers to the immediate superior who directly supervises the performance of the individual employee and gives the preliminary rating for approval of the head of functional office at the end of the rating period based on the performance measures.
- cc. **Related-Teaching Position** refers to a position whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation.
- dd. **School Administration Position** refers to a position that is directly engaged in supervisory, managerial and/or administrative functions in all schools and community learning centers.
- ee. **School Heads** refers to the generic term of the person designated to handle school performing both supervisory and administrative functions (e.g. School In-Charge, Head Teachers, Principal) regardless of position.
- ff. **School-based Personnel** refers to all regular/permanent, LGU-funded and contract or service/job order teaching, teaching-related and non-teaching personnel assigned and/or detailed in the schools including ALS teachers.
- gg. **Second Level Positions** refers to professional, technical, and scientific positions which involve professional, technical, and scientific work in a non-supervisory or supervisory capacity up to Division Chief level or its equivalent.

- hh. **Significant Incidents** refer to actual events and behaviors observed and documented using the Performance Monitoring and Coaching Form (PMCF).
- ii. **Strategic Performance Management System** refers to the CSC PMS that gives emphasis to the strategic alignment of the organizational goals with the day-to-day operation of units and individual personnel.
- jj. **Strategic Function** refers to one-time big-time projects or activities. These are temporary endeavors and time-bound performance targets.
- kk. **Teaching Position** refers to a position that is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether full-time or part-time basis, in schools and CLCs.

II. OPERATIONAL GUIDELINES

SECTION 3. RULES AND REGULATIONS

A. The RPMS Cycle and Timeline

The Department of Education – Region I shall adopt the existing RPMS Framework in DepEd Order 2, s. 2015 and follow the four-stage performance management and evaluation system as prescribed by the CSC:

1. Performance planning and commitment;
2. Performance monitoring and coaching;
3. Performance review and evaluation; and
4. Performance rewarding and development planning.

The RPMS cycle shall cover the performance for one (1) whole year or a period of twelve (12) months and shall follow the timeline listed in the table below:

PHASE	ACTIVITY	TIMELINE	
		RO AND SDO	SCHOOL
PHASE I Performance Planning and Commitment	Target and Commitment Setting	Before January of the current year	1 month prior to the opening of classes
PHASE II Performance Monitoring and Coaching	Monitoring of Performance	Quarterly	Quarterly
	Accomplishment of PMCF and provision of L&D interventions	Year-round	School Year-round
PHASE III Performance Review and Evaluation	Conduct of Mid-year Review Recalibration of Performance Targets	On or before July of the current year	5 months after the opening of classes <i>(during In-Service Education and Training activity)</i>

	Conduct of Year-end Assessment	After the last day of December of the current year	After the last day of classes
	Submission of signed OPCR and IPCR		
PHASE IV Performance Rewards and Development Planning	Finalization of the Office/School and Individual Development Plans	After the last day of December of the current year	After the last day of classes

B. Key Players and Responsibilities

To ensure the effective implementation of performance management processes, the following outlines the various key players at different governance levels with their specific roles and responsibilities.

1. Head of the Offices

Governance Level	Position/Office	Responsibilities
RO	<ul style="list-style-type: none"> ▪ Regional Director ▪ Assistant Regional Director ▪ Functional Division Chiefs 	<ul style="list-style-type: none"> ▪ Assume primary responsibility for performance management in his/her Office. ▪ Conduct strategic planning sessions with the supervisors and staff and agree on the outputs that should be accomplished based on the goals/objectives of the organization and submit the Office Performance Commitment and Review Form to the PMT Head Secretariat ▪ Review and approve individual employee's Performance Commitment and Review form for submission to the PMT Head Secretariat ▪ Submit a quarterly accomplishment report to the

SDO	<ul style="list-style-type: none"> ▪ Schools Division Superintendent ▪ Assistant Schools Division Superintendent ▪ Functional Division Chiefs 	<p>PMT Head Secretariat based on the RPMS timeline</p> <ul style="list-style-type: none"> ▪ Do an initial assessment of the office's performance and use the approved Office Performance Commitment and Review form. ▪ Determine the final assessment of the performance level of the individual employees in his/her office based on proof of performance. ▪ Inform employees of the final rating and identify necessary interventions to employees based on the assessment of developmental needs. ▪ Recommend and discuss a development plan with the subordinates who obtain Unsatisfactory performance during the rating period not later than one (1) month after the end of the said period and prepares written notice/ advice to subordinate that a succeeding Unsatisfactory performance shall warrant their separation from the service. ▪ Provide a preliminary rating to subordinates showing Poor performance not earlier than the third (3rd) month of the rating period. A development plan shall be discussed with the concerned subordinate and issue a written notice that failure to improve their performance shall warrant their separation from the service.
School	<ul style="list-style-type: none"> ▪ School Head/ Principal/ OIC/ TIC ▪ Assistant School Principal 	

2. Performance Management Team Chairperson, Members, and Observer

Governance Level	Position/Office	Responsibilities
RO	Chairperson: <ul style="list-style-type: none"> ▪ 1 Assistant Regional Director 	<ul style="list-style-type: none"> ▪ Set consultation meeting of all heads of functional divisions/ units/ sections/ departments for the purpose of discussing the targets set in the OPCRf

	<p>Members:</p> <ul style="list-style-type: none"> ▪ 8 functional division chiefs ▪ 1 Superintendent's Representative (PASS) ▪ 1 NEU-Regional Office President <p>Observer:</p> <ul style="list-style-type: none"> ▪ R1TEAC Chairperson 	<ul style="list-style-type: none"> ▪ Ensure that Office performance targets and measures, as well as the budget are aligned with those of the Office and that work distribution of divisions/ units/ sections/ departments is rationalized ▪ Recommend approval of the office performance commitment and rating to the Head of the Office ▪ Act as appeals body and final arbiter for performance management issues of the Office ▪ Identify potential top performers and provide inputs to the PRAISE Committee for grant of awards and incentives ▪ Adopt its own internal rules, procedures and strategies in carrying out the above responsibilities including schedule of meetings and calibrations, and delegation of authority to representatives in case of absence of its members.
SDO	<p>Chairperson:</p> <ul style="list-style-type: none"> ▪ 1 Assistant Schools Division Superintendent <p>Members:</p> <ul style="list-style-type: none"> ▪ 2 functional division chiefs ▪ 1 AO V ▪ 1 Accountant III ▪ 1 PESPA Chapter President ▪ 1 NAPSSHI/ NAPSSPHIL Chapter President ▪ 1 Teacher Association President ▪ 1 NEU-Division Office President <p>Observer:</p> <ul style="list-style-type: none"> ▪ 1 Federated PTA President 	
School	<p>Chairperson:</p> <ul style="list-style-type: none"> ▪ 1 Assistant Principal or Senior Head Teacher or Master Teacher <p>Members:</p> <ul style="list-style-type: none"> ▪ 4 Teaching Personnel ▪ 1 Non-teaching Personnel ▪ 1 Teacher Club President ▪ 1 School Planning Team Member <p>Observer:</p> <ul style="list-style-type: none"> ▪ 1 Elected SGC Chairperson or representative 	

3. Performance Management Team Secretariat

Governance Level	Position/Office	Responsibilities
RO	<ul style="list-style-type: none"> ▪ 1 HRDD EPS ▪ 1 AO V, Personnel Section ▪ Other personnel designated by RD 	<ul style="list-style-type: none"> ▪ Monitor the submission of OPCRf and IPCRF ▪ Schedule the review/ evaluation of Office Commitments by the PMT ▪ Consolidate, review, validate, and evaluate the initial performance assessment of the Head of divisions/ units/ sections/ departments based on reported Office accomplishments against the success indicators, and the allotted budget against actual expenses. The result of the assessment shall be the basis of PMT's recommendation to the Head of the Office who shall determine the final Office rating ▪ Conduct an Office performance planning and review conference annually for the purpose of discussing the Office assessment for the preceding performance period and plans for the succeeding rating period with concerned Heads of divisions/ units/ sections/ departments. This shall include participation of the Finance Office as regards budget utilization ▪ Provide each divisions/ units/ sections/ departments with the final Office Assessment to serve as basis for the assessment of individual staff members ▪ Review the Summary List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the PMT and approved by the Head of Office
SDO	<ul style="list-style-type: none"> ▪ 1 HRDS SEPS/EPS II ▪ 1 HRMO ▪ Other personnel designated by SDS 	
School	Teaching and/or Non-teaching Personnel designated by the School Head	

		<ul style="list-style-type: none"> ▪ Provide analytical data on retention, skill/ competency gaps and talent development plans ▪ Develop interventions that will form part of the HRD Plan or Office Learning Plan
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4. Individual Employees

- Act as partners of management and their co-employees in meeting organizational performance goals.

C. Ratee, Rater, and Approving Authority Matrix

The following matrix defines the key individuals responsible for assessing, reviewing, and approving performance ratings at various governance levels:

Ratee	Rater	Approving Authority
Regional Office		
Regional Director	Undersecretary for Field Operations	Chief of Staff
Assistant Regional Director	Regional Director	Undersecretary for Operations
Functional Division Chief or ORD Unit Head	Assistant Regional Director	Regional Director
Section Head (AO V – Asset, Cash, Personnel, Records; AO IV – GSU, Procurement; EPS – LRMDs; Medical Officer IV, PDO IV; Accountant III, AO V/ Budget Officer III)	Functional Division Chief	Assistant Regional Director
Staff with no Section/Unit Head	Functional Division Chief	Assistant Regional Director
Staff with Section/Unit Head	Section/Unit Head	Functional Division Chief
ORD and OARD Proper Staff	Assistant Regional Director	Regional Director
Schools Division Office		
Schools Division Superintendent	Assistant Regional Director	Regional Director

Assistant Schools Division Superintendent	Schools Division Superintendent	Assistant Regional Director
Functional Division Chief	Assistant Schools Division Superintendent	Schools Division Superintendent
Education Program Supervisor (CID)	Chief of Curriculum Implementation Division (CID)	Assistant Schools Division Superintendent
Education Program Supervisor (SGOD)	Chief of School Governance Operations Division (SGOD)	Assistant Schools Division Superintendent
Public Schools District Supervisor	Chief of Curriculum Implementation Division (CID)	Assistant Schools Division Superintendent
Section/Unit Head (SGOD and CID)	Functional Division Chief	Assistant Schools Division Superintendent
Section/Unit Head (OSDS-Legal, ICT, Admin, Finance)	Assistant Schools Division Superintendent	Schools Division Superintendent
Staff with Section/Unit Head	Section/Unit Head	Administrative Officer V
Staff with no Section/Unit Head	Functional Division Chief	Assistant Schools Division Superintendent
School		
School Head/ Principal/ OIC/ TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
Assistant School Principal	School Head	Assistant Schools Division Superintendent
Department Head	School Head	Assistant Schools Division Superintendent
Master Teacher (Elementary/JHS/SHS)	School Head	Assistant Schools Division Superintendent
Teacher (Elementary)	Master Teacher	School Head
Teacher with no Master Teacher (Elementary)	School Head	Assistant Schools Division Superintendent
Teacher (JHS)	Master Teacher/ Department Head	School Head
Teacher with no Master Teacher/ Department Head (JHS)	School Head	Assistant Schools Division Superintendent

Teacher (SHS)	Master Teacher/ Assistant School Head	School Head
Teacher with no Master Teacher/ Assistant School Head (SHS)	School Head	Assistant Schools Division Superintendent
ALS Teacher (School-based)	Master Teacher/ Department Head	School Head
ALS Teacher (Community Learning Center)	Functional Division Chief (CID)	Assistant Schools Division Superintendent
School-based Non-Teaching Staff (Administrative and Finance function such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I)	School Head	Assistant Schools Division Superintendent
Non-DepEd Funded Teacher	Department Head/Master Teacher	School Head

Note: In case that there is no applicable rater or approving authority in offices/bureaus/services/divisions/schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.

D. The RPMS Process for Third Level Officials, School Administrators, Related-Teaching and Non-teaching Personnel

1. Office Performance Planning and Commitment

The performance planning and commitment shall be done at the beginning of the performance cycle. In this period, the rater and ratee shall discuss and agree on the Office KRAs, Organizational Outcome Attribution, Objectives, Timeline, Weight Allocation, Performance Targets, Performance Measure, Means of Verification, Complying with the Areas for Organizational Effectiveness, and Demonstration of Competencies.

In the OPCRf template, the following parts shall be accomplished and discussed by the rater and the ratee during the Phase I – Performance Planning and Commitment:

- Part I-A: Commitment to Organizational Outcomes
- Part I-B: Innovating and Intervening Accomplishments
- Part I-C: Organizational Effectiveness

a. Determining the Key Result Areas.

- The head of office shall identify the Office KRAs based on the official issuance on the Compendium of Office Functions and the overall organizational outcomes of the Agency.
 - **For Third Level Officials:** Refer to the recalibrated KRAs based on the Functions of the Office anchored on the organizational outcomes and Job Descriptions of the RD and SDS.
 - **For Chiefs of Functional Divisions:** Refer to the Compendium of Office Functions version 3.
 - **For School Administrators:** Refer to the prescribed KRAs by DepEd Memorandum DM-OUHROD-202500922.

b. Attributing the KRA to the Organizational Outcomes.

- Based on the determined office KRAs, the Office shall identify the organizational outcomes/outputs in the GAA and BEDP Pillars that the office is directly contributing to.
- Office KRAs may have cross-cutting attribution such that it supports the achievement of multiple Organizational Outcomes.

c. Setting the Objectives

- Based on the set KRAs and their attribution to the organizational outcomes, the rater and the ratee shall discuss and agree on the office objectives. Setting at least three (3) objectives per KRA is highly recommended. However, the rater and the ratee may set more than three (3) objectives per KRA depending on the priorities of the office for the specific performance year.
- For Part II-B: Innovating and Intervening Accomplishments, the rater and the ratee shall discuss and agree on Objectives that are enabling, supportive, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Objectives for this part can target accomplishments and outputs which are innovations, interventions, and/or enhancements on the processes, services, and/or outputs of the office.
- Objectives are specific tasks that are considered as concrete outputs which an office needs to do to achieve specific KRAs. Objectives are action verbs written in past tense. In objective setting, the SMART criteria, which stands for Specific, Measurable, Attainable, Relevant, Time Bound, shall be applied.
- Objectives shall also capture the specific directives and priority deliverables that are set and cascaded from national level down to functional offices in the RO, SDO, and schools (e.g., BEDP, Strand priorities, etc.).

d. Setting the Timeline

- The timeline shall define the target date for accomplishing each of the performance objectives. The timeline for the office objectives shall be set by the head of office in coordination with the Planning Office and School Planning Team, as aligned with the GAA Physical Targets, Annual Work and Financial Plan for DepEd offices or Annual Improvement Plan for schools/CLCs.
- The head of functional office shall indicate the target period of accomplishment of objectives and outputs. If the objective is a regular deliverable (e.g., preparation of payroll), the Timeline

should indicate the specific period and/or frequency within which the specific objective is expected to be delivered (e.g., every end of the month).

e. Assigning the Weight

- The following are the mandated weight allocation of the OPCR components:
Part I-A: Commitment to Organizational Outcomes (60%)
Part I-B: Innovating and Intervening Accomplishments (20%)
Part I-C: Organizational Effectiveness (15%)
 - Financial Stewardship (5%)
 - Process Improvement (5%)
 - Client Satisfaction (5%)Part II-A: Leadership Competencies (2.5%)
Part II-B: Core Behavioral Competencies (2.5%)

- The assignment of weights for Part I-A and I-B of the OPCR shall be done per Objective. The rater and ratee shall ensure that each Objective under each KRA has been assigned with weights based on the nature and scope of work, difficulty and complexity of accomplishing the specific task, and the required time to finish the specific task and achieve the Objective. The assignment of weights shall be discussed and agreed upon by the rater and the ratee. The sum of the assigned weights of the Objectives shall be equal to the weight assigned to a particular part of the OPCR.

- In case a Plus Factor is included in the OPCR Form, the weight on the plus factor shall not exceed the weight of the highest mandated KRA.

f. Identifying Performance Targets

- The rater and the ratee shall identify, discuss, and agree on the Performance Targets for each of the Objectives. Performance Targets are the expected output/s based on the KRAs and Objectives determined. It is elaborated further into 'Value' and 'Description' to provide clearer and more concrete targeting of output/s.

g. Determining Performance Measures

- Using a five (5)-point rating scale, the rater and the ratee determine the performance indicators for Quality, Efficiency, and Timeliness (QET) as measures of performance and means to verify the achievement of output/deliverable. Depending on the Objective, performance may be rated in terms of at least two (2) measures (quality, efficiency, and timeliness); provided that Quality is always measured.

- The operational definition of each numerical rating (5-4-3-2-1) shall be clearly defined and indicated under each component (i.e., QET). This shall ensure that the rating is objective, impartial, and verifiable.

- Refer to the table below for the definition of performance measures for each component.

COMPONENT	DEFINITION
Quality	<p>The extent to which actual performance compares with targeted performance.</p> <p>The degree to which objectives are achieved and the extent to which targeted problems are solved/issues are addressed with a certain degree of excellence.</p> <p>Quality relates to effectiveness and getting the right things done. It draws focus on the output or service itself.</p> <p>Quality Indicator answers the question, <i>“Is the actual output or service delivery at par with the established quality measures or meet the expected quality of output?”</i></p> <p>Elements: Meeting the standards, acceptability or soundness of output, accuracy, completeness or comprehensiveness of reports and client satisfaction.</p>
Efficiency	<p>The extent to which time or resources are used for the intended task or purpose.</p> <p>Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.</p> <p>Efficiency relates to doing things right. It draws focus on the process by which outputs or services are delivered.</p> <p>Efficiency Indicator answers the question, <i>“How are the outputs or services delivered? Is the manner of achieving the Targets follow the minimum service standards? Is resource utilization optimized in terms of the program objective's realization? Are there better, more efficient ways to deliver program outputs?”</i></p> <p>Elements: Standard response time, number of applications acted upon over number of applications received, optimum use of resources (financial) - actual spending/budget allocated.</p>
Timeliness	<p>Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/ or clients/ stakeholders.</p> <p>Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.</p>

	<p>Timeliness Indicator answers the question, “<i>Are the Objectives achieved within the period agreed upon?</i>”</p> <p>Elements: Claim processing time, target date or deadline, product development rate, delivery time, etc.</p>
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h. Determining Means of Verification

- After identifying the performance measures for each of the Objectives, the ratee shall list the possible proof or evidence of accomplishments. It can be official documents, reports or any output showing the actual results certified by authorized officials/personnel.

i. Complying with the Areas for Organizational Effectiveness

- During Phase I, the rater and the ratee of office performance shall discuss and agree on the office accomplishments capturing effectiveness and efficiency in terms of financial performance, process improvement, and client satisfaction.
- Compliance with the organizational effectiveness shall be monitored to effectively plan the interventions needed for continuous office improvement and enhancement of service delivery.
- Refer to the table below for the description of organizational effectiveness area for each component.

ORGANIZATIONAL EFFECTIVENESS AREA	DESCRIPTION
Financial Stewardship	This refers to the utilization of the budget allocation in accordance with the quarterly disbursement program with no overdraft/deficit/disallowance from oversight agencies.
Process improvement	This refers to the streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of doing business/ease of transactions and/or digitalization/digitization based on the Department’s Citizen’s Charter and in line with the Anti-Red Tape Authority (ARTA)’s Whole-of-Government (WOG) Reengineering Manual.

Client Satisfaction	This refers to the resolution and compliance rate to the Hotline #8888 and Contact Center ng Bayan (CCB) within the prescribed processing time pursuant to the ARTA and EODB standards, following the Client Satisfaction Measurement mechanism.
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j. Demonstration of Competencies

- During Phase I, the rater and the ratee shall discuss the competencies required of the individual personnel. The ratee’s demonstration of the required competencies shall be monitored to effectively plan the interventions needed for behavioral and professional development. The nationally mandated competencies shall be reflected in Part II of the OPCR Form.

k. Reaching Agreement

- Once the Office KRAs, Organizational Outcome Attribution, Objectives, Timeline, Weight Allocation, Performance Targets, Performance Measure, Means of Verification, Complying with the Areas for Organizational Effectiveness, and Demonstration of Competencies are clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCR Forms. The signed/approved OPCR Forms shall be the basis for monitoring and assessment, which shall take place in Phases II and Phases III, respectively.

2. Individual Performance Planning and Commitment

The individual performance planning and commitment of Related-teaching and non-teaching personnel shall be done after the approval of the OPCR Form of the Head of the Office. In this period, the ratee and rater shall discuss and agree on the Individual Objectives, Timeline, Weight Allocation, and Performance Indicators as anchored on the OPCR of the head of office, job functions, office mandates, and overall organizational output/outcomes.

For school-based personnel who do not serve as heads of office (i.e., Head Teachers, Department Heads, and non-teaching staff) but are performing administrative functions shall accomplish their own IPCRF, as follows:

Position	Forms/Tools to be Used
Department Heads	IPCRF anchored on the OPCR of the School Head
Head Teacher <i>with teaching load and administrative functions</i>	IPCRF anchored on the OPCR of the School Head, capturing the expected administrative tasks and objectives in the PMES for Highly Proficient Tools
Head Teacher <i>without teaching load</i>	IPCRF anchored on the OPCR of the School Head
School-based Non-teaching Staff	IPCRF

a. Determining the Key Result Areas

- The individual KRAs shall reflect the office KRAs depending on the mandate and functions of the individual employee and their contribution to the attainment of the office KRAs. The rater and the ratee shall discuss and agree on the breakdown of the office KRAs into individual KRAs.
- Setting of three (3) to five (5) KRAs is highly recommended. However, the rater and the ratee may determine more than five (5) KRAs depending on the office or individual mandate and functions, or as may be determined through a national policy.

b. Setting the Objectives

- Based on the set KRAs and specific performance targets for the performance year, the rater and the ratee shall discuss and agree on the office and/or individual objectives. Setting at least three (3) objectives per KRA is highly recommended. However, the rater and the ratee may set more than three (3) objectives per KRA depending on the priorities of the office for the specific performance year.
- Objectives are specific tasks that are considered as concrete outputs which an office needs to do to achieve specific KRAs. Objectives are action verbs written in past tense. In objective setting, the SMART criteria, which stands for Specific, Measurable, Attainable, Relevant, Time Bound, shall be applied.

c. Setting the Timeline

- The timeline shall define the target date for accomplishing each of the performance Objectives.

d. Assigning the Weight

- The assignment of weights shall be done per KRA. Weights for each of the individual KRAs shall be discussed and agreed upon by the rater and the ratee.
- In case a Plus Factor is included in the OPCR Form, the weight on the plus factor shall not exceed the weight of the highest mandated KRA.
- Total of the weights should not exceed 100 percent.

e. Determining Performance Indicators

- Using a five (5)-point rating scale, the rater and the ratee determine the performance indicators for Quality, Efficiency, and Timeliness (QET) as measures of performance and means to verify the achievement of output/deliverable. Depending on the Objective, performance may be rated in terms of at least two (2) measures (quality, efficiency, and timeliness); provided that Quality is always measured.
- The operational definition of each numerical rating (5-4-3-2-1) shall be clearly defined and indicated under each component

(i.e., QET). This shall ensure that the rating is objective, impartial, and verifiable.

- Refer to the table below for the definition of performance measures for each component.

COMPONENT	DEFINITION
Quality	<p>The extent to which actual performance compares with targeted performance.</p> <p>The degree to which objectives are achieved and the extent to which targeted problems are solved/issues are addressed with a certain degree of excellence.</p> <p>Quality relates to effectiveness and getting the right things done. It draws focus on the output or service itself.</p> <p>Quality Indicator answers the question, <i>“Is the actual output or service delivery at par with the established quality measures or meet the expected quality of output?”</i></p> <p>Elements: Meeting the standards, acceptability or soundness of output, accuracy, completeness or comprehensiveness of reports and client satisfaction.</p>
Efficiency	<p>The extent to which time or resources are used for the intended task or purpose.</p> <p>Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.</p> <p>Efficiency relates to doing things right. It draws focus on the process by which outputs or services are delivered.</p> <p>Efficiency Indicator answers the question, <i>“How are the outputs or services delivered? Is the manner of achieving the Targets follow the minimum service standards? Is resource utilization optimized in terms of the program objective's realization? Are there better, more efficient ways to deliver program outputs?”</i></p> <p>Elements: Standard response time, number of applications acted upon over number of applications received, optimum use of resources (financial) - actual spending/budget allocated.</p>
Timeliness	Measures whether the deliverable was done on time based on the requirements of the rules

	<p>and regulations, and/ or clients/ stakeholders.</p> <p>Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.</p> <p>Timeliness Indicator answers the question, "Are the Objectives achieved within the period agreed upon?"</p> <p>Elements: Claim processing time, target date or deadline, product development rate, delivery time, etc.</p>
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f. Determining Means of Verification

- After identifying the performance measures for each of the Objectives, the ratee shall list the possible proof or evidence of accomplishments. It can be official documents, reports or any outputs showing the actual results certified by authorized officials/personnel.

g. Reaching Agreement

- Once the office and individual KRAs, Objectives, Weights, Timelines, and Performance Indicators are clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCR and IPCR Forms. The signed/approved OPCR and IPCR Forms shall be the basis for monitoring and assessment, which shall take place in Phases II and Phases III, respectively.

3. Performance Monitoring and Coaching

Performance monitoring and coaching shall provide inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance. It shall commence after the rater and the ratee commit on the KRAs, objectives, and Performance Indicators, and sign the OPCR and IPCR. This shall be done throughout the year. The following are the main components of Phase II:

a. Performance Monitoring

- Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.
- Performance monitoring shall be the responsibility of both the rater and the ratee who agree to track and record significant incidents through the use of the Performance Monitoring and Coaching Form (PMCF). Significant incidents are actual events and behaviors in which both positive and negative performance are observed and documented.

b. Coaching and feedback

- Coaching and feedback shall be a continuous process. Coaching and feedback shall be provided by the rater and/or shall be sought by the ratee to improve work performance and behavior.
- The rater, as the coach or mentor of the ratee, playing a critical role in the performance monitoring and coaching, shall provide an enabling environment and intervention to improve the office performance and to manage and develop individual potentials.
- The PMCF shall capture the significant incidents. It shall provide a record of demonstrated behaviors, competencies, and performance, and shall be an effective substitute in the absence of quantifiable data. The rater and the ratee shall sign each significant incident recorded in the PMCF to ensure that agreement has been reached.

4. Performance Review and Evaluation

The performance review and evaluation aim to assess the office and individual employee’s performance level based on the commitments and measures as contained in the signed OPCRf and IPCRF. The following are the processes to be conducted for this phase:

a. Mid-Year Review

- A mid-year review is prescribed to determine the progress in achieving the Objectives. In exceptional cases, and only if the situation warrants, a one-time recalibration of office and individual Objectives shall be allowed during the mid-year review. This shall be done on or before July.
- Exceptional cases shall include instances when high-level decisions are taken into effect, such as changes in strategic directions, and circumstances beyond the control of the ratee, such as natural and/or man-made calamities, including typhoon, earthquake, and other fortuitous events.
- During the mid-year review, the rater shall inform in writing the ratee of the status of performance, in case of an Unsatisfactory or Poor Performance. Coaching, feedback, and appropriate interventions shall be provided when necessary.

b. Calibration of the OPCRf/IPCRf

- One-time calibration is permitted during the performance cycle. This can be done during the conduct of the mid-year assessment. All offices and personnel except teaching personnel may calibrate their respective OPCRf/IPCRf provided the adjustment shall fall under the following justifiable/valid reasons and factors considered beyond the control of the office and individual personnel:
 - Changes/adjustment on the strategic directions and/or reprioritization of programs, activities, projects anchored on and in support of the implementation of the Education Development Plan as approved by the head of the office;

- Changes/adjustments in the systems, processes, and strategies involved in the delivery and/or performance of planned/committed targets due to the pandemic (e.g., use of alternative strategies); and
- Changes/adjustments in necessary administrative procurement, financial, and other processes and procedures that are outside the control of the office.
- In calibrating their respective OPCRf/IPCRf, the following procedures shall be done:
 - The Office/Individual Performance Calibration Form shall be accomplished by the personnel.
 - Using the initial draft of their OPCRf/IPCRf as reference, the performance objectives, indicators, and timelines must be revisited and reviewed.
 - Personnel are not permitted to omit any objective unless the organizational priorities are changed by the Regional Director.
 - The personnel must indicate the OPCRf/IPCRf content needed to be amended. They may calibrate the following: objectives, weight per KRA, timeline, and performance indicators (quality, efficiency, timeliness).
 - The personnel must indicate the proposed amendments and justifications why the said area needs to be amended or calibrated.
 - The designated rater shall determine whether the proposed amendment shall be approved or disapproved. This shall be done with the validation of the Performance Management Team.
 - The accomplished form should be signed by the Ratee, Rater, and Approving Authority upon submission to the Personnel Section.
- The Calibrated OPCRf shall be the basis of Phase III by the authorized rater and approving authority as prescribed in DO No. 2, s. 2015 for review and approval. Initial self-rating shall be encouraged prior to rater-ratee discussion.

c. Office and Individual Performance Assessment

- The head of the office shall assess the performance of the office vis-a-vis the committed targets at the beginning of the performance cycle. The rater and the ratee shall discuss and agree on the individual assessment based on the actual accomplishments of each of the KRAs and Objectives. This shall be conducted on the month of December.

- The RPMS assessment shall put premium on the attainment of organizational mandates through the presentation of means of verification per objectives. Hence, reports, documents, or any output of work must be presented as proof of actual performance.
- The final rating shall be based solely on the accomplishment of the specific objectives as measured by the Performance Indicators. The OPCRf and IPCRF shall be accomplished and completed by the rater and the ratee to:
 - i. Reflect actual accomplishments and results;
 - ii. Rate each of the objectives;
 - iii. Compute for the score per objective;
 - iv. Determine the overall rating for accomplishments;
 - v. Reach an agreement; and
 - vi. Assess the competencies.

1. Performance Review Process

The rater and the ratee shall discuss and agree on the actual accomplishments and results based on the performance commitments and measures made at the beginning of the rating period. They shall evaluate each objective whether it has been achieved or not. The significant incidents as reflected in the PMCF shall be considered for the actual results. It should be noted that:

- Initial self-rating shall be encouraged prior to rater-ratee discussion.
- Self-rated OPCRf/IPCRf shall be submitted to the Personnel Section prior to the evaluation of the Performance Management Team.
- The OPCRf shall be evaluated by the PMT based on the presented Means of Verification (MOV).
- After the evaluation of the PMT. The IPCRF results shall be calibrated based on the evaluated OPCRf
- The evaluated IPCRF shall be validated by the PMT prior to its approval
- All signed OPCRf/IPCRf shall be submitted to the PMT Secretariat.

2. Rating the Objectives

The rater and the ratee shall evaluate each objective whether it have been achieved or not based on the evidence presented. Each objective shall be rated in the components (i.e., Quality, Efficiency, Timeliness) determined as performance measure at the beginning of the rating period or the calibrated targets using the 5-point rating scale, if any, agreed during the mid-year review. The performance rating, once agreed/signed by the rater and the ratee and approved

by the approving authority, shall be deemed final and non-negotiable. The e rated using the rating scale specified below:

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

3. Determining the Overall Rating for Accomplishments

The overall rating/assessment for the accomplishment shall fall within the following adjectival ratings and shall be in three (3) decimal points:

Range	Adjectival Rating
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor

4. Reaching Agreement

- Upon determining the performance rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCR and IPCR Forms.
- All appeals relative to the performance rating shall be subject to the appeals process as stipulated in

this Order. A performance rating under appeal shall not be considered final and shall not be used as basis for promotion and other performance-related incentives.

5. Assessing Competencies

The rater shall discuss with the ratee the set of leadership and core competencies observed during the performance cycle. The ratee shall choose his/her self-perceived competencies. The competencies for heads of Offices shall constitute 5% of the overall performance rating while for individual employees, they will be assessed solely for development planning purposes. Competencies shall be monitored for development purposes.

- a. **Rating the Competencies.** In Part II of the OPCR and IPCR Form, the rater shall write the appropriate rating for each behavioral indicator observed. Zero (0) for not demonstrating such behaviors and one (1) for demonstrating the behavioral indicators prescribed under each competency.
- b. **Providing detailed remarks and/or observations** is highly recommended to support the rating for each behavioral indicator. Remarks and observations may include significant incidents observed, feedback, and suggestions for improvement, among others.
- c. **Score per competency.** The scores shall be computed by getting the sum of the demonstrated behavioral indicators per competency. The competency score shall be measured using the 5-point rating scale shown in the table below:

Numerical Rating	Adjectival Rating	Definition
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently demonstrates	Behavior is constantly showed.
3	Most of the time demonstrates	Behavioral indicator is often showed.
2	Sometimes demonstrates	Behavioral indicator is irregularly showed.
1	Rarely demonstrates	Behavioral indicator is seldomly showed.

5. Performance Rewarding and Development Planning

The results of the performance review and evaluation shall be used in performance rewarding and development planning. This phase shall be done after the Phase III.

a. Performance Rewarding.

- Outstanding performance, adherence to minimum office standards, and consistent demonstration of desired competencies shall serve as basis for recognition and rewards, to include monetary and non-monetary incentives. In addition to incentives and awards system under the Program on Awards and Incentives for Service Excellence (PRAISE), the head of office shall establish office-based initiatives to recognize and incentivize meritorious performance.

b. Office/School Improvement and Team Development Planning.

- During Phase IV, the head of the office, in collaboration and in agreement with the individual personnel, shall determine the office strengths and opportunities for improvement in terms of financial stewardship, streamlining internal and external processes, and citizen/client-orientedness; and plan definitive action steps to further enhance service delivery and/or address identified bottlenecks. These can be written under the strengths and development needs column of the Part IV of the OPCR Form.
- Based the office/school performance and improvement plan, the head of the office and the next higher approving authority (rater) shall discuss and agree on the office/school improvement plan and interventions, which shall include the consolidated individual development plans. The office/school improvement plan shall serve as basis for office and process improvement.

c. Individual Development Planning.

- During Phase IV, the rater shall discuss and provide qualitative comments, observations, and recommendations pertaining to the individual employee's performance and competency assessment, as observed in the significant incidences provided in the PMCF. These can be written under the strengths and development needs column of the Part IV: Development Plans of the IPCRF, and shall serve as bases for training and professional development.
- The competencies which the ratee demonstrated consistently and the areas where the ratee meet or exceed expectations shall be referred to as the ratee's strengths. The competencies, which the ratee rarely demonstrates and the areas where the ratee has room for improvement and has not met the expectations, shall be identified as the ratee's development needs.
- Office and employee development is a continuous learning and improvement process that enables the organization and its

personnel to better serve their purpose. The organization shall continue to improve itself and create an environment that allows individuals to attain their personal and professional objectives within the context of the organizational goals. Office and employee development shall be a shared responsibility of the rater and the ratee, and the organization. The office and individual development plans shall serve as basis for organization and human resource development planning.

- The following steps shall be applied in development planning:
 1. Identify the development needs;
 2. Set goals for meeting the development needs;
 3. Prepare specific action plans for meeting the development needs such as list of learning activities, resources and support, measures of success, among other needs;
 4. Implement action plans; and
 5. Evaluate.

- The rater and the ratee, in coordination with the human resource development office in each governance level, shall ensure that the action plan and interventions for employee development are appropriate for the development needs and learning styles of the ratee. Below are sample activities of development action plans:
 1. Self-managed learning;
 2. Benchmarking;
 3. Assignment to Tasks Forces/Committees/Special Projects;
 4. Job Enrichments/Redesign;
 5. Functional cross-posting;
 6. Regional cross-posting;
 7. Seminar/Workshops;
 8. Learning Action Cells;
 9. Formal Education Classes;
 10. Development/Lateral Career Moves; and
 11. Coaching/Counseling.

- The heads of the offices, in coordination with the office in-charge of organizational development in each governance level, shall ensure that the action plan and interventions for office/school development are appropriate for the identified office and process improvement needs.

E. The RPMS Process for Teaching Personnel

1. Performance Planning and Commitment

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

a. Professional Standards and Competencies Alignment

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

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

- The sets of PPST indicators determined in this guideline for Professional Standards shall cover all thirty-seven (37) indicators distributed across three (3) school years. Any modification to the set of indicators shall not be allowed.
- For each school year, there shall be a total of 14 PPST indicators for Professional Standards composed of Classroom Observable Indicators (COIs) and Non-Classroom Observable Indicators (NCOIs) of the PPST.
- For purposes of RPMS, teachers belonging to Beginning towards Proficient teachers shall be rated based on Levels 2-6 rubrics, while Proficient teachers remain to be rated at Levels 3-7.
- The table below provides the list of PPST indicators for teachers under the Beginning Towards Proficient and Proficient Teacher career stages.

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

*Repeating PPST Indicators

under the Highly Proficient Teacher career stage:

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

*Repeating PPST Indicators

- The table below provides the list of PPST indicators for teachers under the Distinguished Teacher career stage:

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

*Repeating PPST Indicators

- As expected of all employees, including teachers in DepEd, the demonstration of Core Competencies shall be assessed. Anchored on Republic Act (RA) No. 6713, otherwise known as the “Code of Conduct and Ethical Standards for Public Officials and Employees”, these competencies represent how individuals demonstrate and uphold the values of the organization and the civil service. The Core Competencies include:
 - Self-management
 - Professionalism and Ethics
 - Results Focus
 - Teamwork
 - Service Orientation
 - Gender Sensitivity
- Teachers with supervisory functions, such as Master Teachers and Department Heads, are expected to demonstrate the Leadership Competencies, which shall be assessed in relation to

their functional roles. These competencies reflect the ability to lead teams, make strategic decisions, inspire and motivate others, manage resources effectively, and foster a positive organizational culture. The Leadership Competencies include:

- Leading People
- People Development
- People Performance Management

b. Teacher Self-Assessment and Development Planning

- Teachers as ratees shall assess their own capability and areas of improvement on the PPST indicators. They shall also assess their potential demonstration of core and leadership competencies, whenever applicable.
- A complete self-assessment covering all thirty-seven (37) PPST indicators shall be conducted once every three (3) years. This serves as a comprehensive reflection and baseline for long-term professional growth. The next full self-assessment shall be conducted only after the 3-year cycle is completed and all 37 PPST indicators have been assessed through the annual performance management process.
- For newly hired teachers, the full self-assessment covering all 37 PPST indicators shall be accomplished upon resumption to duty as part of their induction and onboarding.
- While the full self-assessment is done once every (3) years, the conduct of annual individual development planning based on the focus PPST indicators shall still be required at the end of the performance cycle.
- Based on the result of the full-assessment, the ratee (teacher) shall prepare a multiyear Individual Development Plan (IDP_ and discuss with the rater which PPST indicators and competencies they must enhance in the particular school year and in which areas coach and mentoring are necessary.

c. Performance Monitoring and Coaching Planning

- The rater shall prepare the Instructional Supervisory (IS) Plan guided by the Individual Development Plans (IDPs) of teachers being handled as ratees.
- The schedule of conduct of full-period classroom observations shall be indicated in the IS Plan as agreed upon by both the ratee (teacher) and the rater (observer). These observations are essential for gathering evidence of teaching practices aligned with the PPST indicators and shall be used as key references for feedback and coaching sessions.
- The IS Plan shall serve as a guiding document in Phase II to ensure that support mechanisms, observation feedback, and coaching strategies are responsive to the teacher’s actual needs and aligned with their professional development goals.

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

d. Performance Commitment

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

2. Performance Monitoring and Coaching

Phase II focuses on the continuous tracking of teachers’ progress and the provision of timely feedback and support to enhance professional growth and improve performance. The performance monitoring. The performance monitoring and coaching of teachers shall be conducted through the following:

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

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

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

During this phase, the IS Plan shall serve as the main reference in the conduct of the teaching and mentoring sessions.

a. Formative Assessment: Regular Coaching, Mentoring, and Technical Assistance

- **Frequent short-period and walkthrough observations.** To provide continuous support to teachers in enhancing their effectiveness in instruction and to address gaps identified during full-period classroom observations, frequent short-period and walkthrough observations (i.e., monitoring by walking around strategy), approximately 10-15 minutes, shall be conducted as a non-rated, formative, and developmental approach. These brief and informal observations will allow for timely feedback and targeted support, fostering continuous improvement and enhancement in teaching strategies.
- **Regular Monitoring and provision of technical assistance on practices that support the teaching and learning process.** To ensure the effective design and implementation of teaching and learning process and materials – as well as community linkages, professional engagement, personal growth, and professional development – regular monitoring and targeted provision of technical assistance shall be

conducted, complemented with immediate and constructive feedback. This feedback will allow teachers to make timely improvements and enhancements on teacher practices.

- Significant incidents observed and feedback provided to ratees shall be recorded by the rater using the PMCF.
- 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.

b. Full-Period Classroom Observations (PPST-based Assessment)

- Teachers shall be required to undergo **two (2) full-period classroom observations for each school year.**
- The first full-period classroom observation (CO) shall be conducted at any time during the 1st or 2nd quarter of the school year, while the second full-period CO shall take place at any time during the 3rd or 4th quarter. The schedule for each CO shall be agreed upon by the rater and the ratee.
- Table below provide schedule and distribution of the identified COIs that shall be observed for *Beginning towards Proficient and Proficient* teachers.

	SY 2025-2026		SY 2026-2027		SY 2027-2028	
	1 st CO	2 nd CO	1 st CO	2 nd CO	1 st CO	2 nd CO
	1.1.2	1.1.2	1.1.2	1.1.2	1.1.2	1.1.2
	1.4.2	1.4.2	1.4.2	1.4.2	1.4.2	1.4.2
	1.5.2	1.5.2	1.5.2	1.5.2	1.3.2	2.5.2
	2.3.2	2.6.2	1.6.2	3.2.2	1.7.2	3.3.2
	3.1.2	4.5.2	2.1.2	3.5.2	2.4.2	3.4.2
	4.1.2	5.1.2	2.2.2	5.3.2		
TOTAL	6	6	6	6	5	5

- Table below provide schedule and distribution of the identified COIs that shall be observed for *Highly Proficient* teachers.

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

- Table below provide schedule and distribution of the identified COIs that shall be observed for *Distinguished* teachers.

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

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

Teacher Position	PPST Career Stage	COT Rubric Levels
Teacher I-III	Beginning towards Proficient	Levels 2-6
Teacher IV-VII	Proficient	Levels 3-7
Master Teacher I-III	Highly Proficient Teacher	Levels 4-8
Master Teacher IV-V	Distinguished Teacher	Levels 5-9

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

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

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

- In case of unforeseen circumstances and fortuitous events that are beyond the control of the schools (such as natural or man-made calamities, disasters, lockdowns, etc.) concerned schools may be allowed to deviate from the prescribed timeline of conducting classroom observations, provided that all applicable modes of alternative classroom observations have been exhausted prior to submitting the request. The adjusted schedule shall be subject to approval by the Schools Division Superintendent (SDS).
- **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, the following modes of alternative classroom observation may be considered, subject to the relevant guidelines issued by DepEd:
 - Online Synchronous Classroom Observation;
 - Online Asynchronous Classroom Observation; and
 - Classroom Observation via Learning Action Cells (LACs)
- **Pre-observation Conference.** Before the conduct of the classroom observation, ratees (teachers) and raters (observer/s) shall conduct a pre-observation conference to review the Classroom Observation Tool (COT) Rubric appropriate to the career stage of the ratee to be observed. They shall refer to the list of classroom observable indicators to be observed in the particular classroom observation period.
- **Submission of lesson plans.** Ratees (Teachers) to be observed shall submit their lesson plan to the observer/s at least one (1) day before the scheduled classroom observation. Observers are discouraging from providing technical assistance on the teacher-ratee's lesson plan that will be used in the actual evaluative/rated observation.
- Ratees (Teachers) and Raters (Observer/s) shall ensure that lesson plans, instructional materials, assessment tools, and other teaching and learning resources to be used during classroom observations reflect those which are actually employed during regular class days. This ensures that the demonstration of teaching in classroom observations represents the teaching-learning dynamics that learners and teachers experience on a daily basis.
- **Actual Observation**
 - During the actual classroom observation, the ratee (teacher) shall deliver the lesson. For purposes of

rating the performance, classroom observation shall be done for the entire class period.

- The rater/s (observer/s) shall adhere to the following protocols during the observation:
 - Use the Observation Notes Form to record comments and observations on the teacher's performance;
 - Sit on the available chairs. Multiple observers shall sit apart, whenever possible;
 - For multiple observers, they shall avoid engaging in any form of discussion with one another;
 - Avoid giving any feedback on the teacher's performance, which may include using any facial expression or any other form of non-verbal communication; and
 - Thank the teacher and leave the room immediately after the observation.
- Ratees under the *Highly Proficient* and *Distinguished* Teachers Career Stages shall be observed by at least one (1) teacher-ratee as part of mentoring and coaching activities.

▪ **Post-Observation**

- Individual Rating. The raters (observers) rate the performance of the teacher using the COT appropriate to the teacher's career stage. The rating for the teacher's performance shall be solely based on the actual classroom observation as recorded in the Observation Notes Form. Only those indicators expected to be observed in an observation period shall be given ratings.
- If there are multiple observers, only the subject specialist is expected to rate indicators 1.1.2/1.1.3/1.1.4. If there is only one observer, he or she rates indicators 1.1.2/1.1.3/1.1.4. Elementary teachers are generalists; all observers are expected to rate indicators 1.1.2/1.1.3/1.1.4.
- **Inter-Observer Agreement Exercise** (*in case of multiple observers*). Raters (Observers) shall meet to discuss the individual ratings given. In case of different ratings, they shall come up with a final rating. **The final rating shall not be an average of the individual ratings; it shall be determined**

through reasoned and consensual judgment based on actual observed practice during the classroom observation, as documented in the COT – Observation Notes Form, and evaluated against the criteria specified in the COT – Rubric.

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

c. Accomplishment and Annotation of Documents for Rating NCOI Demonstration

- The ratee shall consistently demonstrate achievement of non-classroom observable indicators throughout the school year.
- Ratees are expected to promptly show or provide evidence and documentation of the demonstration and achievement of the objectives. Such evidence and documents may be crosscutting and targeting multiple objectives, which means that there is no need to duplicate copies of the documents per objective. **No portfolio for performance assessments shall be collected.**
- Raters shall be provided timely feedback to the documents presented which will be recorded in the PMCF for reference in the year-end performance evaluation.
- Teachers who collaborated in the design, implementation, or documentation of a school-wide or grade-level initiative may provide a shared documentation with clearly indicated roles and evidence of contribution. Acceptable group documents include team lesson plans, school-based training programs, community projects, and classroom innovations implemented at scale.

3. Performance Review and Evaluation

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

(2) the Year-End Performance Review and Evaluation, which determines the overall performance of the ratee.

a. Mid-Year Review and Assessment

- In support of continuous professional development and performance involvement, the Mid-Year Review and Assessment serves as a formative evaluation that allow ratees and raters to reflect on progress and identify areas for growth based on performance during the first two (2) quarters of the SY.
- The mid-year review shall cover the following components:
 - Mid-Year Review and Assessment of Professional Standards: Classroom Observable and Non-Classroom Observable Indicators
 - Mid-Year Review and Assessment of Core and Leadership Competencies
- **Mid-Year Review and Assessment of Professional Standards: COIs.** The mid-year review and assessment of COIs shall focus on the teacher’s performance **during the first full-period observation.** Each COI shall be rated based on the following performance measures:
 - **Quality** – This refers to the effectiveness of teaching strategies as demonstrated during classroom observations. The rating for Quality is determined using the COT rubrics and subsequently transmuted to its corresponding PMES rating.
 - **Timeliness** – This refers to the measure of whether the two (2) scheduled full-period classroom observations were completed based on the prescribed timeline.
- **Mid-Year Review and Assessment of Professional Standards: NCOIs.** During the Mid-Year Review and Assessment, a mid-year review of the ratee’s progress on NCOs shall be conducted. This aims to provide meaningful feedback on their engagement in teaching and learning-related activities such as LAC sessions, coaching and mentoring, professional development programs, and similar undertakings.
- Ratees are encouraged to present available evidence and documentation that demonstrate their progress toward achieving NCOIs at this stage of the school year. The focus is on timely and ongoing documentation rather than deferring the collection of evidence until the end-of-year assessment.
- **Submission of physical portfolio is not required.** However, to support mid-year and year-end assessments, teachers are

encouraged to engage in self-monitoring and maintain a personal record of accomplishments related to NCOIs. Moreover, documents for COIs are crosscutting and targeting multiple objectives. Thus, there is no need to reproduce or duplicate copies of documents per objective.

- **Mid-Year Review and Assessment of Core and Leadership Competencies.** The Mid-Year Review and Assessment shall include a preliminary assessment of the teacher’s demonstration of key competencies:
 - **Core Competencies.** All teachers shall be assessed on core-competencies anchored on R.A. 6713. These competencies represent how individuals demonstrate and uphold the values of the organization and the civil service.
 - **Leadership Competencies.** For Master Teachers, leadership competencies shall also be rated. These include the ability to lead teams, make strategic decisions, inspire and motivate others, manage resources effectively, and foster a positive organizational culture, in alignment with their functional roles. This supervisory function attached to their position is anchored on the defined in the PPST under the *Highly Proficient* Teacher Career Stage as per DepEd Order 42, s. 2017, titled “National Adoption and Implementation of the Philippine Professional Standards for Teachers.”
- The rater shall write the appropriate rating for each behavioral indicator observed using the 5-point rating scale show in the table below:

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

2	Unsatisfactory	Sometimes demonstrates the behavioral indicator and needs improvement.
1	Poor	Rarely demonstrate the behavioral indicator and significantly below expectations.

b. Year-End Performance Review and Assessment

- The Year-End Performance Review and Assessment serves as the summative phase of the performance management cycle. It focuses on evaluating the teacher’s actual accomplishments and results based on their performance commitments. The rater and the ratee shall review evidence, reflect on outcomes, and finalize ratings across all parts of the performance form.
- **Review of Actual Accomplishments and Results.** The rater and the ratee shall review and discuss the actual accomplishments and results based on the performance commitments and success indicators agreed upon at the beginning of the rating period, or any calibrated targets agreed during the Mid-Year Review.
- **Non-Classroom Observable Indicators** shall be assessed based on **evidence of practice and accomplishment** presented by the ratee and verified by the rater. Each NCOI shall be rated using the PMES 5-point scale based on the extent of demonstration and alignment to the standards. These indicators are evaluated on the following measures:
 - **Quality** – refers to the relevance, substance, and alignment of the output to PPST expectations;
 - **Efficiency** – this pertains to the optimal use of time and resources to achieve expected outputs with minimal waste; and
 - **Timeliness** – this refers to the promptness and adherence to deadlines in performing assigned tasks and responsibilities.
- **Core Competencies.** Core competencies shall be assessed based on the ratee’s demonstration of these in different contexts, conditions, or job-related scenarios. These assessment of core competencies shall use the DepEd competencies rating scale as provided by the table below:

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

- **Leadership Competencies.** For teachers (i.e., Master Teachers, Department Heads) with supervisory and leadership roles. Demonstration of leadership competencies shall be rated using applicable indicators from the Leadership Competency Framework, using the same PMES scale and evidence-based review. The assessment of leadership competencies shall use the DepEd competencies rating scale as provided by the table below:

Numerical Rating	Adjectival Rating	Definition
5	Outstanding	Role Model – consistently exceeds expectations and exemplifies behavior that inspires and influences others.
4	Very Satisfactory	Consistently demonstrates the desired behavior at a high and reliable level.
3	Satisfactory	Most of the time demonstrates the

		behavioral indicator, with occasional lapses.
2	Unsatisfactory	Sometimes demonstrates the behavioral indicator and needs improvement.
1	Poor	Rarely demonstrate the behavioral indicator and significantly below expectations.

4. Performance Rewarding and Development Planning

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

a. Recognition and Rewards

- The final performance ratings of teachers shall be used as basis for recognition, rewards, and further development opportunities, ensuring alignment with merit-based systems.
- Teachers (ratees) who demonstrate exceptional performance shall be given priority or eligibility of the following, subject to relevant laws, rules, policies, and guidelines:
 - Promotion and career progression opportunities, subject to applicable guidelines;
 - Nomination to scholarships, training programs, and learning and development activities relevant to their performance and growth areas; and
 - Incentives, awards, and other recognitions granted through existing recognition mechanisms of the DepEd.
- The recognition and rewards process shall promote a culture of excellence and accountability, reinforcing the value of commitment to learner outcomes, innovation, and professional standards.

b. Finalization of Individual Development Plans

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

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

F. Uses of Performance Ratings

The results of the performance evaluation/assessment shall serve as inputs to the following

1. Rater in identifying and providing the kinds of interventions needed, based on the development needs identified;
2. Each governance level in consolidating and coordinating developmental interventions which shall form part of the HRD Plan and shall be the basis for rewards and incentives;
3. PMT in the identifying potential PRAISE Awards nominees for various awards categories such as *Lingkod Bayan* Award and Metrobank Outstanding Teachers; and
4. PRAISE Committee in determining top performers of the agency who qualify for awards and incentives.

The PMT at each level shall validate *Outstanding* Performance Ratings and shall recommend employees for performance-based rewards. Grants of performance-based incentives shall be based on the final rating of employees as approved by the head of office. For Central Office, final decision shall be with the Executive Committee (ExeCom). Performance ratings shall be used as basis for promotion, training and scholarship grants and other personnel actions.

Employees with *Outstanding* and *Very Satisfactory* Performance Ratings shall be considered for the above-mentioned personnel actions and other related matters.

Employees and officials who obtained an *Unsatisfactory* or *Poor* Rating for one (1) rating period shall be provided with appropriate developmental intervention by the head of office and supervisor, in coordination with the HRDD/HRDS to address competency-related performance gaps.

Officials and employees who shall be on official travel, approved leave of absence, training or scholarship programs and who have already met the

required minimum rating period of 90 days shall submit the performance commitment and rating report before they leave the office.

For purpose of performance-based benefits, employees who are on official travel, scholarship or training within a rating period shall use their performance commitment and ratings obtained in the immediately preceding rating period.

Employees who are on detail to another office shall be rated in their present or actual office, copy furnished their mother office. The ratings of those who were detailed or seconded to another office during the rating period shall be consolidated in the office, either the mother (plantilla) office or present office, where the employees have spent majority of their time during the rating period.

Personnel on detail should submit a copy of their performance appraisal/rating from the office where they are on detail to DepEd.

G. Special Cases for Teachers

For teachers, in special and meritorious cases, the rescheduling of a full-period classroom observation outside the prescribed timeline provided in this guideline may be allowed, subject to due consideration and approval by the appropriate approving authority. Such cases that may warrant deviation from the prescribed timeline include, but are not limited to, the following:

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

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

In cases where a teacher is promoted within the school year to a position that entails movement across career stages, the performance evaluation shall be

based on the new position and career stage, provided that the teacher has rendered at least 90 days of service in the new position. However, if the teacher has rendered less than 90 days in the new position, the performance shall continue to be evaluated using the tools applicable to the previous position and career stage. Performance ratings and supporting documents obtained prior to the promotion shall be honored and carried over, as applicable.

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

H. Disqualification Criteria

Unless justified and accepted by the PMT, non-submission of the OPCRf and IPCRF to the HRDD/HRDS/Office of the Principal within the specified dates shall be ground for employees' disqualification for performance-based personnel actions that require the rating for the given period such as promotion, training, scholarship grants, and PBB, if failure of the submission of the said forms is due to the fault of the employee.

I. Sanctions

Any violation of reasonable office rules and regulations and simple neglect of duty for the supervisors or employees responsible for the delay or non-submission of the OPCRf and IPCRF shall be dealt with administratively.

Failure on the part of the head of office to comply with the required notices to their subordinates for their unsatisfactory or poor performance during a rating period shall be a ground for an administrative offense for neglect of duty.

J. Grievance

A Grievance Committee shall be created in each level of the organization to act as appeals board on all issues relating to the implementation of RPMS. The composition of the Grievance Committee is detailed below:

Governance Level	Positions
Regional Office	<p>Chair: Regional Director</p> <p>Members:</p> <ul style="list-style-type: none"> • Attorney IV, ORD-Legal Unit • AO V, Personnel Section • Education Program Supervisor, HRDD • Accountant III • AO V, Finance Division • Regional PASS President • NAPSSHI or NAPSSPHIL representative • NEU Regional Chapter Representative

Schools Division Office	Chair: Schools Division Superintendent Members: <ul style="list-style-type: none"> • Legal Officer • HRMO • Education Program Supervisor • Accountant • Budget Officer • PESPA representative • NEU
School	Chair: Assistant Schools Division Superintendent Members: <ul style="list-style-type: none"> • Public Schools District Supervisor • HRMO • Principal • Master Teacher/Head Teacher • PTA Representative

K. Sanctions

Any violation of reasonable office rules and regulations and simple neglect of duty for the supervisors or employees responsible for the delay or non-submission of the OPCR and IPCRF shall be dealt with administratively.

Failure on the part of the head of office to comply with the required notices to their subordinates for their unsatisfactory or poor performance during a rating period shall be a ground for an administrative offense for neglect of duty.

L. Appeals

The office performance assessment as discussed in the performance review and conference shall be final and not appealable. Any issue/appeal on the initial performance assessment of an Office shall be discussed and decided during the performance review conference.

Individual employees who feel aggrieved or dissatisfied with their final performance ratings can file an appeal with the PMT within ten (10) days from the date of receipt of notice of their final performance evaluation rating from the Head of Office. An office/unit or individual employee, however, shall not be allowed to protest the performance ratings of other office/unit or co-employees. Ratings obtained by other office/unit or employees can only be used as basis or reference for comparison in appealing one's office or individual performance rating.

The PMT shall decide on the appeals within one month from receipt.

Appeals lodged at any PMT shall follow the hierarchical jurisdiction of various PMTs in an agency. For example, the decision of the Division PMT is

appealable to the Regional PMT which decision is in turn appealable to the Central Office PMT.

The decision of the PMT in the Central Office may be appealed to the head of office.

Officials or employees who are separated from the service on the basis of unsatisfactory or poor performance rating can appeal their separation to the CSC or at its regional office within 15 days from receipt of the order or notice of separation.

M. Funding Requirements

Funds for training and monitoring and evaluation related to RPMS including preparation of materials/forms shall be charged against the Human Resource Training and Development (HRTD) Funds.

N. Tools and Forms

The following tools shall be used in the RPMS:

Annex	Title of Tool/Form
For Related-Teaching and Non-teaching Personnel	
A	Office Performance Commitment and Review Form
B	Individual Performance Commitment and Review Form
C	Performance Monitoring and Coaching Form
D	Office Performance Calibration Form
E	Individual Performance Calibration Form
F	Office Performance Midyear Review Form
G	Midyear Review Form
For Teaching Personnel	
H	Teacher Self-Assessment Tool
I	Instructional Supervision (IS) Plan Template
J	PMES Tool for Beginning towards Proficient Teachers
K	PMES Tool for Proficient Teachers
L	PMES Tool for Highly Proficient Teachers
M	PMES Tool for Distinguished Teachers
N	Performance Monitoring and Coaching Form
O	COT-Full Rubric (Levels 1-9)
P	COT-Rating Sheet
Q	COT-Inter-Observer Agreement Form
R	COT Observation Notes Form

SECTION 4. MONITORING AND EVALUATION

Each governance level shall undertake progress tracking to ensure continuous submission and compliance with this Order. The following details shall be followed:

At the end of the performance cycle, hard copy and soft copy of accomplished and duly signed OPCR and IPCR forms shall be submitted by all offices to the respective Personnel Section/Administrative Office of each governance level shall be attached to the individual personnel's 201 file. In the signing of forms, the use of wet signatures and/or e-signatures shall be allowed.

Likewise, an analysis report and file copies of accomplished and duly signed OPCR and IPCR forms shall be submitted as follows:

- i. Analysis of all OPCR of the DepEd offices shall be submitted to the Personnel Division/Section/Unit at each level. Analysis of the OPCR for schools shall be submitted to the respective SDOs.
- ii. Analysis of the IPCR shall be submitted as follows:

Regional Office: Regional HRDD

Division Office: Division HRDS

Schools: Office of the School Head, copy furnished the SDOs if necessary.

III. MISCELLANEOUS PROVISIONS

SECTION 5. SEPARABILITY CLAUSE

Any part or provision of this Regional Memorandum which may be held invalid or unconstitutional shall not affect the validity and effectivity of other provisions.

SECTION 6. REPEALING CLAUSE

All prior Regional Memoranda or other issuances, or provisions thereof, which are inconsistent, are hereby repealed, revised, or modified accordingly.

SECTION 7. EFFECTIVITY

The Regional Memorandum shall take effect immediately upon issuance.


SECTION 8. REFERENCES

- Section 3, Article IX-B of the 1987 Philippine Constitution mandating the CSC to establish a performance evaluation system in every department agency;
- Joint Resolution of the Senate and House Representatives No. 4, Series of 2008 authorizing the modification of the compensation and position classification system for personnel in the bureaucracy in order to motivate personnel and invigorate public service. The Resolution also provides for the establishment of a performance incentive scheme that integrates individual and organization performance;
- Administrative Order No. 25, s. 2011 aimed at establishing a unified and integrated Results-based Performance Management System (RBPMS) across all departments and agencies within the executive branch incorporating a common set of performance scorecard and at the same time, creating an accurate and accessible government-wide, sectoral, and organizational performance information system;


- CSC-Department of Budget and Management (DBM) Joint Circular No. 1, s. 2012 provided the rules and regulations on the grant of step increments due to meritorious performance and length of service;
- Executive Order No. 80, s. 2012 directed the adoption of a performance-based incentive system for government employees, consisting of the Productivity Enhancement Incentive (PEI) and the Performance-Based Bonus (PBB). It is based on the principle that service delivery by the bureaucracy can be improved by linking personnel incentives to the bureau or delivery unit's performance and by recognizing and rewarding exemplary performance to foster teamwork and meritocracy;
- CSC Memorandum Circular No. 3, s. 2012 or the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) integrates and enhances the Personnel Management Assessment and Assistance Program (PMAAP) and the CSC Agency Accreditation Program (CSCAAP). It is a mechanism that empowers government agencies by developing their human resource management competencies, systems, and practices towards HR excellence;
- CSC Memorandum Circular No. 6, s. 2012 provided guidelines in the establishment and implementation of agency Strategic Performance Management System; and
- Executive Order No. 61, s. 2024 suspended the implementation of RBPMS Administrative Order No. 25, (s. 2011) and Executive Order No. 80, s. (2012). This Order also created an Inter-agency Task Force to review, improve, and streamline the RBPMS and Performance-Based Incentive system;
- DepEd Order 2, s. 2015 or the Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education;
- DepEd Order No. 8, s. 2023 or the Multi-Year Guidelines on the Results-based Performance Management System-Philippine Professional Standards for Teachers;
- DepEd Memorandum No. 089, s. 2025 or the Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028
- DepEd Memorandum No. 17, s. 2025 or the Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025;

- Memorandum DM-OUHROD-2025-0922 or the Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)
- Memorandum DM-OUHROD-2024-0586 or the Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards.

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