

Department of Education

REGION III

BATAAN HIGH SCHOOL FOR THE ARTS

SCHOOL MEMORANDUM

No. 134, s. 2025

FEB 19 2025

IMPLEMENTATION OF THE PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS IN THE SCHOOL YEAR 2024-2025

To: Chief Administrative Officers Chief Education Program Specialist All School Office Personnel **Arts Education Teachers Basic Education Teachers** All Others Concerned

- 1. Pursuant to DepEd Memorandum No. 017, s. 2025, titled "Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025", which aims to provide support to teachers in delivering quality education, this office releases the timeline relative to the implementation of the PMES.
- 2. The Academic Affairs Division shall monitor the implementation of the PMES and other provisions provided by the above-cited DepEd memorandum.
- 3. Attached herewith are the Timeline of PMES for SY 2024-2025, Classroom observation Tools (COT) for Proficient (TI-TIII) and Highly Proficient Teachers (MTI-IV), and the COT Observation Notes.
- 4. Immediate and wide dissemination of this Memorandum is earnestly desired.

MIA ARTANA ANCIONGCO, PhD irector

Encl.: Reference: To be indicated in the Perpetual Index Under the following subjects

MEMORANDUM

AA02 February 19, 2025





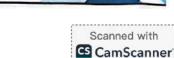


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Department of Education

REGION III

BATAAN HIGH SCHOOL FOR THE ARTS

Office of the Chief Education Program Specialist

Timeline of PMES for BHSA Teachers for SY 2024-2025

Phase	Objectives Tools		Timeline	Persons Involved	
Performance Planning and commitment	anning cycle Indicate the cycle continue to		March 04	Arts Teachers, MT, EPS, SEPS, SVEPS	
		https://bit.ly/4 gDugv4	March 05	Basic Ed Teachers, MT, EPS, SEPS, SVEPS	
	Set Schedule of Observation		March 4-6	Teachers, EPS, SEPS, SVEPS	
Performance Monitoring and	Conduct full- period classroom observations	Classroom observation tool	March 10- 21	Teachers, MT, EPS, SEPS,	
Coaching	Conduct walkthrough classroom observations	Performance Monitoring and coaching Form	March 17- 28	SVEPS	
Performance Review and Evaluation	Assess teachers' performance and finalize IPCRF Rating	eIPCRF	June 2-6	Teachers, EPS, SEPS, SVEPS, CEPS, SD	
Phase IV Rewarding and Developmen	Finalize Individual Development Plan	IPCRF-DP	June 9-13	Teachers, EPS, SEPS, SVEPS, CEPS, SD	
	Submission of the printed IPCRF Uploading of the accomplished	IPCRF Eipcrf.deped.gov	June 16-20	Teachers EPS, SEPS, SVEPS	
	Performance Planning and commitment Performance Monitoring and Coaching Performance Review and Evaluation Performance Rewarding and	Performance Planning and commitment Performance Monitoring and Coaching Performance Review and Evaluation Performance Rewarding and Developmen t Planning Discuss IPCRF cycle Discuss target objectives Conduct full-period classroom observations Conduct walkthrough classroom observations Assess teachers' performance and finalize IPCRF Rating Finalize Individual Development Plan Submission of the printed IPCRF	Performance Planning and commitment Discuss IPCRF cycle Discuss target objectives Discuss target objectives Tools:	Performance Planning and commitment Discuss IPCRF cycle Discuss target objectives COT Rubric Tools:	

RONALD P. BANTUGAN, EdD

Chief-Academic Affairs Division

February 19, 2025









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REGION III

BATAAN HIGH SCHOOL FOR THE ARTS

PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS

TEACHER I-III

CLASSROOM OBSERVATION TOOL (COT) -**RATING SHEET**

DATE:

QUARTER: _____

appropriate column with a () symbol. For indicators not applicable for the classroom observation period, place 'N/A'.</th <th></th> <th></th> <th>observa</th> <th>ition. N</th> <th>Mark the</th> <th>е</th>			observa	ition. N	Mark the	е
	er inaice	itors.				
DICATORS	3	4	5	6	7	NO.
Apply knowledge of content within and across curriculum teaching areas						
Ensured the positive use of ICT to facilitate the teaching and learning process.						
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.						
Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.						
Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.						
Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.		22				
Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.		F= 101				
Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.			C H			
	appropriate column with a (-/) symbol. For indicators not applicable for the classroom observation period, place 'N/A'. Each indicator is assessed on an individual basis, regardless of its relationship to other for schools with only one observer, this form will serve as the final rating sheet. DICATORS Apply knowledge of content within and across curriculum teaching areas Ensured the positive use of ICT to facilitate the teaching and learning process. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. 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For indicators not applicable for the classroom observation period, place 'N/A'. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. For schools with only one observer, this form will serve as the final rating sheet. DICATORS 3 4 5 Apply knowledge of content within and across curriculum teaching areas Ensured the positive use of ICT to facilitate the teaching and learning process. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. 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DICATORS 3 4 5 6 Apply knowledge of content within and across curriculum teaching areas Ensured the positive use of ICT to facilitate the teaching and learning process. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. 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Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or	For indicators not applicable for the classroom observation period, place 'N/A'. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. For schools with only one observer, this form will serve as the final rating sheet. DICATORS 3 4 5 6 7 Apply knowledge of content within and across curriculum teaching areas Ensured the positive use of ICT to facilitate the teaching and learning process. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. Design, adapt and implement teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or

Signature over Printed Name of the Observer

* NO stands for Not Observed which automatically gets a rating of 3.

Signature over Printed Name of the Teacher

















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TEACHER OBSERVED:

OBSERVATION:

SUBJECT & GRADE LEVEL TAUGHT: _

1 0 2 0







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REGION III

BATAAN HIGH SCHOOL FOR THE ARTS

PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS

TEACHER I-III

CLASSROOM OBSERVATION TOOL (COT) INTER-OBSERVER AGREEMENT FORM

DBSERVER 1:		DATE:		
DBSERVER 2:				
BSERVER 3:				
EACHER OBSERVED: QUARTER:				
UBJECT & GRADE LEVEL TAUGHT:				
BSERVATION: 1 D 2	Description of the saletan as more discovered			
IRECTIONS FOR THE OBSERVERS				
iscuss with the other observers your re	eason/s for rating in each indicator. In case of difference a rating based on a reasoned and consensual judgments.	erent ratings, come up with a final rating. dgment. Indicate this rating on the colum		
INDICATORS		FINAL RATING		
Applied knowledge of content with	nin and across curriculum teaching areas			
2. Ensured the positive use of ICT to	facilitate the teaching and learning process.			
3. Used a range of teaching strategic	es that enhance learner achievement in literacy a	nd numeracy skills.		
 Used effective verbal and non-ver understanding, participation, enga 	bal classroom communication strategies to suppo gement and achievement.	ort learner		
 Maintained supportive learning en and collaborate in continued learn 	vironments that nurture and inspire learners to paing.	articipate, cooperate		
 Applied a range of successful stra work productively by assuming re- 	tegies that maintain learning environments that m sponsibility for their own learning.	notivate learners to		
 Designed, adapted and implemen giftedness and talents. 	ted teaching strategies that are responsive to lear	mers with disabilities,		
learners in difficult circumstances	trategies that are responsive to the special educal , including: geographic isolation; chronic illness; of t or disasters; child abuse and child labor practice	displacement due to		
NO stands for Not Observed which a	utomatically gets a rating of 3.			
Signature over Printed Name of the Observer 1	Signature over Printed Name of the Observer 2	Signature over Printed Name of the Observer 3		
and the second				

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PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS

MASTER TEACHER I-IV

CLASSROOM OBSERVATION TOOL (COT) -**RATING SHEET**

DIRECTIONS FOR THE OBSERVERS: 1. Rate each item on the checklist according to how well the teacher performed during the classroom observation period, place 'N/A'. 2. For indicators not applicable for the classroom observation period, place 'N/A'. 3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. 4. For schools with only one observer, this form will serve as the final rating sheet. INDICATORS 4. 5 1. Modeled effective applications of content knowledge within and across curriculum teaching areas.				
DIRECTIONS FOR THE OBSERVERS: 1. Rate each item on the checklist according to how well the teacher performed during the classroom observation period, place 'N/A'. 2. For indicators not applicable for the classroom observation period, place 'N/A'. 3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. 4. For schools with only one observer, this form will serve as the final rating sheet. INDICATORS 4 5 1. Modeled effective applications of content knowledge within and across curriculum teaching areas.		ation. I	Mark th	e
DIRECTIONS FOR THE OBSERVERS: 1. Rate each item on the checklist according to how well the teacher performed during the classroom observation period, place 'N/A'. 2. For indicators not applicable for the classroom observation period, place 'N/A'. 3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. 4. For schools with only one observer, this form will serve as the final rating sheet. INDICATORS 4 5 1. Modeled effective applications of content knowledge within and across curriculum teaching areas.		ation. I	Mark th	ė
 Rate each item on the checklist according to how well the teacher performed during the classroom observation period, place 'N/A'. For indicators not applicable for the classroom observation period, place 'N/A'. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. For schools with only one observer, this form will serve as the final rating sheet. INDICATORS Modeled effective applications of content knowledge within and across curriculum teaching areas. 		ation. I	Mark th	ie
appropriate column with a (✓) symbol. 2. For indicators not applicable for the classroom observation period, place 'N/A'. 3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. 4. For schools with only one observer, this form will serve as the final rating sheet. INDICATORS 4. 5 1. Modeled effective applications of content knowledge within and across curriculum teaching areas.		ation.	Mark tr	ie
2. For indicators not applicable for the classroom observation period, place 'N/A'. 3. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators. 4. For schools with only one observer, this form will serve as the final rating sheet. INDICATORS 4. 5 1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	6			
For schools with only one observer, this form will serve as the final rating sheet. INDICATORS	6			
INDICATORS 4 5 1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	6			
Modeled effective applications of content knowledge within and across curriculum teaching areas.	6	17 55	_	
teaching areas.		7	8	NO.
Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.	-			
Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.				
Modeled successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.				
OTHER COMMENTS:				

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

Y. 2024-2025 | Highly Proficient

of was developed through the Philippine I lational rich Center for Teacher Quality (RCTQ) with support e Austrakan Government







DATE:









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BATAAN HIGH SCHOOL FOR THE ARTS

PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS

MASTER TEACHER I-IV

CLASSROOM OBSERVATION TOOL (COT) – INTER-OBSERVER AGREEMENT FORM

DBSERVER 1:			DATE:				
OBSERVER 2:							
DBSERVER 3:							
TEACHER OBSERVE	ED:		QUARTER:				
SUBJECT & GRADE	LEVEL TAUGHT: _						
OBSERVATION:	1 🗆 2 🗆						
DIRECTIONS FOR T Discuss with the othe The final rating is NO for Final Rating.	r observers your rea	son/s for rating in each indicator. In case of dif rating based on a reasoned and consensual ju	fferent ratings, come upudgment. Indicate this	o with a final rating. rating on the column			
INDICATORS				FINAL RATING			
Modeled effective	ve applications of co	ntent knowledge within and across curriculum	teaching areas.				
2. Promoted effect	tive strategies in the	positive use of ICT to facilitate the teaching ar	nd learning process.				
		verbal and non-verbal classroom communicati cipation, engagement and achievement.	ion strategies to				
Modeled success effectively motiv	ssful strategies and s vate learners to work	support colleagues in promoting learning envir productively by assuming responsibility for th	ronments that eir own learning.				
'NO stands for Not C	bserved which auto	matically gets a rating of 4.					
Signature over Printed Name of the Observer 1		Signature over Printed Name of the Observer 2		Printed Name of the server 3			
		Signature over Printed Name of Teacher Observed	-				
)25 Highly Proficient Teacher	This tool was developed thro Research Center for Teache from the Australian Government	Quality (RCTQ) with support					

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PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS

CLASSROOM OBSERVATION TOOL (COT) -**OBSERVATION NOTES FORM**

OBSERVER:						DATE:	
TEACHER OBSERVE	:D:					TIME STARTED:	
SUBJECT & GRADE	LEVEL TAU	GHT:				TIME ENDED:	
OBSERVATION:	1 🗆	2 🗆 3	4 🗆				
DIRECTIONS FOR TO Write your observation necessary.	HE OBSERV	/ERS: acher's clas	sroom perform	nance on the sp	pace provided.	Use additional sheets who	enever

Signature over Printed Name of the Observer

















