



Republic of the Philippines  
**Department of Education**  
REGION III  
**BATAAN HIGH SCHOOL FOR THE ARTS**

**SCHOOL MEMORANDUM**

No. 024, 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 ARIANA P. TANCIONGCO, PhD**  
Director III  
School Director

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

MEMORANDUM

AA02 February 19, 2025



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Office of the Chief Education Program Specialist

**Timeline of PMES for BHSA Teachers for SY 2024-2025**

Phase		Objectives	Tools	Timeline	Persons Involved
Phase I	Performance Planning and commitment	Discuss IPCRF cycle	eIPCRF COT Rubric	March 04	Arts Teachers, MT, EPS, SEPS, SVEPS
		Discuss target objectives	Tools: <a href="https://bit.ly/4gDugv4">https://bit.ly/4gDugv4</a>	March 05	Basic Ed Teachers, MT, EPS, SEPS, SVEPS
		Set Schedule of Observation		March 4-6	Teachers, EPS, SEPS, SVEPS
Phase II	Performance Monitoring and Coaching	Conduct full-period classroom observations	Classroom observation tool	March 10-21	Teachers, MT, EPS, SEPS, SVEPS
		Conduct walkthrough classroom observations	Performance Monitoring and coaching Form	March 17-28	
Phase III	Performance Review and Evaluation	Assess teachers' performance and finalize IPCRF Rating	eIPCRF	June 2-6	Teachers, EPS, SEPS, SVEPS, CEPS, SD
Phase IV	Performance Rewarding and Development Planning	Finalize Individual Development Plan	IPCRF-DP	June 9-13	Teachers, EPS, SEPS, SVEPS, CEPS, SD
		Submission of the printed IPCRF	IPCRF	June 16-20	Teachers EPS, SEPS, SVEPS
		Uploading of the accomplished IPCRF	Eipcrf.deped.gov.ph		

**RONALD P. BANTUGAN, EdD**  
Chief-Academic Affairs Division

February 19, 2025



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**PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)  
 FOR TEACHERS**

**TEACHER I-III**

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

OBSERVER: \_\_\_\_\_ DATE: \_\_\_\_\_  
 TEACHER OBSERVED: \_\_\_\_\_ QUARTER: \_\_\_\_\_  
 SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

OBSERVATION: 1  2

**DIRECTIONS FOR THE OBSERVERS:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the 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	3	4	5	6	7	NO*
1. Apply knowledge of content within 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 strategies that enhance learner achievement in literacy and numeracy skills.						
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.						
5. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.						
6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.						
7. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.						
8. 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.						
<b>OTHER COMMENTS:</b>						

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

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

S.Y. 2024-2025 | Proficient Teacher

This tool was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government



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**PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)  
 FOR TEACHERS**

**TEACHER I-III**

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

OBSERVER 1: \_\_\_\_\_ DATE: \_\_\_\_\_  
 OBSERVER 2: \_\_\_\_\_  
 OBSERVER 3: \_\_\_\_\_  
 TEACHER OBSERVED: \_\_\_\_\_ QUARTER: \_\_\_\_\_  
 SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

OBSERVATION: 1  2

**DIRECTIONS FOR THE OBSERVERS:**

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

INDICATORS	FINAL RATING
1. Applied knowledge of content within 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 strategies that enhance learner achievement in literacy and numeracy skills.	
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	
5. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	
6. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	
7. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	
8. 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.	

\* NO stands for Not Observed which automatically 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

S.Y. 2024-2025 | Proficient Teacher

Signature over Printed Name of Teacher Observed



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**PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)  
 FOR TEACHERS**

**MASTER TEACHER I-IV**

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

OBSERVER: \_\_\_\_\_

DATE: \_\_\_\_\_

TEACHER OBSERVED: \_\_\_\_\_

QUARTER: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

OBSERVATION:      1     2

**DIRECTIONS FOR THE OBSERVERS:**

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the 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	6	7	8	NO*
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.						
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.						
3. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.						
4. Modeled successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.						
<b>OTHER COMMENTS:</b>						

\* NO stands for Not Observed which automatically gets a rating of 4.

Signature over Printed Name of the Observer

Signature over Printed Name of the Teacher

Y. 2024-2025 | Highly Proficient Teacher

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**MASTER TEACHER I-IV**

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

OBSERVER 1: \_\_\_\_\_

DATE: \_\_\_\_\_

OBSERVER 2: \_\_\_\_\_

OBSERVER 3: \_\_\_\_\_

TEACHER OBSERVED: \_\_\_\_\_

QUARTER: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_

OBSERVATION:      1     2

**DIRECTIONS FOR THE OBSERVERS:**

Discuss with the other observers your reason/s for rating in each indicator. In case of different ratings, come up with a final rating. The final rating is NOT an average; it is a rating based on a reasoned and consensual judgment. Indicate this rating on the column for Final Rating.

INDICATORS	FINAL RATING
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.	
3. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	
4. Modeled successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.	

\* NO stands for Not Observed which automatically gets a rating of 4.

\_\_\_\_\_  
 Signature over Printed Name of the  
 Observer 1

\_\_\_\_\_  
 Signature over Printed Name of the  
 Observer 2

\_\_\_\_\_  
 Signature over Printed Name of the  
 Observer 3

\_\_\_\_\_  
 Signature over Printed Name of Teacher  
 Observed

Y. 2024-2025 | Highly Proficient  
 Teacher

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FOR TEACHERS**

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

OBSERVER: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER OBSERVED: \_\_\_\_\_ TIME STARTED: \_\_\_\_\_

SUBJECT & GRADE LEVEL TAUGHT: \_\_\_\_\_ TIME ENDED: \_\_\_\_\_

OBSERVATION:      1     2     3     4


**DIRECTIONS FOR THE OBSERVERS:**


Write your observations on the teacher's classroom performance on the space provided. Use additional sheets whenever necessary.

\_\_\_\_\_  
Signature over Printed Name of the Observer



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