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Republika ng Pilipinas
Department of Education

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PERFORMANCE MONITORING AND COACHING FORM

SY 2026-2027

Name of Ratee: Juana P. Dela Cruz (invented)
Position: Teacher III
Designation (if applicable): Grade 5 adviser
School: Sample Elementary School (invented)

DATE	SIGNIFICANT INCIDENTS DESCRIPTION	IMPACT ON JOB	COACHING MECHANISMS (Meeting (Group), One on One, Learning Action Cell Sessions, Walk-through Observations, Workshop and Others)	FEEDBACK/ RECOMMENDATION	PROGRESS TO DATE
June 29, 2026	PPST Indicator 5.3.2 (COI): Used strategies for providing timely, accurate and constructive feedback to improve learner performance Walkthrough, 12 minutes, Grade 5 Mathematics, seatwork on place value. The teacher checked every paper during the period, marking each answer with a check or a cross only. Three learners asked a seatmate why their answer was wrong.	Learners with a wrong answer could not tell which step to fix: 9 of 38 repeated the same error on the next item.	Walk-through Observations and One on One	Debriefing after class. Strength named: every paper was checked during the period. Agreed: write one hint beside each wrong answer, naming the step to look at. Next visit in the week of July 13.	July 15, 2026: hints written beside wrong answers; 4 of 38 repeated the error on the next item.
July 20, 2026	PPST Indicator 4.2.2 (NCOI): Set achievable and appropriate learning outcomes that are aligned with learning competencies The teacher showed her Week 6 Mathematics lesson plan, in her own format. Two of its three learning outcomes match the week's learning competency; the third, "appreciate mathematics", names nothing a learner does.	The Friday quiz checked only the two matching outcomes, so the third outcome left no evidence of learning.	One on One	Suggested writing the third outcome as something learners do that the quiz can check. Nothing to reprint: the plan stays her working copy. To look again at the Week 8 plan.	August 3, 2026: all three outcomes in the Week 8 plan name what learners do.
August 12, 2026	PPST Indicator 7.3.2 (NCOI): Participated in professional networks to share knowledge and to enhance practice At the Grades 4 to 6 LAC session on feedback, the teacher showed six learners' papers from before and after the hint routine and answered questions from two Grade 6 teachers.	Both Grade 6 teachers tried the hint routine in their classes the following week.	Learning Action Cell Sessions	Thanked her for sharing. Suggested bringing the next quiz's results to the September session.	September 30 LAC session: brought the quiz results of both classes that tried the routine.
September 23, 2026	PPST Indicator 1.6.2 (COI): Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning Walkthrough, 10 minutes, Grade 5 Science, evaporation. The teacher explained in English; when five learners looked puzzled, she restated the point in Filipino and asked two learners to explain it in their own words.	Both learners explained evaporation correctly, and three more raised their hands to try.	Walk-through Observations and One on One	Strength named: switching languages to check understanding. Suggested writing the key terms in English and Filipino on the board for learners who join late. Next visit in October.	October 7, 2026: key terms posted in both languages beside the board.

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October 14, 2026	PPST Indicator 6.2.2 (NCOI): Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process The teacher showed her September record of home visits and text messages to the parents of 6 learners absent 5 or more days.	Four of the six learners attended every day in the first two weeks of October.	One on One	Suggested agreeing with each parent on one day a week to look at the learner's notebook together. To look again at the mid-year review.	Taken up at the mid-year review, November 9, 2026.
November 18, 2026	Core Competency: Teamwork With the two other Grade 5 teachers, she divided the 12 reading passages for the Term 2 ARAL sessions, wrote her four, and checked the other teachers' questions before the grade-level meeting.	All three Grade 5 sections had the same leveled passages before the ARAL sessions began.	Meeting (Group)	Acknowledged at the grade-level meeting. No follow-up needed.	No follow-up needed.
December 3, 2026	PPST Indicator 2.2.2 (COI): Maintained learning environments that promote fairness, respect and care to encourage learning Walkthrough, 15 minutes, Grade 5 English, group work. The teacher called on 14 different learners, four of them seated at the back. When a learner laughed at a classmate's answer, she pointed to the class agreement on the wall, "Listen first."	The learner who had been laughed at answered the next question.	Walk-through Observations and One on One	Strength named: calling on learners across the room and holding to the class agreement. Next focus agreed: asking questions after group work, from January.	Next focus taken up in the January walkthroughs.
January 27, 2027	PPST Indicator 3.5.2 (COI): Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups The teacher's class has no learners from indigenous groups. She showed a Science lesson plan annotated with two culturally appropriate strategies she would use for such learners, one of them "begin from how families in the community dry and store food."	The annotation gives the rater the evidence for her separate rating under Strand 3.5.	One on One	Suggested adding how learners would show what they learned under the second strategy. To look again at her next annotated plan, in February.	February 3, 2027: second strategy revised with a local example.
February 12, 2027	PPST Indicator 5.3.2 (COI): Used strategies for providing timely, accurate and constructive feedback to improve learner performance Post-observation conference on the rated observation of February 10, 2027 (Grade 5 Science), held from the observers' notes. The teacher named her hints on learners' work as her strength and her questions after the group task as the part to improve.	She chose the questions after group tasks as her next development goal.	One on One	Agreed: plan two "why" questions for the end of each group task. Next walkthrough in March. The ratings are on the COT Rating Sheet, not in this row.	March walkthroughs: two "why" questions asked after each group task seen.
February 17, 2027	Core Competency: Service Orientation At dismissal a parent asked, "How can I help my child with fractions at home?" The teacher wrote two worked examples from the week's lessons in the child's notebook and explained them to the parent.	The learner's next homework on fractions came back complete.	Others	Acknowledged in a short talk the next morning. No follow-up needed.	No follow-up needed.

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February 24, 2027	PPST Indicator 5.5.2 (NCOI): Utilized assessment data to inform the modification of teaching and learning practices and programs The teacher showed the item analysis of her first Term 3 Mathematics summative test: fewer than half of 38 learners answered three of its 30 items correctly, all three on adding dissimilar fractions. She regrouped learners for two remedial sessions.	On a retest of those three items, 29 of 38 learners answered at least two correctly.	One on One	Suggested keeping the same regrouping when the class reaches decimals later in Term 3.	March 15, 2027: same regrouping used for decimals.
March 10, 2027	PPST Indicator 7.4.2 (NCOI): Developed a personal professional improvement plan based on reflection of one's practice and ongoing professional learning The teacher showed her updated Individual Development Plan (IDP): feedback on learners' written work marked as met, and questioning after group tasks added as next year's goal, citing the walkthrough of December 3 and the conference of February 12.	Next year's development goal rests on this year's observed practice.	One on One	Agreed to bring the IDP to the year-end review.	Brought to the year-end review, May 12, 2027.

Add more rows when necessary.

Conducted by:

Pedro M. Santos (invented)

(Signature Over Printed Name of Rater)

Position: Master Teacher I

Date: May 12, 2027

Concurred by:

Juana P. Dela Cruz (invented)

(Signature Over Printed Name of Ratee)

Position: Teacher III

Date: May 12, 2027

Approved by:

Liza R. Garcia (invented)

(Signature Over Printed Name of Approving Authority)

Position: School Principal II

Date: May 12, 2027

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