Republika ng Pilipinas
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM
DM-OSEC-OUHRODI-2026-0003

TO : **Undersecretaries**
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Public School Teachers
All Others Concerned

FROM : **FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff

WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development and Infrastructure

SUBJECT : **GUIDANCE IN THE IMPLEMENTATION OF THE PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS FOR SY 2026-2027**

DATE : 09 November 2026

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1. DepEd Memorandum (DM) No. 089, s. 2025 establishes the multi-year Performance Management and Evaluation System (PMES) for Teachers covering School Years (SYs) 2025–2026 to 2027–2028.

2. With the adoption of the three-term school calendar under DepEd Order (DO) No. 009, s. 2026, certain PMES activities for SY 2026–2027 need to be aligned with the revised school calendar.

3. Accordingly, this Memorandum provides implementation arrangements for SY 2026–2027 concerning formative support, the schedule and conduct of evaluative classroom observation, and the applicable Philippine Professional Standards for Teachers (PPST) indicators.

4. DM No. 089, s. 2025 and applicable subsequent clarifications shall continue to govern all PMES matters not expressly addressed in this Memorandum, including among others, rating procedures, observer qualifications, rater arrangements, forms, and appeals.

A. ***Phase II: Performance Monitoring and Coaching***

5. Performance management shall remain developmental and shall support teachers throughout the school year. School personnel with instructional supervisory functions, including School Heads, Master Teachers, Head Teachers, and Department Heads shall provide formative support tailored to teachers' identified needs and teaching contexts.

6. Formative support may be provided through various activities, including, but not limited to, coaching, mentoring, conducting feedback sessions, facilitating Learning Action Cell (LAC) sessions, conducting Lesson Study and walkthrough observations, engaging in professional reflection, and providing technical assistance.

7. In DepEd, the LAC serves as a school-based community of practice where teachers engage in collaborative professional learning to address shared challenges and improve teaching practices. Facilitated by the School Head or a designated LAC Leader, LAC sessions shall provide a positive, supportive, and safe environment for professional dialogue, reflection, and continuous improvement. Schools shall refer to DepEd Order No. 35, s. 2016, for the conduct and facilitation of LAC sessions.

8. Walkthrough observations shall be conducted throughout the school year **as brief, focused, non-rated, and formative classroom visits, lasting approximately ten (10) to fifteen (15) minutes**, and shall be undertaken using a developmental approach.

9. Walkthrough observations shall minimize disruption to instruction and focus on observable classroom practice.

10. **Formative activities shall not substitute for evaluative classroom observation, generate unofficial performance ratings, or be imposed as additional rated observations.** No minimum number of walkthroughs or coaching sessions shall be required before the evaluative observation.

B. *Full-Period Classroom Observation*

11. Each teacher shall undergo **only one (1) full-period evaluative classroom observation during either Term 2 or Term 3 of SY 2026-2027**, in lieu of the two (2) full-period classroom observations required under Item 41 of DM No. 089, s. 2025. The observation shall be conducted using the prescribed Classroom Observation Tool (COT) and rubric appropriate to the teacher's career stage. Schools shall schedule observations in consultation with teachers, considering class schedules and the number of teachers to be observed.

12. The observation shall reflect regular classroom practice. **No separate demonstration lesson or specially prepared lesson plan shall be required solely for PMES.**

13. The classroom observation protocols and other applicable requirements under DM No. 089, s. 2025 and subsequent official clarifications shall continue to apply.

C. *PPST Indicators for SY 2026-2027*

14. For SY 2026-2027, the PPST indicators prescribed under DM No. 089, s. 2025 shall apply, subject to the adjustments in Table 1.

Table 1. *PPST Indicators for SY 2026–2027*

COI/NCOI	Beginning towards Proficient (Teachers I-III) / Proficient (Teachers IV-VII)	Highly Proficient (Master Teachers I-II)	Distinguished (Master Teachers III-V)
COI	1.1.2	1.1.3	1.1.4
COI	1.6.2	1.6.3	1.6.4
COI	2.1.2	2.1.3	2.1.4
COI	2.2.2	2.2.3	2.2.4
COI	3.2.2*	3.2.3*	3.2.4*
COI *(Context-specific)*	3.5.2*	3.5.3*	3.5.4*
NCOI	4.2.2	4.2.3	4.2.4
COI	5.3.2	5.3.3	5.3.4
NCOI	5.5.2	5.5.3	5.5.4
NCOI	6.2.2	6.2.3	6.2.4
NCOI	7.3.2	7.3.3	7.3.4
NCOI	7.4.2	7.4.3	7.4.4

**For teachers handling learners from indigenous groups, indicator under PPST Strand 3.5 shall be observed, with its rating also applying to indicator under PPST Strand 3.2. Otherwise, indicator under PPST Strand 3.2 shall be observed, while the indicator under PPST Strand 3.5 shall be rated separately based on the teacher's lesson plan annotation, as provided in Item 15.*

15. The classroom observation and rating of teachers under PPST Strands 3.2 and 3.5 shall depend on whether their classes include learners from indigenous groups, as follows:

a. **Teachers with Learners from Indigenous Groups** – For teachers handling classes with learners from indigenous groups, only the applicable indicator under PPST Strand 3.5 shall be observed and rated. The rating obtained for the indicator under PPST Strand 3.5 shall also serve as the official rating for the indicator under PPST Strand 3.2. Thus, no separate classroom observation or rating shall be required for the indicator under PPST Strand 3.2.

b. **Teachers without Learners from Indigenous Groups** – For teachers handling classes without learners from indigenous groups, only the applicable indicator under PPST Strand 3.2 shall be observed. However, these teachers shall annotate their lesson plans to indicate culturally appropriate teaching strategies that may be employed to address the learning needs of learners from indigenous groups, consistent with the indicator under PPST Strand 3.5. These annotations shall serve as the basis for a separate rating under Strand 3.5.

16. The non-classroom observable indicators (NCOIs) in Table 1 shall be evaluated using relevant and sufficient authentic evidence generated through teachers' regular duties and responsibilities. Such evidence may include lesson plans, instructional materials, learner assessment records, professional reflection outputs, and records of collaborative professional activities, as applicable to the indicator.

17. Evaluation of NCOIs shall focus on teacher's professional practice against the applicable PPST indicator and performance standard, not on the Means of Verification (MOV) itself. **One authentic MOV may support multiple NCOIs when relevant and sufficient.**

18. Teachers shall not be required to create, reproduce, reformat, print, bind, or otherwise repack documents solely for PMES where sufficient authentic evidence is already available from the regular performance of their duties.

D. *Final Performance Rating*

19. The computation of final performance ratings, including Functional Competencies and Core and Leadership Competencies, shall follow DM No. 089, s. 2025 and applicable subsequent official clarifications.

20. Teachers' performance ratings shall be determined based on the performance indicators and objective evaluation processes determined in these guidelines. **The collective average of teachers' final performance ratings may exceed the school's final OPCRF rating**, recognizing that organizational performance reflects the combined results of multiple factors and accountabilities beyond individual teacher performance. The relationship between individual and organizational performance ratings shall be provided by subsequent Department issuances on the PMES, including those applicable to Schools and School Heads.

E. *PMES Tools and Forms*

21. The prescribed PMES tools, forms, and other related resources for SYs 2026–2027 and 2027–2028 may be accessed through this link https://tinyurl.com/MultiYearPMESTeachers and QR code below, which can be access using the official DepEd e-mail address.

F. *Other Provisions*

22. The applicable PMES tools and forms shall reflect the SY 2026–2027 indicators and implementation arrangements under this Memorandum.

23. Separate guidelines shall be issued to provide the implementation arrangements for the PMES for Teachers for SY 2027–2028, including the transition to the new online PMES system.

24. Regional Offices and Schools Division Offices shall provide technical assistance to schools and monitor implementation to ensure that no additional local classroom observations, MOV requirements, formative activity quotas, or other PMES requirements inconsistent with national policy are imposed on teachers.

25. For more information, please contact the **Bureau of Human Resource and Organizational Development,** 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph.

26. This directive takes immediate effect upon the issuance of this Memorandum.