PMES TOOL FOR BEGINNING TOWARDS PROFICIENT TEACHERS

(TEACHERS I-III)

S.Y. 2026-2027

About the PMES Tool

This Performance Management and Evaluation System (PMES) Tool is designed for **Proficient Teachers** holding **Teacher I to Teacher III** positions. It guides teachers and raters in assessing performance based on the Philippine Professional Standards for Teachers (PPST).

Understanding the PPST-Based Performance Objectives

The performance objectives are anchored on the PPST and are classified into two types:



Classroom Observable Indicators (COIs)

Refer to teaching practices demonstrated during actual classroom instruction. One teaching practice may demonstrate multiple COIs.



Non-Classroom Observable Indicators (NCOIs)

Refer to professional practices that are not directly assessed through classroom observation. Evidence may include documents naturally produced through regular teaching duties. One practice or document may support multiple NCOIs.

Guiding Performance Evaluation

Teachers, raters, and approving authorities are guided by the following principles:

- **Objectivity** – Base ratings on evidence and established standards.
- **Fairness** – Apply performance standards and rating criteria consistently.
- **Transparency** – Clearly communicate performance expectations, evidence requirements, and rating decisions.
- **Professional Growth** – Use evaluation results to identify strengths and areas for improvement.
- **Accountability** – Share responsibility for ensuring an accurate, fair, and credible evaluation process.

Using the Tool for Professional Growth

The PMES Tool supports fair performance evaluation and continuous professional growth to strengthen teaching practices and improve learner outcomes.

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
1. Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
2. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning (PPST 1.6.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

KRA 2: Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
3. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guideline and procedures (PPST 2.1.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

KRA 2: Learning Environment

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
4. Maintained learning environments that promote fairness, respect and care to encourage learning (PPST 2.2.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

KRA 3: Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
5. Established a learner centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST 3.2.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

KRA 3: Diversity of Learners

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
6. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups (PPST 3.5.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form or Annotated lesson plan from any class period/sessions highlighting possible teaching strategies for learners from indigenous groups.	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

NOTES ON RATING PERFORMANCE FOR PPST 3.5.2:

Only one (1) MOV shall be required for the applicable indicator, subject to the following:

a. ***Teachers handling classes with learners from indigenous groups:*** *Only the applicable indicator under PPST Strand 3.5 shall be observed, with its rating also serving as the official rating for the indicator under PPST Strand 3.2.*

b. ***Teachers without learners from indigenous groups:*** *Only the prescribed indicator under PPST Strand 3.2 shall be observed. These teachers shall annotate in their lesson plan possible teaching strategies for learners from indigenous groups, which shall serve as the basis for a separate rating for the indicator under PPST Strand 3.5.*

KRA 4: Curriculum and Planning

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
7. Set achievable and appropriate learning outcomes that are aligned with learning competencies (PPST 4.2.2)	**At least one (1) lesson plan** used in actual instruction, in any format, showing learning outcomes aligned with the intended learning competencies.	Quality	Set achievable and appropriate learning outcomes aligned with the intended learning competencies and demonstrated clear progression within the lesson or learning sequence.	Set achievable, appropriate, and competency-aligned learning outcomes that clearly reflect learners' needs and readiness.	Set learning outcomes that are achievable, appropriate to the intended learners, and aligned with the intended learning competencies.	Set learning outcomes that reflect the intended learning competencies but have gaps in achievability or appropriateness for the intended learners. or No acceptable evidence was shown.	Set learning outcomes that do not meaningfully align with the intended learning competencies or are not appropriate and achievable for the intended learners.

CLARIFICATIONS

- **Achievability -** The learning outcomes can reasonably be attained within the available instructional time, considering learners' readiness and available learning resources.
- **Appropriateness -** The learning outcomes are suitable for the learners' grade level, learning needs, and intended competency.
- **Alignment -** The learning outcomes reflect the knowledge, skills, or understanding specified in the intended learning competencies.

KRA 5: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
8. Used strategies for providing timely, accurate and constructive feedback to improve learner performance (PPST 5.3.2)	Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form	Quality	Demonstrated **Level 6** in the PPST Indicator as shown in the COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 5** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 4** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 3** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented.	Demonstrated **Level 2** in the PPST Indicator as shown in COT rating sheet / inter-observer agreement form presented. or No demonstrated teacher practice related to the PPST Indicator.

KRA 5: Assessment and Reporting

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
9. Utilized assessment data to inform the modification of teaching and learning practices and programs (PPST 5.5.2)	Any of the following existing documents or equivalent evidence, as applicable: • Assessment results and analysis; • Annotated or modified lesson plan; • Reflection notes on assessment-informed instructional modifications; or • Learning intervention or program records showing the use of assessment data.	Quality	Used assessment data to identify learning needs, implemented appropriate modifications to teaching practices or programs, and reviewed learner progress following the modifications.	Used assessment data to identify learning needs and implemented appropriate modifications to teaching practices or programs.	Used assessment data to identify learners' difficulties and implemented corresponding modifications to teaching and learning practices.	Identified learners' difficulties using assessment data but made modifications that did not adequately address these difficulties.	Did not use available assessment data to inform modifications to teaching and learning practices despite opportunities to do so. or No acceptable evidence was shown.

CLARIFICATIONS

- **Learners' difficulties** refer to identified errors, misconceptions, or competencies that learners have not yet mastered, as reflected in assessment results.
- **Learning needs** refer to specific areas requiring instructional support, as determined through examination of assessment data.
- **Modification** refers to actual changes in teaching and learning practices or programs informed by assessment data.
- **Reviewing learner progress** involves checking learner performance following the implementation of modifications.

KRA 6: Community Linkages and Professional Engagement

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
10. Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process (PPST 6.2.2)	Any of the following existing documents or equivalent evidence, as applicable: • Parent/guardian communication or conference records; • Home visitation records; • Stakeholder engagement or participation records; or • Records of collaborative activities or follow-up actions.	Quality	Maintained collaborative relationships with parents/guardians and/or the wider school community and facilitated their participation in activities supporting learners' educational needs.	Built positive relationships with parents/guardians and/or members of the wider school community to facilitate their involvement in the educative process.	Established positive relationships with parents/guardians and/or members of the wider school community through communication and engagement that facilitated their involvement in the educative process.	Initiated communication with parents/guardians and/or members of the wider school community but demonstrated limited efforts to facilitate their involvement in the educative process.	Did not demonstrate efforts to establish relationships with parents/guardians or members of the wider school community despite opportunities to do so. or No acceptable evidence was shown.
		Timeliness*	Proactively initiated engagement with parents/guardians and/or the wider school community ahead of planned activities or anticipated opportunities for involvement.	Promptly initiated engagement with parents/guardians and/or the wider school community when opportunities for involvement arose.	Engaged parents/guardians and/or the wider school community at appropriate times to facilitate their involvement in the educative process.	Engaged parents/guardians and/or the wider school community but with delays that affected opportunities for involvement.	Did not engage parents/guardians and/or the wider school community when opportunities for involvement arose.

CLARIFICATION

- **Establishing relationships** involves initiating positive communication and engagement that facilitates stakeholder involvement.
- **Building relationships** involves strengthening established relationships through continued communication, engagement, and follow-up actions.
- **Maintaining collaborative relationships** involves sustaining stakeholder engagement and working together to support learners' educational needs.
- ***Timeliness** for this Performance Objective refers to engaging parents/guardians and/or the wider school community at appropriate times to facilitate their involvement in the educative process.

KRA 7: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
11. Participated in professional networks to share knowledge and to enhance practice (PPST 7.3.2)	Any of the following existing documents or equivalent evidence, as applicable: • LAC or professional network records and outputs; • Meeting notes or collaborative learning outputs showing knowledge sharing or contributions; • Instructional resources or teaching practices shared with colleagues; or • Existing lesson plans, instructional outputs, or reflection notes demonstrating application of learning from professional exchanges.	Quality	Participated in professional networks, shared relevant knowledge or teaching practices, and contributed insights or possible solutions to teaching challenges discussed with colleagues.	Participated in professional networks and shared relevant knowledge or teaching practices that addressed the topics or teaching concerns discussed with colleagues.	Participated in professional networks and shared relevant experiences, knowledge, or practices drawn from one's own teaching.	Participated in professional networks but demonstrated limited sharing of knowledge, experiences, or teaching practices.	Did not demonstrate participation or knowledge sharing in professional networks during the evaluation period. or No acceptable evidence was shown.

CLARIFICATIONS

- **Sharing** refers to communicating relevant knowledge, experiences, or teaching practices to colleagues.
- **Responsive sharing** refers to sharing knowledge or teaching practices that address the specific professional learning topics or teaching concerns discussed within the professional network.
- **Contributing** refers to offering insights, suggestions, or possible solutions to teaching challenges discussed with colleagues.

KRA 7: Personal Growth and Professional Development

OBJECTIVE	MEANS OF VERIFICATION	QET	PERFORMANCE INDICATOR				
			OUTSTANDING (5)	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	POOR (1)
12. Developed a personal professional improvement plan based on reflection of one's practice and ongoing professional learning (PPST 7.4.2)	Updated Individual Development Plan (IDP) , supported, as applicable, by existing reflection notes, professional learning records, self-assessment results, or other documents showing the basis for identified development needs.	Quality	Developed a professional improvement plan with prioritized development needs and specific, achievable improvement actions based on reflection on teaching practice and professional learning.	Developed a professional improvement plan identifying development needs and specific, achievable improvement actions based on reflection on teaching practice and professional learning.	Developed a professional improvement plan identifying development needs and corresponding improvement actions based on reflection on teaching practice and professional learning.	Developed a professional improvement plan, but the identified development needs or corresponding improvement actions showed limited alignment with reflections on teaching practice and professional learning.	Did not develop a professional improvement plan based on reflection on teaching practice and professional learning. or No acceptable evidence was shown

CLARIFICATIONS

- **Development needs** refer to areas for professional improvement identified through reflection on teaching practice and professional learning.
- **Corresponding improvement actions** refer to actions that address the identified development needs.
- **Specific and achievable improvement actions** refer to clearly defined and practical steps that the teacher can reasonably undertake to address identified development needs.
- **Prioritized development needs** refer to development needs arranged according to their relevance or urgency in improving teaching practice.

Reference Matrix of Possible Means of Verification (MOV)

This matrix provides illustrative examples of existing documents and other evidence that may support one or more PMES objectives. The examples are neither exhaustive nor prescriptive. A single MOV may support multiple objectives, provided that it sufficiently demonstrates the applicable performance requirements. Teachers are not required to prepare additional documents solely for performance evaluation.

Possible MOV	Applicable Objective/s	What the Evidence May Demonstrate
Classroom Observation Tool (COT) Rating Sheet / Inter-Observer Agreement Form	1, 2, 3, 4, 5, 6*, 8	Classroom practices related to applicable PPST indicators
Lesson plans in any format and related instructional materials	6*, 7, 9, 11, 12	Learning outcomes, instructional modifications, and relevant professional learning or reflection
Assessment results and related records	9, 12	Assessment-informed instructional decisions and identified professional development needs
LAC or other professional learning community records or outputs	9, 11, 12	Knowledge sharing, collaborative learning, and application of professional learning
Parent/guardian communication and stakeholder engagement records	10	Engagement, collaboration, and involvement in the educative process
Reflection notes or other records of professional learning	9, 11, 12	Reflection on instructional practices, professional learning, and development needs
Updated Individual Development Plan (IDP)	12	Identified development needs, improvement actions, and professional growth priorities

**Objective 6 (PPST 3.5.2) is subject to the applicable context-specific assessment guidelines.*

Note: The identification of applicable objectives does not automatically establish performance. **Raters shall assess whether the MOV sufficiently demonstrates the specific practice and performance criteria for each objective.**