DepED
DEPARTMENT OF EDUCATION

BAGONG PILIPINAS

HROD
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

# PMES TOOL FOR PROFICIENT TEACHERS

## (TEACHERS IV-VII)

## S.Y. 2026-2027

# About the PMES Tool

This Performance Management and Evaluation System (PMES) Tool is designed for **Proficient Teachers** holding **Teacher IV to Teacher VII** 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 COI 1.1.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>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 COI 1.6.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>No demonstrated teacher practice related to the PPST Indicator. | Demonstrated **Level 3** in the PPST Indicator as shown in COT Rating Sheet / Inter-Observer Agreement Form presented. |

## 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 COI 2.1.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>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 COI 2.2.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>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 COI 3.2.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>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 COI 3.5.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form<br><br>or<br><br>Annotated lesson plan from any class period/sessions highlighting possible teaching strategies for learners from indigenous groups. | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>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 NCOI 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, appropriate, and competency-aligned learning outcomes that clearly establish a coherent progression of learning and prepare learners for related competencies. | Set achievable, appropriate, and competency-aligned learning outcomes that show clear progression within the lesson or learning sequence. | Set achievable and appropriate learning outcomes aligned with the intended learning competencies. | Set learning outcomes with gaps in achievability, appropriateness, or alignment with the intended learning competencies. | Set learning outcomes that do not demonstrate meaningful alignment with the intended competencies or are not appropriate and achievable for the intended learners.<br><br>or<br><br>No acceptable evidence was shown. |

### 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 COI 5.3.2)** | Classroom Observation Tool (COT) Rating Sheet or Inter-Observer Agreement Form | Quality | Demonstrated **Level 7** in the PPST Indicator as shown in the COT Rating Sheet / Inter-Observer Agreement Form presented. | Demonstrated **Level 6** in the PPST Indicator as shown in 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.<br><br>or<br><br>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 NCOI 5.5.2)** | Any of the following existing documents or equivalent evidence, as applicable:<br>• Assessment results and analysis<br>• Annotated or modified lesson plan<br>• Reflection notes on assessment-informed instructional modifications<br>• Learning intervention or program records showing the use of assessment data | Quality | Used assessment data to identify learning needs, implement appropriate modifications, and evaluate their effectiveness to inform further instructional improvement. | 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. | Examined assessment data but made modifications that did not adequately address the identified learning needs. | Did not use available assessment data to inform modifications to teaching practices or programs.<br><br>or<br><br>No acceptable evidence was shown. |

### CLARIFICATIONS

- **Modification** refers to changes in teaching practices or programs informed by assessment data. Reviewing learner progress involves checking learner performance after implementing the modifications.
- **Evaluating effectiveness** involves examining subsequent results to determine whether the modifications addressed the identified learning needs and what further instructional actions may be necessary.

## 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 NCOI 6.2.2)** | Any of the following existing documents or equivalent evidence, as applicable:<br>• Parent/guardian communication or conference records<br>• Home visitation records<br>• Stakeholder engagement or participation records<br>• Records of collaborative activities or follow-up actions | Quality | Established and sustained collaborative relationships that enabled meaningful stakeholder participation and responsive support for learners' educational needs. | Maintained collaborative relationships and facilitated stakeholder participation in activities or decisions 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. | Initiated communication with parents/guardians and/or community members but demonstrated limited efforts to build relationships that facilitate involvement.<br><br>or<br><br>No acceptable evidence was shown. | Did not demonstrate efforts to establish relationships with parents/guardians or relevant community members to facilitate involvement in the educative process. |
| | | Timelin ess* | 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**

***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 NCOI 7.3.2)** | Any of the following existing documents or equivalent evidence, as applicable:<br>• LAC or professional network records and outputs<br>• Meeting notes or collaborative learning outputs showing knowledge sharing or contributions<br>• Instructional resources or teaching practices shared with colleagues<br>• 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, contributed insights or possible solutions to teaching challenges, and applied learning from professional exchanges to improve teaching practice, with reflection on the results of its application. | 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, experiences, or teaching practices with colleagues. | 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.<br><br>or<br><br>No acceptable evidence was shown. |

### CLARIFICATIONS

- **Sharing** refers to communicating relevant knowledge, experiences, or teaching practices.
- **Contributing** involves providing insights, suggestions, or possible solutions that help address teaching challenges discussed with colleagues.
- **Application** refers to using learning from professional exchanges to improve one's teaching practice.

## 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 NCOI 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, corresponding improvement actions, and appropriate measures for monitoring progress, all grounded in reflection on teaching practice and professional learning. | 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 corresponding improvement actions based on reflection on teaching practice and professional learning. | Developed a professional improvement plan, but the improvement actions showed limited alignment with identified development needs and reflections on teaching practice. | Did not develop a professional improvement plan based on reflection on teaching practice and professional learning.<br><br>or<br><br>No acceptable evidence was shown. |

### CLARIFICATIONS

- **Prioritized development needs** refer to identified areas for improvement arranged according to their relevance or urgency.
- **Specific and achievable improvement actions** identify practical steps the teacher can undertake.
- **Measures for monitoring progress** indicate how the teacher intends to determine whether improvement is being achieved.

# 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 COI 3.5.2) is subject to the applicable context-specific assessment provisions, including the use of an annotated lesson plan where prescribed.*

**Note:** Identifying an MOV as applicable to a particular objective does not automatically mean that the expected performance has been demonstrated. **Raters shall assess whether the MOV sufficiently demonstrates the specific practice and performance criteria for each objective.**