THE REFORM

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As the saying goes by, “change is the only permanent thing in this world”. Indeed, it happens in every aspect of life and it does conquer the world of teaching.

Philippine education aims of providing quality education through people who are capable of delivering quality performance that is why the Philippine Professional Standards for Teachers was developed. And to ensure quality, timely, and efficient teacher performance, the results-based performance was implemented through Results-based Performance Management System (RPMS) Manual.

What do teachers need to know about the new RPMS? This reform categorized teachers based on their present positions such as proficient (TI-III) and highly proficient (Master Teacher I-IV). They are expected to show skills in planning and managing school activities, to model exemplary teaching practice, to collaborate with teachers and other DepEd stakeholders, and to reflect on their practice to improve performance. RPMS presents the clearly defined goals which are paralleled to the DepEd mission and vision to achieve the general outcomes or the Key Result Areas (KRAs). Performance indicators are also presented to rate the teachers from 1-5 based on quality, efficiency, and timeliness. For this School Year, there are 12 (twelve) objectives that teachers have to be accomplished. Next year another twelve (12) objectives are targeted to meet and on 2020 the last 13 objectives will comprise the 37 objectives aligned with the 37 strands of the PPST. The objectives in each year must be met and no objectives will be left.

After understanding the KRAs and objectives, teachers have to gather the Means of Verification (MOV) to support their performance. Each objective has corresponding
evidences. This year most of the evidences will be seen from classroom observation tool (COT), because most objectives are classroom observable practices, only objective 8, 11, and 12 are not. This signifies that teachers need at least four (4) observations for the whole school year. Head teachers will do the duty, as well as the master teachers and school principals.

In order to establish the evidences, teachers are required to have their own portfolios. Each teacher has to prepare five (5) folders or clear books representing each KRA. With this portfolio, teachers can easily organize their MOVs for each objective. It is essential to properly store the evidences before the mid-year review and assessment so that it is easy for the teachers to retrieve during the phase III, which is the performance review and evaluation. Making portfolio allows teachers to see if there is any missed evidence from the list of acceptable MOVs.

A mid-year review will occur around October or November to assess the documents of the teachers. This is done between the rater and the ratee. If the ratee fails to meet the objectives, it is the responsibility of the head teacher to coach and mentor the teacher. In this way, ratee has enough time to accomplish all the needed documents before the year-end evaluation.

A year-end review and evaluation will follow a week after graduation. This is done to finally assess the portfolio of the teachers to give corresponding points in each objective and compute the final rating. Head teacher will discuss the result of the portfolio assessment process. After rating the performance, next is the performance rewarding and development. This is done to praise teachers on a job well done and to identify the strengths and areas that need improvement. An action plan must be prepared to address teachers’ development needs and prepare courses of action and activities to meet the needs. Then teachers should implement the action plan and evaluate to see if the activities are implemented.
Reference: