



Republika ng Pilipinas
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM
DM - OSEC - OOH/ROO1- 2026 - 0001

TO : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

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

[Signature]
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 2025-2026**

DATE : 03 March 2026

The Department of Education (DepEd) recognizes the evolving realities of the teaching profession and the need to continuously refine the Performance Management and Evaluation System (PMES) to better support teacher development and welfare while ensuring the attainment of agency performance targets and the delivery of quality instruction.

As part of the transition period toward the full implementation of DepEd Memorandum No. 89, s. 2025, or the *Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028*, this Memorandum sets forth guidance for schools and public school teachers in the implementation of the PMES for **School Year (SY) 2025-2026**, including the applicable actions, procedures, and timelines of activities.

A. Classroom Observation Requirement

For SY 2025-2026, only **one (1) full-period classroom observation** shall be required to be completed for performance evaluation purposes.

To ensure a smooth transition and uniform implementation of this requirement, the following scenarios and corresponding actions shall apply:



March 26, 2026

To: **Schools Division Superintendents**
All Others Concerned
This Region

For information, guidance, and appropriate action.

[Signature]
BENJAMIN D. PARAGAS PhD, CESO III
Director IV/Regional Director

HRDD/RBC/dmd



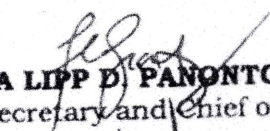
MEMORANDUM	Date: 4/07/26	Released/Records: <i>[Signature]</i>
To:	<input checked="" type="checkbox"/> PSDS/DICs	<input checked="" type="checkbox"/> Elem/Sec School Heads
	<input type="checkbox"/> Private Schools	<input type="checkbox"/> Others:
For:	<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Dissemination
	<input checked="" type="checkbox"/> Guidance	<input type="checkbox"/> Strict Compliance
ORLANDO E. MANUEL PhD., CESO V Schools Division Superintendent <i>[Signature]</i>		
By:	<input type="checkbox"/> ASDS	<input type="checkbox"/> CID Chief
	<input type="checkbox"/> SGOD Chief	<input type="checkbox"/> AO
	<input type="checkbox"/> Atty	Signature

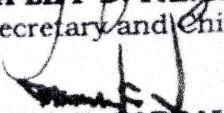


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To ensure a smooth transition and uniform implementation of this requirement, the following scenarios and corresponding actions shall apply:

Scenario 1: Teachers Who Have Completed Two (2) Full-Period Classroom Observations

Teachers who have completed two (2) full-period classroom observations within the SY 2025-2026 shall be deemed to have **fully complied** with the classroom observation requirement.

In this case, teachers may **select the highest rating obtained in each classroom observable indicator from either classroom observation** for purposes of computing their final rating in the Individual Performance Commitment and Review Form (IPCRF) for SY 2025-2026.

Presented below is an illustrative sample of ratings for classroom observable indicators for a Teacher III (*Beginning towards Proficient*):

Figure 1: Illustrative Sample of PMES Ratings for Teacher III

PPST Indicator	CO 1 Score	Transmuted PMES 5-point Rating Scale	CO 2 Score	Transmuted PMES 5-point Rating Scale	Teacher-selected Final PMES Rating
PPST 1.1.2	5	4	6	5	5
PPST 1.4.2	6	5	4	3	5
PPST 1.5.2	6	5	5	4	5
PPST 2.3.2	5	4			4
PPST 2.6.2			6	5	5
PPST 3.1.2	6	5			5
PPST 4.5.2			5	4	4
PPST 4.1.2	5	4			4
PPST 5.1.2			6	5	5

Scenario 2: Teachers Who Have Completed One (1) Full-Period Classroom Observation

Teachers who have completed one (1) full-period classroom observation within SY 2025-2026 shall likewise be deemed to have **fully complied** with the classroom observation requirement. No additional classroom observation shall be required for performance evaluation purposes.

The rating obtained from the completed full-period classroom observation shall be used in computing the final IPCRF rating for SY 2025-2026.

For the remaining and/or unobserved indicators that have not been observed and rated by the observer-raters, any or a combination of the following actions shall apply:

- a. Remaining indicators may be rated based on **observed practice explicitly documented in the observation notes form** of the observer during the full-period classroom observation, if applicable and preferred by the ratee. Observers as raters shall ensure that their observation notes forms are complete and available for reference in rating. Teachers shall not be required to submit or attach the observation notes form of the observers.
- b. Unobserved indicators, including practices observed and documented during the full-period classroom observation but not meet the requirement of the remaining Philippine Professional Standards for Teachers (PPST) Indicators, shall be addressed through a **Reflection Journal (Annex A)** describing how the teacher demonstrated these indicators in class sessions conducted within the school year, accompanied by verifiable evidence of such demonstration, including but not limited to:
 - Implemented lesson plan (any format shall be accepted);
 - Utilized assessment tool;
 - Utilized instructional material; or
 - Other relevant evidence, as may be deemed appropriate.

Scenario 3: Teachers Who Have Not Yet Undergone Any Classroom Observation

Teachers who have not yet undergone any classroom observation in SY 2025-2026 **shall comply with the classroom observation requirement through one (1) of the following options:**

- a. **One (1) full-period classroom observation** covering all nine (9) classroom observation indicators; **or**
- b. **One (1) full-period classroom observation**, allowing up to three (3) out of nine (9) indicators to remain unobserved when these are not applicable to the lesson or classroom context. The unobserved indicators shall instead be addressed through a **Reflection Journal (Annex A)**. The Reflection Journal shall describe how the teacher demonstrated the unobserved indicators in any of the class sessions conducted within the school year. The verifiable evidence of demonstration, such as but not limited to the following, shall be attached:
 - Implemented lesson plan (any format shall be accepted);
 - Utilized assessment tool;
 - Utilized instructional material; or
 - Other relevant evidence, as may be deemed appropriate.

For performance evaluation purposes, digital sharing to raters of the documents and supporting evidence from teachers through electronic mail and/or online folders (i.e., Google Drive, Google

Folder, Microsoft Teams) sent to their official school email accounts shall be accepted.

In evaluating non-classroom observable indicators, the evidence and documentation used for classroom observable indicators, such as those listed above, may be utilized, provided that such evidence clearly demonstrates the attainment of the indicators. One piece of evidence may be used to support the rating of multiple indicators, where applicable.

While no separate performance assessment portfolio shall be required, teachers are encouraged to maintain an organized personal repository of documents, either physical or digital, to facilitate the show-and-rate process during the performance evaluation phase.

B. Classroom Observation Protocols

All classroom observations shall be conducted with utmost courtesy, respect, and professionalism. Observers shall ensure that the process remains **developmental and supportive in nature, emphasizing strengths and professional growth** rather than punitive judgment. Observers shall maintain a calm, mindful, and reassuring presence at all times.

Pursuant to Section 53 of DepEd Memorandum No. 89, s. 2025, observers shall:

- i. Use the Observation Notes Form to record comments and observations on the teacher's performance;
- ii. Sit on the available chairs. Multiple observers shall sit apart, whenever possible;
- iii. For multiple observers, they shall avoid engaging in any form of discussion with one another during observation;
- iv. Avoid giving any immediate feedback, reactions, or evaluative cues during the class. This includes refraining from verbal comments, facial expressions, gestures, or any form of non-verbal communication that may disrupt the teaching-learning process; and
- v. Thank the teacher and leave the room promptly and quietly after the observation.

C. Positions and Appropriate Career Stages

For performance evaluation purposes, the Career Stage of a teacher shall be determined based on the authorized *plantilla* position currently occupied by the teacher, aligned with the PPST Career Stages:

Positions and Appropriate Career Stages for Performance Evaluation

Positions	Career Stage	COT Rubric levels
Teacher I-III	Beginning towards Proficient	Levels 2-6
Teacher IV-VII	Proficient	Levels 3-7
Master Teachers I-II	Highly Proficient	Levels 4-8
Master Teachers III-V	Distinguished	Levels 5-9

Indicators used in the Classroom Observation Tools (COT)

The indicators reflected in the Classroom Observation Tool (COT), such as Rubric, Rating Sheet, and Inter-Observer Agreement Form, for all teacher positions adopt a common indicator language derived from the Proficient Teacher Career Stage. This uniformity is maintained because the COT Rubric is designed as a single, comprehensive performance scale covering Levels 1-9, which includes all Career Stages. The differentiation among teacher positions is reflected through the assigned COT Rubric level ranges.

Accordingly, raters shall apply the appropriate performance level range when assessing teachers, consistent with the teacher's current position and career stage as provided in the table above.

For purposes of the Individual Performance Commitment and Review Form (IPCRF), the indicators consistent with the Career Stage (e.g., Highly Proficient or Distinguished) shall be used in determining performance ratings.

Guidance for Newly-Promoted and Hired Teachers

Pursuant to Sections 94 of DepEd Memorandum No. 89, s. 2025, teachers who are promoted to a higher position or career stage within the school year shall accomplish the IPCRF appropriate to their new position and career stage, provided that **they have rendered at least ninety (90) calendar days of service in that position by the end of the school year.**

When the period of service in the new position is **less than ninety (90) calendar days by the end of the school year**, the personnel concerned shall accomplish the IPCRF corresponding to their previous position and career stage prior to promotion.

Newly-hired teachers who have rendered service for less than ninety (90) calendar days of service before the end of the school year shall not be required to submit an IPCRF for the current school year. For purposes of performance-based incentives of those who have rendered less than three (3) months of service, a general certification indicating a satisfactory performance shall be required.

D. Computation of Rating

a. Weight Allocation

The weight allocation for objectives in Part I: Professional Standards and Part II: Competencies shall be, as follows:

For Teachers I-VII without supervisory functions:

Part	Weight
Part I: Professional Standards <i>Indicators 1 to 14 (6.786% each)</i>	95%
Part II: Core Competencies	5%
Total	100%

For Master Teachers I-V and for those with supervisory functions

Part	Weight
Part I: Professional Standards <i>Indicators 1 to 14 (6.786% each)</i>	95%
Part II: Core Competencies	2.5%
Part III: Leadership Competencies	2.5%
Total	100%

The rater shall discuss with the ratee the set of competencies observed during the performance cycle. The Core and Leadership Competencies shall be assessed and rated at the end of the school year.

The rater shall provide the appropriate rating for each behavioral indicator observed using the 5-point rating scale shown in the table below:

Numerical Rating	Adjectival Rating	Definition
5	Outstanding	Role model who consistently exceeds expectations and exemplifies behavior that inspires and influences others.
4	Very Satisfactory	Consistently demonstrates the desired behavior at a high and reliable level.
3	Satisfactory	Most of the time demonstrates the behavioral indicator, with occasional lapses.
2	Unsatisfactory	Sometimes demonstrates the behavioral indicator and needs improvement.
1	Poor	Rarely demonstrates the behavioral indicator and significantly below expectations.

E. Electronic IPCRF Tool and System

To ensure uniformity and standardization of the IPCRF, the Bureau of Human Resource and Organizational Development through the Human Resource Development (BHROD-HRDD), shall release the official Excel-based template of the electronic IPCRF (e-IPCRF) tool before the end of SY 2025-2026 for teacher accomplishment and school submission to the Online e-IPCRF System.

a. Accomplishment of the Excel-based electronic IPCRF Tool

All teachers shall use the official e-IPCRF tool to encode IPCR data for SY 2025-2026. Prior to finalization, the Rater and Approving Authority shall verify the ratings encoded by the teacher. Upon finalization, teachers shall submit the accomplished tool to the School Head.

As a condition for promotion under DepEd Order No. 34, s. 2025, teachers with PPST Indicators for improvement reflected in the Teacher's Commitment Form shall record their enhanced ratings in the e-IPCRF. The updated e-IPCRF tool will contain a dedicated portion for this requirement.

b. Uploading and submission of the e-IPCRF Tool

The School Head or designated non-teaching personnel shall upload the finalized e-IPCRF tool of each teacher in the Online e-IPCRF system through the Online e-IPCRF system at cipcrf.deped.gov.ph using only the official school email account registered in the system.

By default, school email accounts registered in the system are school ID-based (*SchoolID@deped.gov.ph*). For example: *123456@deped.gov.ph*.

- **Schools with extensions in their official school email accounts or with different naming conventions** (e.g., *abhs.001@deped.gov.ph*) shall coordinate with the Division Information Technology Officer (ITO) for proper registration in the system.
- **Schools that need to reset their school email account passwords** shall coordinate with the Division ITO.

Registration and access to the Online e-IPCRF System shall strictly be limited to official school email accounts ONLY to ensure continuity and accessibility in case of personnel movements such as promotion, transfer, or reassignment.

c. Timeline of submission

Uploading and submission of the accomplished e-IPCRF tools may commence upon completion of the performance evaluation, beginning from the end of 4th Quarter until the first month of classes for the succeeding school year.

Schools unable to upload their teachers' e-IPCRFs within the specified timeline due to technical issues shall email helpdesk.pmes@deped.gov.ph and submit printed copies of the summary of ratings to their respective School Division Offices.

A separate issuance shall be released to provide comprehensive guidelines on the implementation of PMES beginning SY 2026-2027. Pending the finalization of the enhanced PMES framework, the provisions of this Memorandum shall serve as interim guidance for SY 2025-2026. This interim arrangement ensures continuity of implementation while supporting a systematic transition toward a more responsive, evidence-based PMES that promotes teacher development and performance improvement.

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 or at telephone number (02) 8470-6630.

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

Copy Furnished:

OFFICE OF THE SECRETARY



**PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)
FOR TEACHERS
(SY 2025-2026)**

REFLECTION JOURNAL

Name of Teacher: _____ Date: _____

Position: _____ Career Stage: _____

Instructions: Accomplish the table below. Provide verifiable evidence and describe how each unobserved indicator was demonstrated in any class sessions conducted within the school year. Attach additional sheet/s of paper, if necessary.

Remaining or Unobserved PPST Indicator/s:	
Document/s:	
Description of the Documents:	
Reflection Journal	
<p>I. Unobserved PPST Indicator/s (Kindly identify the PPST Indicator/s that were not covered during the formal classroom observation but were reflected based on your professional practice. Clearly indicate the domain and indicator title.)</p>	
<p>II. Application of Indicator/Feature of Practice (State how the indicator/s was/were demonstrated in your teaching practice. You may also narrate the specific teaching strategies, activities, or approaches you implemented and their effectiveness. Refer to the Feature/s of Practice indicated in the Classroom Observation Tool as a guide.)</p>	
<p>III. Reflection (Provide a reflective discussion of your experience in applying the indicator/s. You may highlight insights gained, challenges encountered, and areas for improvement if there are any.)</p>	