



Republic of the Philippines  
**Department of Education**  
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

**MEMORANDUM**  
SGOD-2026-074

TO: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Public Schools District Supervisors  
Alternative Learning System District Coordinators  
Public Elementary, Secondary, and Integrated School Heads  
All Others Concerned

FROM:  **LYNN G. MENDOZA, EdD**  
OIC, Schools Division Superintendent

SUBJECT: **GUIDANCE IN THE IMPLEMENTATION OF THE PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES) FOR TEACHERS FOR SY 2025-2026**

DATE: April 15, 2026

1. Attached is Joint Memorandum DM-OSEC-OUHRODI-2026-0001 from the Office of the Undersecretary and Chief of Staff, Usec. Fatima Lipp D. Panontongan, and Office of the Undersecretary for Human Resource and Organizational Development and Infrastructure, Usec. Wilfredo E. Cabral, dated March 3, 2026, to provide guidance on the implementation of the Performance Management and Evaluation System (PMES) for Teachers for School Year 2025-2026, including applicable actions, procedures, and timelines.
2. Particular attention is invited to Section A, which discusses the classroom observation requirement for SY 2025-2026, to wit:
  - 2.1. Only one full-period classroom observation shall be required to be completed for performance evaluation purposes;
  - 2.2. Teachers who have completed two full-period classroom observations shall be deemed to have fully complied with the classroom observation requirement, and may select the highest rating obtained in each classroom observable indicator;
  - 2.3. Teachers who have completed one full-period classroom observation shall be deemed to have fully complied with the classroom observation requirement. The remaining unobserved classroom observable indicators may be rated based on (1) observed practice explicitly documented in the observation notes form during the full classroom observation. Teachers shall not be required to submit or attach the observation notes from the observers or (2) Reflection Journal (Annex A) describing



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how the teacher demonstrated these indicators, accompanied by verifiable evidence of such demonstration; and

2.4. 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.

3. **Teachers who were promoted or reclassified after January 1, 2026, shall accomplish their IPCRF using their previous position and career stage prior to promotion.** This is aligned with Section 94 of DepED Memorandum No. 089, s. 2025, stating that teachers may declare their new position and career stage in the IPCRF only if they have rendered at least ninety calendar days of service in the position by the end of the school year before declaration in the IPCRF.

4. **Newly hired teachers who have rendered service for less than ninety calendar days before the end of the school year shall not be required to submit an IPCRF for SY 2025-2026.** For purposes of performance-based incentives, the school head shall submit a general certification indicating that the teacher has obtained a satisfactory performance.

5. **The electronic IPCRF (eIPCRF) for SY 2025-2026 can be accessed and downloaded at <https://tinyurl.com/eIPCRFToolSY2526>.** Furthermore, school heads, or their authorized non-teaching personnel, shall **upload the accomplished and finalized eIPCRFs of teachers using their school's official DepEd email address through <http://eipcrf.deped.gov.ph> on or before June 30, 2026.**

6. Upon submission of the finalized eIPCRFs to the eIPCRF Data Collection and Consolidation System (DCCS), **school heads are advised to submit two (2) printed and signed copies of the accomplished eIPCRFs - one (1) copy for the Division Office and one (1) copy for the ratee - through the OSDS-Records Section on or before July 31, 2026.** A summary of ratings, which can be downloaded from the eIPCRF DCCS, shall be placed at the top of each set of hard copies to facilitate the validation process conducted by the SGOD-Human Resource Development Section.

7. Furthermore, **a copy of the school's compiled, fully accomplished, and signed teachers' Individual Development Plans (IDPs) (IPCRF Part IV) shall be submitted to the SGOD-Human Resource Development Section through the OSDS-Records Section on or before July 31, 2026.**

8. The following documents are enclosed for reference:

- a. Enclosure 1: Frequently Asked Questions
- b. Enclosure 2: Interim Ratee-Rater-Approving Authority Matrix

9. For clarifications, please contact Mr. Kyle David V. Atienza, Senior Education Program Specialist – Human Resource Development Section, through [kyledavid.atienza@deped.gov.ph](mailto:kyledavid.atienza@deped.gov.ph).

10. Immediate dissemination of and strict compliance with the contents of this Memorandum are desired.

/SGOD-HRDS-KDA



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## FREQUENTLY ASKED QUESTIONS

**1. A Teacher III (Proficient) was promoted to Master Teacher I (Highly Proficient) in the 3rd Quarter of SY 2025-2026. Which e-IPCRF tool shall be used?**

Answer: The teacher shall use the Highly Proficient e-IPCRF tool, considering that the 90-day length of service in the new position has been reached. However, any classroom observation rating previously conducted while holding the Teacher III position (i.e., during the 3rd Quarter) shall remain valid and will be carried over; a repeat observation is not required.

**2. A Teacher III (Beginning Towards Proficient) was reclassified to Teacher VI (Proficient) before the End-of-School-Year Rites of SY 2025-2026. Which e-IPCRF tool shall be used?**

Answer: The teacher shall still use the Beginning Towards Proficient e-IPCRF tool, as he/she has not rendered at least 90 days of service in the new position (Master Teacher I). In accordance with the DepEd Performance Management and Evaluation System (PMES), an individual must have served a minimum of ninety (90) days or completed at least one (1) quarter of the performance period to be subjected to performance monitoring and evaluation using the standards of the new position.

**3. A teacher was hired in March 2026. Is he/she required to submit an IPCRF?**

Answer: No. In accordance with the DepEd Performance Management and Evaluation System (PMES), an individual must have rendered at least 90 days of service or completed at least one quarter of the performance period before being subjected to any performance monitoring and evaluation processes. Therefore, the teacher is not required to submit an IPCRF for SY 2025-2026. However, the school head shall submit a general certification indicating that the teacher has obtained a satisfactory performance.

**4. Why is the e-mail address of the Approving Authority included in the electronic IPCRF tool?**

Answer: The inclusion of the Approving Authority's e-mail address in the electronic IPCRF tool is essential for establishing clear and traceable ratee-rater-approver relationships. This information is vital in the ongoing efforts to integrate the Results-Based Performance Management System (RPMS) with other human resource systems. It supports the development of a centralized Human Resource Information System (HRIS) aimed at creating a national employee database within the Department of Education.

**5. What is the e-mail address and full name of the Assistant Schools Division Superintendent?**

Answer: Full Name: Mabel Fabellon Musa

e-mail Address: [mabel.musa@deped.gov.ph](mailto:mabel.musa@deped.gov.ph)

This information shall be used solely for official purposes related to the e-IPCRF and must not be disclosed or disseminated to unauthorized individuals, in adherence to the provisions of the Data Privacy Act of 2012.

**6. Why can't I edit the strength and development needs columns in Part IV (Individual Development Plan) of the e-IPCRF?**



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Answer: The new e-IPCRF tool automatically inputs the strengths and development needs of the teacher based on the results of Parts 1 and 2. The teacher now only needs to answer the learning objectives, timeline, resources needed, and other information needed in Part IV. Please note that only three (3) rows are REQUIRED to be answered for the functional competencies and core behavioral competencies. Strengths and development needs tagged as “optional” may or may not be answered.

**7. Is there an e-SAT (electronic Self-Assessment Tool) for SY 2026-2027?**

Answer: Yes. The Multiyear e-SAT is accessible and downloadable through <https://tinyurl.com/MultiYearPMESTeachers>.

**8. In what paper size shall we print the IPCRFs?**

Answer: It is recommended that all parts of the Individual Performance Commitment and Review Form (IPCRF) be printed on A4-sized bond paper to ensure uniformity and compliance with standard documentation requirements.

**9. Is there a bulk uploading option in the eIPCRF Data Collection and Consolidation System?**

Answer: No. The system does not support bulk uploading of eIPCRFs. Each teacher’s eIPCRF must be uploaded individually by the School Head or any authorized non-teaching personnel. Furthermore, only official DepEd e-mail addresses of the schools are granted access to the system for data uploading purposes.

**10. Who has access to our school’s consolidated e-IPCRF data uploaded in the system?**

Answer: Access to the school’s consolidated e-IPCRF data uploaded in the system is restricted to the school head and duly authorized non-teaching personnel. The SGOD–Human Resource Development Section has limited access and may only view the summary of ratings and the total number of uploaded e-IPCRFs per school for monitoring and validation purposes.

**11. What is the next step once all e-IPCRFs for teachers in our school have been successfully uploaded?**

Answer: Upon completion of the uploading of all e-IPCRFs to the consolidation system, school heads shall proceed with printing the Summary of Ratings using the “Print” tab available in the system. The printed summary, which must be on A4-sized bond paper, shall be placed on top of the compiled hard copies of the accomplished IPCRFs. The complete set shall then be submitted to the OSDS–Records Section for proper endorsement and validation by the SGOD–Human Resource Development Section (HRDS).

**12. I serve as the Teacher-in-Charge, holding a Master Teacher position, in our school. Which performance monitoring and evaluation form am I required to accomplish, and who shall be designated as my raters?**

Answer: A Teacher-in-Charge who holds a Master Teacher position shall accomplish both the Individual Performance Commitment and Review Form (IPCRF) for his/her teaching-related functions and the Office Performance Commitment and Review Form (OPCRF) for his/her school leadership functions. The designated raters and approving authorities are as follows:



PMES FORM	RATER	APPROVING AUTHORITY
IPCRF	Monitoring Principal/PSDS	ASDS
OPCRF	ASDS	SDS

This dual evaluation process ensures that both instructional and administrative roles of the Teacher-in-Charge are appropriately assessed and documented.

**13. I serve as the Teacher-in-Charge, holding a Master Teacher position, in our school. Who shall be the raters and approving authority of other teachers in our school?**

Answer: This scenario shall be addressed based on the following specific conditions:

CONDITION	RATER	APPROVING AUTHORITY
There are no other Master Teachers in the school	Teacher-in-Charge	ASDS
There is another Master Teacher in the school	Master Teacher	Teacher-in-Charge
IPCRF of other Master Teachers in the school (if applicable)	Teacher-in-Charge	ASDS

In all cases, the Teacher-in-Charge, despite not holding a school head item, is delegated the necessary functions and authority equivalent to those of a full-fledged school head for purposes of performance evaluation and related administrative responsibilities.

**14. I serve as the Teacher-in-Charge, holding a Teacher I position, in our school where there is a designated Master Teacher. Who shall serve as the raters and approving authority of the other teachers in our school?**

Answer: In accordance with the guidelines, if a Master Teacher is assigned in the school, he/she shall serve as the Rater for the IPCRFs of Proficient Teachers. The Teacher-in-Charge, despite holding a Teacher I position, shall serve as the Approving Authority for these IPCRFs. Conversely, for the Master Teacher's IPCRF, the Teacher-in-Charge shall act as the Rater, while the Assistant Schools Division Superintendent (ASDS) shall serve as the Approving Authority. It is emphasized that the Teacher-in-Charge is granted functions and authority equivalent to those of a full-fledged school head for purposes of performance management and related administrative functions.

**INTERIM RATEE-RATER-APPROVING AUTHORITY MATRIX**

	<b>RATEE</b>	<b>RATER</b>	<b>APPROVING AUTHORITY</b>
1	School Head/Principal/ OIC/TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
2	Assistant School Principal	School Head	Assistant Schools Division Superintendent
3	Department Head	School Head	Assistant Schools Division Superintendent
4	Master Teacher ( <i>Elementary/JHS/SHS</i> )	School Head	Assistant Schools Division Superintendent
5	Teacher ( <i>Elementary</i> )	Master Teacher	School Head
6	Teacher with no Master Teacher ( <i>Elementary</i> )	School Head	Assistant Schools Division Superintendent
7	Teacher ( <i>JHS</i> )	Master Teacher/ Department Head	School Head
8	Teacher with no Master Teacher/Department Head ( <i>JHS</i> )	School Head	Assistant Schools Division Superintendent
9	Teacher ( <i>SHS</i> )	Master Teacher/Assistant School Head	School Head
10	Teacher with no Master Teacher/Assistant School Head ( <i>SHS</i> )	School Head	Assistant Schools Division Superintendent
11	ALS Teacher ( <i>School-based</i> )	Master Teacher/ Department Head	School Head
12	ALS Teacher ( <i>Community Learning Center</i> )	Functional Division Chief for CID	Assistant Schools Division Superintendent
13	School-based Non-Teaching Staff ( <i>Administrative and Finance function such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I</i> )	School Head	Assistant Schools Division Superintendent

*Note: In case there is no applicable rater or approving authority in schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.*




Republika ng Pilipinas  
**Department of Education**  
OFFICE OF THE SECRETARY

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**MEMORANDUM**  
**DM- OSEC - OUHROO1- 2026 - 0001**

**TO :** Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
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 2025-2026**

**DATE :** 03 March 2026

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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:

**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*

<b>PPST Indicator</b>	<b>CO 1 Score</b>	<b>Transmuted PMES 5-point Rating Scale</b>	<b>CO 2 Score</b>	<b>Transmuted PMES 5-point Rating Scale</b>	<b>Teacher-selected Final PMES Rating</b>
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 rater. 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**

<b>Positions</b>	<b>Career Stage</b>	<b>COT Rubric levels</b>
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:**

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

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

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

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:

<b>Numerical Rating</b>	<b>Adjectival Rating</b>	<b>Definition</b>
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 [eipcrf.deped.gov.ph](http://eipcrf.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 4<sup>th</sup> 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](mailto: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**, 4<sup>th</sup> Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [bhrod.hrdd@deped.gov.ph](mailto: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.

<b>Remaining or Unobserved PPST Indicator/s:</b>	
<b>Document/s:</b>	
<b>Description of the Documents:</b>	
<b>Reflection Journal</b>	
<p><b>I. Unobserved PPST Indicator/s</b> (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><b>II. Application of Indicator/Feature of Practice</b> (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><b>III. Reflection</b> (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>	

*I hereby affirm that this reflection journal truthfully reflects my teaching practices which shall be used for performance evaluation purposes.*

\_\_\_\_\_  
**Teacher's Name and Signature**

Validated by:

\_\_\_\_\_  
**Rater's Name and Signature**