



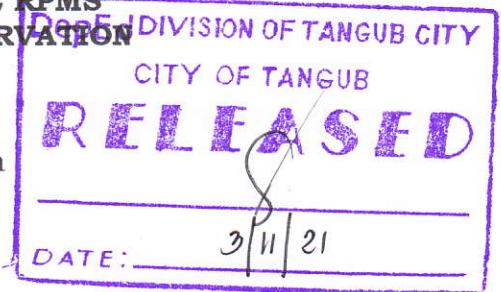
March 11, 2021

DIVISION MEMORANDUM

No. 46, s. 2021

**GENERAL GUIDELINES FOR THE RPMS
ALTERNATIVE CLASSROOM OBSERVATION**

To: Chief Curriculum Implementation Division
Chief Schools Governance and Operations Division
Public Elementary and Secondary School Heads
Public Elementary and Secondary Teachers
This Division



1. Relative to DepEd Memorandum OUA MEMORANDUM 00-031-0063, s. 2021, RE: Guidelines on the Implementation of the Results-based Performance Management System (RPMS) for SY 2020-2021, this Office directs the field to follow the **General Guidelines for the RPMS Alternative Classroom Observation**.
2. The alternative classroom observation for RPMS is considered only for SY 2020-2021 due to the absence of or limited capacity for face-to-face learning.
3. There should be two (2) classroom observations for the entire school year. Hence, ratees should submit two (2) classroom observation tool (COT) rating sheets/inter-observer agreement forms as MOV for objectives that require such (i.e., Objectives 1, 5, and 7).
4. The Alternative classroom observations should follow this timeframe:
 - a. COT 1 – between January and March 2021
 - b. COT 2 – between April and May 2021
5. School Heads are instructed to submit schedule for teacher observations to the District In-Charges (DICs) for the Education Program Supervisors (EPSs) to sit in for Technical Assistance (TA) and not for rating purposes.
5. Enclosed in this Memorandum is Table 5 of DM-PHROD-2021-0010, s. 2021 for Alternative classroom observations and their corresponding guidelines.
6. Immediate and wide dissemination of this Memorandum is enjoined.

AGUSTINES E. CEPE, CESO V
Schools Division Superintendent

AEC/SGOD/rbgr-3-11-2021

Reference:

OUA MEMORANDUM 00-031-0063, s. 2021





Enclosure to Division Memorandum No. _____, s. 2021

Table 5: Alternative classroom observations and their corresponding guidelines

Alternative Classroom Observations	Guidelines
1. Online observation	<ul style="list-style-type: none">This applies to teachers who will adopt online synchronous learning <i>regardless of the number of classes and learners.</i>
2. Observation of a video lesson	<ul style="list-style-type: none">Consider this mode of observation <i>when option 1 is not possible.</i>This applies to teachers who will adopt online asynchronous learning <i>in any of their classes and learners.</i>A video lesson must have been used in lesson delivery as part of the supplementary materials or as one of the learning materials for online asynchronous learning. It is <i>not</i> the same as the video lesson for TV-based instruction.A video lesson must be SLM-based or MELC-aligned. A teacher can use any recording device to record herself/himself while teaching a lesson.A video lesson can be stored in a cloud (e.g., Google Drive) or any storage device (e.g., flash drive), or uploaded to an online classroom (e.g., Google Classroom) or a Learning Management System.
3. Observation of a demonstration teaching via Learning Action Cell (LAC)	<ul style="list-style-type: none">Consider this mode of observation <i>when options 1 and 2 are not possible.</i>This applies to teachers who will adopt <i>pure</i> modular learning (print/digital), radio-based instruction, and TV-based instruction.In DepEd's BE-LCP in the time of COVID-19, "a support mechanism shall be established for teachers and school leaders to have access to relevant on-demand technical and administrative advice and guidance which come in many forms...including professional learning communities through the LAC" (DepEd Order No. 12, s. 2020, p. 41). In support of this mechanism, the LAC policy states that school LAC "primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement" (DepEd Order No. 35, s. 2016, p. i).This may be the best time to use LAC as an opportunity for the ratee to show performance of the RPMS objectives and for both ratees and observers to discuss collegially strategies to improve the teaching and learning processes especially in addressing challenges in learning delivery brought by the pandemic.

