Department of Education

National Capital Region

DIVISION OF CITY SCHOOL, LAS PINAS

**INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM**

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| Name of Employee: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Name of Rater: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Position : Position: Review Period: Date of Review: Bureau/Center/Service/Division:  |
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| **MFO** | **KRAs** | **OBJECTIVES** | **TIMELINE** | **Weight per KRA** | **PERFORMANCE INDICATORS****(Quality, Efficiency, Timeliness)** | **ACTUAL RESULTS** | **RATING** |  |
| BASIC EDUCATION SERVICES | Teaching-Learning Process (30%) | Developed daily lesson plans/learning logs and instructional materials to adapt the curriculum to the needs of the learners  |  | 10% | 5- Prepared100% lesson plans with appropriate instructional materials**(100%)**4- Prepared 85% lesson plans with appropriate instructional materials**(85%)**3- Prepared 75% lesson plans with appropriate instructional materials**(75%)**2- Prepared 70% lesson plans and no instructional materials**(70%)**1- Prepared 60% or less lesson plans and no instructional materials**(60%)** |  | Q | E | T | Ave | SCORE |
|  |  | Provided both individualized and group instruction in all classes assigned as teaching load for the current school year |  | 10% | 5- The teacher established challenging and measureable goal/s for student learning that is aligned with the (DepEd standards or Philippine Elementary Learning Competencies (PELC) or the Philippine Secondary Learning Competencies (PSLC)) curriculum* Has provided individual /group activities for all of the classes handled for the rating period
* Teaching methods and strategies elicited interaction from the whole class
* Inductive method/deductive method was used in teaching a lesson
* Results of student

observation/ appraisal are used as basis for follow-up4- Met 3 out of **5** indicators3- Met 2 out of **5** indicators2- Met 1 out of **5** indicators1- Did not meet any of the indicators |  |  |  |  |  |  |
|  |  | Facilitated three engaging lessons with the help of ICT every quarter (total of 12 ICT lessons for the whole school year) (if applicable) |  | 5% | 5- Facilitated 10 or more engaging ICT lessons for the whole school year4- Facilitated 8 engaging ICT lessons3- Facilitated 6 engaging ICT lessons2- Facilitated 4 engaging ICT lessons 1- Facilitated 2 engaging ICT lessons |  |  |  |  |  |  |
|  |  | Held demonstration teaching lessons in class once a year. Lesson observation focusing on: * higher order thinking skills
* note taking skills
* study skills
* retention skills
 |  | 5% | 5- All daily lesson plans had objectives, subject matter, procedures, evaluation and assignment. * Regular use of ICT was evident in lesson plans.
* Student engagement during the lesson was evident through participation
* Students exhibited analytical, note taking, study, and retention skills as evidenced by what was written in their notebooks and the scores of their quizzes and tests.

4- Met 3 out of 4 indicators3- Met 2 out of 4 indicators2- Met 1 out of 4 indicators1- Did not meet any of the indicators |  |  |  |  |  |  |
|  | Pupils/Students Outcomes (30%) | Administered group teacher-made and standardized tests set by the Region / Division / School for the current school year |  | 5% | 5- Evidences showed that the teacher purposely plans assessments and various assessment choices to match the different student* needs, abilities, and learning styles.
* Submitted on time
* Class record reflected the bases of pupils’ ratings in all classes/subject areas handled
* Students’ portfolio contained all of the students’ accomplishment
* Test questions were logically sequenced according principles of test construction
 |  |  |  |  |  | . |
|  |  | * Monitored and evaluated student progress for every quiz and activity and encouraged the class to be responsible fortheir own and each other’s learning
 |  | 10% | 5- Evidences showed that the teacher was able to track student progress and provided the necessary scaffold for students to improve * A culture of helping each other and being responsible for their learning was manifested in student behavior
* Remediation was offered and was taken by students who need it
* The general average of the class increased by 2% at the end of every semester

4- Met 3 out of 4 indicators3- Met 2 out of 4 indicators2- Met 1 out of 4 indicators 1- Did not meet any of the indicators |  |  |  |  |  |  |
|  |  | * Conducted regular remediation to improve scores of low performing students
 |  | 5% | 5- Evidences showed that the teacher was able to track student progress and provided the necessary scaffold for students to improve * A culture of helping each other and being responsible for their learning was manifested in student behavior
* Remediation wasoffered and was taken by students who need it
* The general average of the class increased by 2% at the end of the school year

4- Met 3 out of 4 indicators3- Met 2 out of 4 indicators2- Met 1 out of 4 indicators 1- Did not meet any of the indicators |  |  |  |  |  |  |
|  |  | Increased the general average of student scores by 2% at the end of the school year |  | 10% | 5- The general average of the class increased by 2% at the end of the school year4- The general average of the class increased by 1% at the end of the school year3- The general average of the class has no increased at the end of the school year2- The general average of the class decrement by 1% at the end of the school year1- The general average of the class decrement by 2% at the end of the school year |  |  |  |  |  |  |
|  | Community Involvement (10%) | Communicated regularly with parents (in writing or through conferences) to discuss learner’s progress and the current school program for learning |  | 5% | 5- 4 of the scheduled parenting seminars/meetings pushed through and was well attended4- Only 3 of the scheduled parenting seminars/meetings pushed through3- Only 2 of the scheduled parenting seminars/meeting pushed through 2- Only 1 of the scheduled parenting seminars pushed through 1- No scheduled parenting seminars/meetings pushed through |  |  |  |  |  |  |
|  |  | Facilitated the improvement of identified gaps in learning through a regular tutorial with the help of parent volunteers  |  | 5% | 5- Learning gaps of slow learners improved 2 grades higher from their initial assessment 4- Learning gaps of slow readers improved 1 grade higher from their initial assessment3- Learning gaps of slow learners improved but remained in their initial assessed ability 2- Learning gaps of slow learners remained the same 1-Slow learners felt frustrated and dropped out of the tutorial program |  |  |  |  |  |  |
|  | Professional Growth and Development  | * Attended teacher training or seminar to improve teaching competency at least twice a year
 |  | 3% | 5- Evidences showed that training led to improvement of teaching competency through improved lesson plans, implementation and strategy* Skills learned in training were shared with other teachers
* Professional development workshops/talks/ seminars were facilitated at least once every semester
* Inputs in discussions were considered and helped in improving policy especially on school effectiveness
* Introduced new strategies contributing to the improvement of the teaching-learning process

4- Met 4 out of the 5 indicators3- Met 3 out of the 5 indicators2- Met 2 out of the 5 indicators1- Did not meet any of the indicators  |  |  |  |  |  |  |
|  |  | * Facilitated professional development workshops/talks/seminars for other teachers at least once a year
 |  | 3% | * 5- Evidences showed that training led to improvement of teaching competency through improved lesson plans, implementation and strategy
* Skills learned in training were shared with other teachers
* Professional development workshops/talks/seminars were facilitated at least once a year
* Inputs in discussions were considered and helped in improving policy especially on school effectivenesss
* Introduced new strategies contributing to the improvement of the teaching-learningprocess

4- Met 3 out of the 4 indicators3- Met 2 out of the 4 indicators2- Met 1 out of the 4 indicators1- Did not meet any of the indicators  |  |  |  |  |  |  |
|  |  | Collaborated with fellow teachers, the School Head or the appropriate authority to develop the method by which the teacher will be evaluated |  | 4% | 5- Developed a system or form of assessing teaching – learning process for the classroom and used region-wide4- Developed a system or form of assessing teaching – learning process for the classroom and used district-wide or division-wide 3- Developed a system or form of assessing teaching – learning process for the classroom and used school-wide 2- Little participation 1- No participation |  |  |  |  |  |  |
|  | Class Management (20%) | Decreased average rate of absenteeism by 1% every quarter |  | 10% | 5- There is a 1% decrease in the rate of absenteeism every quarter* There is a 1% decrease of students going to the guidance office
* There is also a corresponding decrease in parents being called to the guidance office for serious offenses
* 100% of students in the class were monitored everyquarter
* There is a 1% decrease of students going to the guidance office
* There is also a corresponding decrease in parents being called to the guidance office for serious offenses

4- There is a 0.75% decrease of students going to the guidance office 3- There is a 0.50% decrease of students going to the guidance office 2- There is a 0.25% decrease of students going to the guidance office 1- There is no decrease of students going to the guidance office  |  |  |  |  |  |  |
|  |  | Conducted health (physical, mental) monitoring every quarter |  | 10% | 5- 100% of students in the class were monitored every quarter4- 90% of students in the class were monitored every quarter3- 80% of students in the class were monitored every quarter2- 70% of students in the class were monitored every quarter1- 60% of students in the class were monitored every quarter |  |  |  |  |  |  |
|  |  |  |  |  |  | OVERALL RATING FOR ACCOMPLIS-HMENTS  |  |  |  |  |  |

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