

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Regular Teachers in the Proficient Stage

Name of Employee:	ED VINCENT A. CAHULUGAN	Name of Referee:	IMA C. BUTRON
Position:	Teacher III	Position:	Principal I
Bureau/Center/Service/Division:	LA HACIENDA NATIONAL HIGH SCHOOL - Bohol	Date of Review:	July 27, 2023
Rating Period:	SY 2022-2023		

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators					Actual Results	Rating			Score	
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory		Poor	Q	E		T
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas (PFST 1.1.2)	SY 2022-2023	7.00%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350
		2. Used a range of teaching strategies that enhance learner participation in achievement in literacy and numeracy skills (PFST 1.4.2)	SY 2022-2023	7.00%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	4	5		4.500	0.315
		3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills (PFST 1.5.2)	SY 2022-2023	7.00%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350
		4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and	SY 2022-2023	7.00%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350
Learning Environment & Diversity of Learners					Efficiency	Objective was met within the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met within the allotted time	Objective was met within the allotted time					
					Efficiency	Objective was met within the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met within the allotted time	Objective was met within the allotted time					

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION						
MFOs	KRAs	Objectives	Timeline	Weight per KRA	QET	Performance Indicators					Actual Results	Rating				Score
						Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
3. Curriculum and Planning		5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning- focused environments	SY 2022-2023	7%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350	
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown						
		6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs,	SY 2022-2023	7%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350	
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown						
4. Assessment and Reporting		7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum	SY 2022-2023	7%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350	
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown						
		8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)	SY 2022-2023	7%	Quality	Planned for enriched teaching practice based on LAC sessions / FGDs / meetings / other collegial discussions attended, as shown in MOV 3	Reflected on practices during LAC sessions / FGDs / other collegial discussions to plan, facilitate, and enrich teaching practice, as shown in MOV 3	Shared practices, teacher and learner feedback during LAC sessions / FGDs / meetings / other collegial discussions to discuss teacher/learner feedback to enrich instruction, as shown in MOV 1, MOV 2	Attended LAC sessions / FGDs / meetings / other collegial discussions that discuss teacher/learner feedback in only 1 quarter	No acceptable evidence was shown	5	5		5.000	0.350	
					Timeliness	Participated in collegial discussions that discuss teacher and learner feedback across 4 quarters	Participated in collegial discussions that discuss teacher and learner feedback across 3 quarters	Participated in a collegial discussion that discusses teacher and learner feedback in only 1 quarter	No acceptable evidence was shown							
4. Assessment and Reporting		9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning	SY 2022-2023	7%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350	
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown						
		10. Designed, selected, organized and used diagnostic, formative and summative	SY 2022-2023	7%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	5	5		5.000	0.350	
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown						

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION							
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators					Actual Results	Rating				Score		
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2		Poor 1	Q	E	T		Ave	
		assessment strategies				Efficiency	Objective was met within the allotted time			No acceptable evidence was shown							
		11. Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)	SY 2022-2023	7%	Quality	Involved learners in monitoring and evaluation of their own progress and achievement	Monitored and evaluated learner progress and achievement based on attainment data from an individual learner	Monitored and evaluated learner progress and achievement based on the attainment data	Monitored and evaluated learner progress and achievement based on an existing grade level/ department/ learning area report	No acceptable evidence was shown							
		12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)	SY 2022-2023	7%	Timeliness	Submitted MOVs shows monitoring and evaluation done across 4 quarters	Submitted MOVs shows monitoring and evaluation done across 3 quarters	Submitted MOVs shows monitoring and evaluation done across 2 quarters	Submitted MOVs shows monitoring and evaluation done in only 1 quarter	No acceptable evidence was shown							
					Quality	Sustained engagement through regular communication of learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Communicated promptly and clearly using various tools and strategies learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Communicated promptly and clearly using only one (1) strategy learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Communicated promptly and clearly using only one (1) strategy learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	No acceptable evidence was shown							
					Timeliness	Submitted MOVs shows monitoring and evaluation done across 4 quarters	Submitted MOVs shows monitoring and evaluation done across 3 quarters	Submitted MOVs shows monitoring and evaluation done across 2 quarters	Submitted MOVs shows monitoring and evaluation done in only 1 quarter	No acceptable evidence was shown							
5. Personal Growth and Professional Development		13. Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)	SY 2022-2023	7%	Quality	Submitted MOV that details the consistent involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is learner-centered	No acceptable evidence was shown							
					Timeliness	Submitted MOV that details the consistent involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is learner-centered	No acceptable evidence was shown							
					Quality	Submitted MOV that details the consistent involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is learner-centered	No acceptable evidence was shown							
					Timeliness	Submitted MOV that details the consistent involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the learning-teaching process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is learner-centered	No acceptable evidence was shown							
		14. Set professional development goals based on the Philippine Professional Standards for Teachers (PPST 7.5.2)	SY 2022-2023	7%	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 3	Submitted 3 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown							
					Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown							
					Timeliness	All four (4) submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown							
											3	2	2	2.333	0.163		

PART II: COMPETENCIES			
Instructions: Please indicate the number of competency indicators that you demonstrated during the performance cycle.			
CORE BEHAVIORAL COMPETENCIES			
Self-Management 1. Sets personal goals and directions, needs and development. 2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization. 3. Displays emotional maturity and enthusiasm for and is challenged by higher goals. 4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals. 5. Sets high quality, challenging, realistic goals for self and others.	4	Teamwork 1. Willingly does his/her share of responsibility. 2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization. 3. Applies negotiation principles in arriving at win-win agreements. 4. Drives consensus and team ownership of decisions. 5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	5
		Service Orientation 1. Can explain and articulate organizational directions, issues and problems. 2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. 3. Initiates activities that promote advocacy for men and women empowerment. 4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions. 5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	
		Innovation 1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency). 2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results. 3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions. 4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization. 5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	
Professionalism and Ethics 1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. 3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication. 4. Makes personal sacrifices to meet the organization's needs. 5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	5		5
Results Focus 1. Achieves results with optimal use of time and resources most of the time. 2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs. 3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required 4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. 5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	5		5

Note: The assessment in the demonstration of competencies shall not be reflected in the final rating. These competencies are monitored to inform professional development plans (DepEd Order No. 2, s. 2015, p. 9).

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET
Regular Teachers in the Proficient Stage

Name of Employee: ED VINCENT A. CAHULUGAN	Name of Rater: IMA C. BUTRON
Position: Teacher III	Position: Principal I
Bureau/Center/Service/Division: LA HACIENDA NATIONAL HIGH SCHOOL - B	Date of Review: July 27, 2023
Rating Period: SY 2022-2023	

PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score	Adjectival Rating
				Q	E	T	Ave		
KRA 1	21%	Objective 1	7%	5	5		5.000	0.350	Outstanding
		Objective 2	7%	4	5		4.500	0.315	Outstanding
		Objective 3	7%	5	5		5.000	0.350	Outstanding
KRA 2	21%	Objective 4	7%	5	5		5.000	0.350	Outstanding
		Objective 5	7%	5	5		5.000	0.350	Outstanding
		Objective 6	7%	5	5		5.000	0.350	Outstanding
KRA 3	21%	Objective 7	7%	5	5		5.000	0.350	Outstanding
		Objective 8	7%	5		5	5.000	0.350	Outstanding
		Objective 9	7%	5	5		5.000	0.350	Outstanding
KRA 4	21%	Objective 10	7%	5	5		5.000	0.350	Outstanding
		Objective 11	7%	5		5	5.000	0.350	Outstanding
		Objective 12	7%	3		3	3.000	0.210	Satisfactory
KRA 5	14%	Objective 13	7%	4		3	3.500	0.245	Very Satisfactory
		Objective 14	7%	3	2	2	2.333	0.163	Unsatisfactory
		Objective 15	2%	5	5	5	5.000	0.100	Outstanding
Plus Factor									
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives						Final Rating	4.533
								Adjectival Rating	Outstanding

ED VINCENT A. CAHULUGAN
Ratee

IMA C. BUTRON
Rater

IMA C. BUTRON
Approving Authority

PART IV: DEVELOPMENT PLANS

NOTE:

This sheet shall be accomplished during: i) Phase I: Performance Planning and Commitment, based on the results of e-SAT; and ii) Phase II: Performance Monitoring and Coaching, based on the agreements on the Performance Monitoring and Coaching Form and Mid-year Review Form; and iii) Phase IV: Performance Rewarding and Development Planning, based on the actual results of IPCRF.

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
A. Functional Competencies					
Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Set professional development goals based on the Philippine Professional Standards for Teachers (PPST 7.5.2)	Setting professional development goals based on the Philippine Professional Standards for Teachers.	Setting the clear expectation of teachers along well-defined career stages and engage teachers to actively embrace a continuing effort in attaining proficiency.	All year round	Learning and Developmental Team, Local funds, Tools for PPST
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)	Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians	Attend PTA Meetings and send proper communication to parents/guardians in various modalities	All year round	Learning and Developmental Team, Local funds, Tools for PPST
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)	Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)	Apply personal philosophy of teaching that is learner-centered	Apply learner-centered strategies during classes	All year round	Learning and Developmental Team, Local funds, Tools for PPST
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)					
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)					

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Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)	Intervention		
		Learning Objectives			
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)					
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)					
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)					
Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)					
Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)					
B. Core Behavioral Competencies					
Professionalism and Ethics	Self-Management	To prioritize tasks and schedules to achieve goals	Practice the use of Gantt chart, checklist, etc.	All year round	Local funds, school funds, MOOE
Results Focus	Professionalism and Ethics	To gain new skills and improve teaching methods	Participate in LAC sessions, seminars and other related trainings	All year round	Local funds, school funds, MOOE
Teamwork	Results Focus	To achieve result with optimal use of time and resources most of the time	Create timeline and probable sources for the implementation of goals	All year round	Local funds, school funds, MOOE
Service Orientation	Teamwork				
Innovation	Service Orientation				
	Innovation				
		Page 2 of 3			

Strengths	Development Needs	Action Plan			Timeline	Resources Needed
		(Recommended Developmental Intervention)		Intervention		
		Learning Objectives				


ED VINCENT A. CAHULUGAN
RATEE


IMA C. BUTRON
RATER


IMA C. BUTRON
APPROVING AUTHORITY

