

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

Name of Employee:	MICHAEL P. DOYSABAS	Name of Rater:	MARY ANN B. CAJES
Position:	Teacher III	Position:	Master Teacher II
Bureau/Center/Service/Division:	Sogod National High School - Southern Leyte	Date of Review:	July 17, 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						
						5	4	3	2	1						
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas (PPST 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	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.315
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 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	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.315
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					

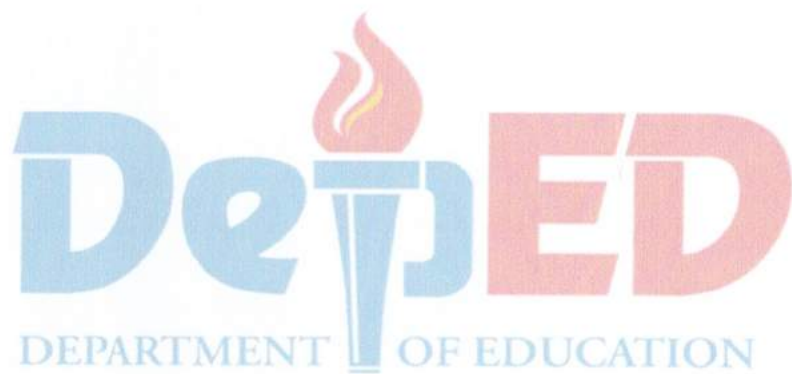
TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
		3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 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	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	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	Objective was met within the allotted time					
	2. Learning Environment & Diversity of Learners	4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning	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	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.315
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
		5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning- focused environments (PPST 2.6.2)	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	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	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	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	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
		6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)	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	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.315
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
	3. Curriculum and Planning	7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 3.1.2)	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	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	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	Objective was met within the allotted time					
		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 / meetings / 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 plan, facilitate, and enrich teaching practice, as shown in MOV 2	Attended LAC sessions / FGDs / meetings / other collegial discussions that discuss teacher/learner feedback to enrich instruction, as shown in MOV 1	No acceptable evidence was shown	Reflected on practices during LAC sessions / FGDs / meetings / other collegial discussions to plan, facilitate, and enrich teaching practice, as shown in MOV 3	4		5	4.500	0.315
					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 collegial discussions that discuss teacher and learner feedback across 2 quarters	Participated in a collegial discussion that discusses teacher and learner feedback in only 1 quarter	No acceptable evidence was shown	Participated in collegial discussions that discuss teacher and learner feedback across 4 quarters					

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	Ave	
						5	4	3	2	1						
		9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)	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	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.315
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
4. Assessment and Reporting	10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements	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	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms		3	5		4.000	0.280
				Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
				Quality	Involved learner/s 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 class attainment data	Monitored and evaluated learner progress and achievement based on an existing grade level / department / learning area report	No acceptable evidence was shown	Involved learner/s in monitoring and evaluation of their own progress and achievement	5		4	4.500	0.315	
				Timeliness	Submitted MOV/s show/s monitoring and evaluation done across 4 quarters	Submitted MOV/s show/s monitoring and evaluation done across 3 quarters	Submitted MOV/s show/s monitoring and evaluation done across 2 quarters	Submitted MOV/s show/s monitoring and evaluation done in only 1 quarter	No acceptable evidence was shown	Submitted MOV/s show/s monitoring and evaluation done across 3 quarters						


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	Ave	
						5	4	3	2	1						
		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%	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 learners' needs, progress and achievement to key stakeholders, including parents/guardians , but not regularly as shown in the MOV submitted	No acceptable evidence was shown	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	4		4	4.000	0.280
					Timeliness	Showed prompt communication of learners' needs, progress and achievement across 4 quarters	Showed prompt communication of learners' needs, progress and achievement across 3 quarters	Showed prompt communication of learners' needs, progress and achievement across 2 quarters	Showed prompt communication of learners' needs, progress and achievement in only 1 quarter	No acceptable evidence was shown	Showed prompt communication of learners' needs, progress and achievement across 3 quarters					
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 teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the teaching-learning 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 not learner-centered	No acceptable evidence was shown	Submitted MOV that reflects involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	4		5	4.500	0.315	
				Timeliness	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Applied a personal philosophy of teaching that is learner-centered across 2 quarters	Applied a personal philosophy of teaching that is learner-centered in only 1 quarter	No acceptable evidence was shown	Applied a personal philosophy of teaching that is learner-centered across 4 quarters						
	14. Set professional development goals based on the Philippine Professional Standards for Teachers (PPST	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	Set professional development goals based on e-SAT results as evidenced by MOV 2	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4						
				Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown	Submitted 3 acceptable MOVs	5	4	4	4.333	0.303	

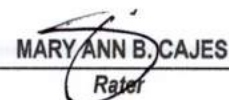
TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
		7.5.2)			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	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase					



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MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor						
						5	4	3	2	1						
	Plus Factor	15. Performed various related works/activities that contribute to the teaching learning process (PPST 8.1)	SY 2022-2023	2%	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV.					
					Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching- learning process.	No acceptable evidence was shown	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	5	5	5	5.000	0.100
					Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOV/s was/were completed in only 1 quarter	No acceptable evidence was shown	Submitted MOVs were distributed across 4 quarters					
RATING FOR OVERALL ACCOMPLISHMENTS											Outstanding				4.533	

ADJECTIVAL RATING EQUIVALENCES	
RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor


MICHAEL P. DOYSABAS
Ratee


MARY ANN B. CAJÉS
Rater


AURA O. AGUILAR
Approving Authority

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.	5	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
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	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.	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	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.	3

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: MICHAEL P. DOYSABAS	Name of Rater: MARY ANN B. CAJES
Position: Teacher III	Position: Master Teacher II
Bureau/Center/Service/Division: Sogod National High School - Southern Leyte	Date of Review: July 17, 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%	4	5		4.500	0.315	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%	4	5		4.500	0.315	Outstanding
		Objective 5	7%	5	5		5.000	0.350	Outstanding
		Objective 6	7%	4	5		4.500	0.315	Outstanding
KRA 3	21%	Objective 7	7%	5	5		5.000	0.350	Outstanding
		Objective 8	7%	4		5	4.500	0.315	Outstanding
		Objective 9	7%	4	5		4.500	0.315	Outstanding
KRA 4	21%	Objective 10	7%	3	5		4.000	0.280	Very Satisfactory
		Objective 11	7%	5		4	4.500	0.315	Outstanding
		Objective 12	7%	4		4	4.000	0.280	Very Satisfactory
KRA 5	14%	Objective 13	7%	4		5	4.500	0.315	Outstanding
		Objective 14	7%	5	4	4	4.333	0.303	Very Satisfactory
Plus Factor	2%	Objective 15	2%	5	5	5	5.000	0.100	Outstanding
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives				Final Rating		4.533	
						Adjectival Rating		Outstanding	

MICHAEL P. DOYSABAS

Ratee

MARY ANN B. CAJES

Rater

AURA O. AGUILAR

Approving Authority

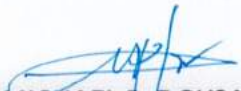
PART IV: DEVELOPMENT PLANS

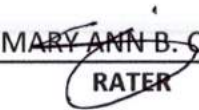
NOTE:
This sheet shall be accomplished during: i) Phase I: Performance Planning and Commitment, based on the results of e-SAT; and ii) Phase II: Performance Monitoring and Coaching, based on the agreements on the Performance Monitoring and Coaching Form and Mid-year Review Form; and iii) Phase IV: Performance 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 a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)	To attend and participate in diversified strategies and trainings on evaluation and assessment of learning updated with the curriculum and implementation.	Face-to-Face and/or Webinars (Online)	Year round (School Year)	*Learning and Development *Personal Funds *INSET
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)	Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)	To attend trainings in leadership and management planning of handling students progress and development of students.	PTA Meetings or Conference, Students' Orientation & Classroom Meetings	Year round (School Year)	*Learning and Development *Personal Funds *INSET
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)	Set professional development goals based on the Philippine Professional Standards for Teachers (PPST 7.5.2)	To enroll and participate in short courses or diploma for professional development for teachers.	Face-to-Face and/or Webinars (Online)	Year round (School Year)	*Learning and Development *Personal Funds *INSET

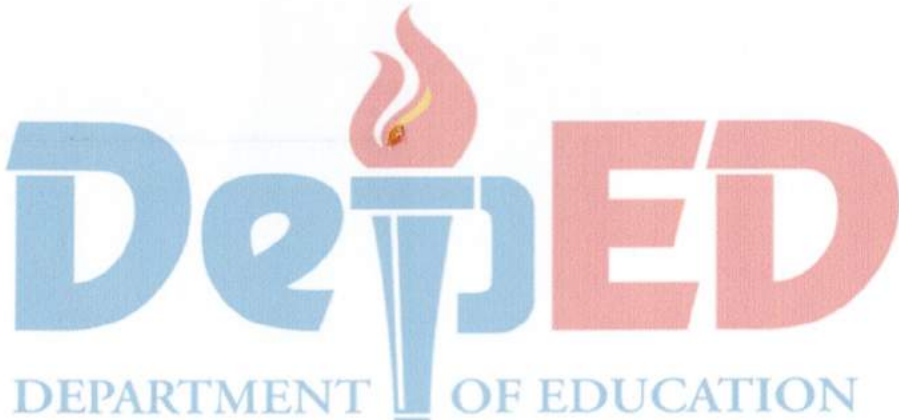
Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Performed various related works/activities that contribute to the teaching learning process					
B. Core Behavioral Competencies					
Self-Management	Innovation	To attend trainings on curriculum, research & Innovations.	Research Conference & Trainings	Year round (School Year)	*Learning and Development *Personal Funds *INSET
Professionalism and Ethics	Self-Management	To attend trainings in leadership and management planning.	Leadership Conference & Trainings	Year round (School Year)	*Learning and Development *Personal Funds *INSET
Results Focus	Professionalism and Ethics	To enroll and participate in short courses or diploma for professional development for teachers.	Conferences & Trainings	Year round (School Year)	*Learning and Development *Personal Funds *INSET
Teamwork	Results Focus				
Service Orientation	Teamwork				
	Service Orientation				

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


MICHAEL P. DOYSABAS
RATEE


MARY ANN B. CAJES
RATER


AURA O. AGUILAR
APPROVING AUTHORITY



INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM (IPCRF) ENCODING SHEET

Teacher I-III (Proficient Teacher)

Name of Employee:	Michael P. Doysabas	Name of Rater:	Evangeline M. Nudalo
Position:	Teacher III	Position:	Master Teacher I
Bureau/Center/Service/Div	DepEd Southern Leyte	Date of Review:	July 11, 2022
Rating Period:	SY 2021-2022 (August 2021-July 2022)		

KRA	Weight per KRA	Objectives	Weight per Objective	COT Indicator No. (Set)	COT/Supp Material/TRF 1		COT/Supp Material/TRF 2		Numerical Ratings				Score
					Rating	RPMS 5-pt Scale	Rating	RPMS 5-pt Scale	Q	E	T	Ave	
KRA 1	20%	Objective 1	5%	1	7	5	7	5	5			5.000	0.250
		Objective 2	5%						4			4.000	0.200
		Objective 3	5%	2	7	5	7	5	5			5.000	0.250
		Objective 4	5%	3	7	5	7	5	5			5.000	0.250
KRA 2	20%	Objective 5	5%	4	7	5	7	5	5			5.000	0.250
		Objective 6	5%	5	7	5	7	5	5			5.000	0.250
		Objective 7	5%	6	SET A (Supp Material)	0		0				0.000	0.000
					SET B (COT)	7	5	7	5			5.000	0.250
		Objective 8	5%	7	SET A (Supp Material)	0		0				0.000	0.000
					SET B (COT)	7	5	7	5			5.000	0.250
KRA 3	20%	Objective 9	5%	8	SET A (COT)	0		0				0.000	0.000
					SET B (TRF)	5	5	5	5			5.000	0.250
		Objective 10	5%	9	SET A (COT)	0		0				0.000	0.000
					SET B (TRF)	5	5	5	5			5.000	0.250
		Objective 11	5%						4			4.000	0.200
		Objective 12	5%						5			5.000	0.250
KRA 4	30%	Objective 13	5%						4			4.000	0.200
		Objective 14	5%						5			5.000	0.250
		Objective 15	5%						4			4.000	0.200
		Objective 16	5%						5			5.000	0.250
		Objective 17	5%						4			4.000	0.200
		Objective 18	5%						5			5.000	0.250
KRA 5	10%	Objective 19	10%						5			5.000	0.500
Final Rating													4.750
Adjectival Rating													Outstanding

Michael P. Doysabas
Ratee

Evangeline M. Nudalo
Rater

INDALECIA A. SUMALAT
Approving Authority

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) FOR TEACHERS I-III

Name of Employee:	Michael P. Doysabas	Name of Rater:	Evangeline M. Nudalo
Position:	Teacher III	Position:	Master Teacher I
Bureau/Center/Service/Division:	DepEd Southern Leyte	Date of Review:	July 11, 2022
Rating Period:	SY 2021-2022 (August 2021-July 2022)		

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION		
MFO	KRAS	OBJECTIVES	TIMELINE	WEIGHT PER KRA	QET	PERFORMANCE INDICATORS					ACTUAL RESULTS	Rating (Quality)	SCORE
						Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	SY 2021-2022	20%	Quality	Demonstrated Level 7 in Objective 1 as shown in the COT rating sheets/inter-observer agreement forms.	Demonstrated Level 6 in Objective 1 as shown in the COT rating sheets/inter-observer agreement forms.	Demonstrated Level 5 in Objective 1 as shown in the COT rating sheets/inter-observer agreement forms.	Demonstrated Level 4 in Objective 1 as shown in the COT rating sheets/inter-observer agreement forms.	Demonstrated Level 3 in Objective 1 as shown in the COT rating sheets/inter-observer agreement forms OR No acceptable evidence was	Demonstrated Level 7 in Objective 1 as shown in the COT rating sheets/inter-observer agreement forms.	5	0.250
		2. Used research-based knowledge and principles of teaching and learning to enhance professional practice.	SY 2021-2022		Quality	Used research-based knowledge and/or principles of teaching in all the components of instruction in the lesson plan to improve student learning	Used research-based knowledge and/or principles of teaching in two components of instruction in the lesson plan to improve student learning	Used research-based knowledge and/or principles of teaching in one components of instruction in the lesson plan to improve student learning	Use of research-based knowledge and/or principle of teaching and learning is identified but was poorly used as basis for planning/designin	No acceptable evidence was shown	Used research-based knowledge and/or principles of teaching in two components of instruction in the lesson plan to improve student learning	4	0.200

		3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	SY 2021-2022		Quality	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 3 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 3 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 3 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 3 as shown in COT rating sheets/inter-observer agreement forms OR No acceptable evidence was shown.	Demonstrated Level 7 in Objective 3 as shown in COT rating sheets/inter-observer agreement forms	5	0.250
		4. Used effective verbal and non-verbal classroom strategies to support learner understanding, participation, engagement and achievement.	SY 2021-2022		Quality	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets/inter-agreement forms	Demonstrated Level 6 in Objective 4 as shown in COT rating sheets/inter-agreement forms	Demonstrated Level 5 in Objective 4 as shown in COT rating sheets/inter-agreement forms	Demonstrated Level 4 in Objective 4 as shown in COT rating sheets/inter-agreement forms	Demonstrated Level 3 in Objective 4 as shown in COT rating sheets/inter-agreement forms OR No acceptable evidence was shown.	Demonstrated Level 7 in Objective 4 as shown in COT rating sheets/inter-agreement forms	5	0.250
	2. Learning Environment	5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	SY 2021-2022	20%	Quality	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 5 as shown in COT rating sheets/inter-agreement forms OR No acceptable evidence was shown.	Demonstrated Level 7 in Objective 5 as shown in COT rating sheets/inter-observer agreement forms	5	0.250

		6. Maintained learning environments that promote fairness, respect and care to encourage learning.	SY 2021-2022		Quality	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 6 as shown in COT rating sheets/inter-agreement forms OR No acceptable evidence was shown.	Demonstrated Level 7 in Objective 6 as shown in COT rating sheets/inter-observer agreement forms	5	0.250
		7. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	SY 2021-2022		Quality (SET A)	Provided effective and varying learning opportunities that are well-aligned with the learning goals and feature all elements of collaborative learning as shown in the submitted learning material.	Provided effective learning opportunities that are well-aligned with the learning goals and engage learners to participate, cooperate, and/or collaborate in continued learning as shown in the submitted learning material.	Provided an effective learning opportunity that is well-aligned with the learning goals and engage learners to participate, cooperate, and/or collaborate in continued learning as shown in the submitted learning material.	Provided learning opportunity/ies that is/are partially aligned with the learning goals and only somehow engage/s learners to participate, cooperate and/or collaborate in continued learning as shown in the submitted learning material.	No acceptable evidence was shown	#N/A	0	0.000
					Quality (SET B)	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 7 as shown in COT rating sheets/inter-agreement forms OR No acceptable evidence was shown.	Demonstrated Level 7 in Objective 7 as shown in COT rating sheets/inter-observer agreement forms	5	0.250

		8. Applied a range of successful strategies that maintain learning environments to motivate learners to work productively by assuming responsibility for their own learning.	SY 2021-2022		Quality (SET A)	Applied effective teaching strategies that are well-aligned with the learning goals and successfully motivate learners to monitor and evaluate their own learning as shown in the submitted learning material.	Applied effective teaching strategies that are well-aligned with the learning goals and successfully motivate learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material.	Applied an effective teaching strategy that is well-aligned with the learning goal/s and successfully motivates learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material.	Applied teaching strategy/ies that is/are partially aligned with the learning goal/s and only somehow motivate/s learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material.	No acceptable evidence was shown	#N/A	0	0.000
					Quality (SET B)	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 8 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 8 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 8 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 8 as shown in COT rating sheets/inter-observer agreement forms OR No acceptable evidence was	Demonstrated Level 7 in Objective 8 as shown in COT rating sheets/inter-observer agreement forms	5	0.250
	3. Diversity of Learners, Curriculum and Planning & Assessment and Reporting	9. Designed, adapted and implemented teaching strategies that are responsive to learners with	SY 2021-2022	20%	Quality (SET A)	Demonstrated Level 7 in Objective 9 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 9 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 9 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 9 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 9 as shown in COT rating sheets/inter-observer agreement forms OR No acceptable	#N/A	0	0.000

		disabilities, giftedness and talents			Quality (SET B)	Demonstrated Level 5 as shown in the TRFs	Demonstrated Level 4 as shown in the TRFs	Demonstrated Level 3 as shown in the TRFs	Demonstrated Level 2 as shown in the TRFs	Demonstrated Level 1 as shown in the TRFs OR No acceptable evidence was	Demonstrated Level 5 as shown in the TRFs	5	0.250
		10. Adapted and used culturally-appropriate teaching strategies to address the needs of learners from indigenous groups	SY 2021-2022		Quality (SET A)	Demonstrated Level 7 in Objective 10 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in Objective 10 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 in Objective 10 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 in Objective 10 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 in Objective 10 as shown in COT rating sheets/inter-observer agreement forms OR No acceptable evidence was	#N/A	0	0.000
					Quality (SET B)	Demonstrated Level 5 as shown in the TRFs	Demonstrated Level 4 as shown in the TRFs	Demonstrated Level 3 as shown in the TRFs	Demonstrated Level 2 as shown in the TRFs	Demonstrated Level 1 as shown in the TRFs OR No acceptable evidence was	Demonstrated Level 5 as shown in the TRFs	5	0.250
		11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	SY 2021-2022		Quality	Evaluated the adapted/contextualized learning program as evidenced by MOV No.1	Monitored progress of the adapted/ contextualized learning program while being implemented as evidence by MOV No. 2	Completed the implementation of the adapted/ contextualized learning program as evidence by MOV No. 3	Planned for the implementation of the adapted/contextualized existing learning program as evidenced by MOV No. 4	No acceptable evidence was shown	Monitored progress of the adapted/ contextualized learning program while being implemented as evidence by MOV No. 2	4	0.200


		12. Utilized assessment data to inform the modification of teaching and learning practices and programs	SY 2021-2022		Quality	Implemented a teaching and learning strategy/program using materials based on learners' assessment data as evidenced by a list of identified least/most mastered skills with supporting MOV No.2	Developed materials based on learners' assessment data as evidenced by a list of identified least/most mastered skills with supporting MOV No.2	Planned for a teaching and learning strategy and/or program based on learners' assessment data as evidenced by a list of identified least/most mastered skills with supporting MOV No.2	Analyzed learners' mastered skills based on the frequency of errors and correct responses as evidenced by a list of identified least/most mastered skills	No acceptable evidence was shown	Implemented a teaching and learning strategy/program using materials based on learners' assessment data as evidenced by a list of identified least/most mastered skills with supporting MOV No. 1	5	0.250
	4. Community Linkages and Professional Engagement & Personal Growth and Professional Development	13. Maintained learning environments that are responsive to community contexts	SY 2021-2022	30%	Quality	Collaborated with the community stakeholder in the implementation/ completion of a program/project, and/or activity that maintains a learning environment responsive to the community contexts as evidenced by MOV No.1	Planned with the community stakeholders, a program, project, and/or activity that maintains a learning environment responsive to the community contexts as evidenced by MOV No.2	Conducted a consultative meeting with the community stakeholders on a program, project, and/or activity that maintains a learning environment responsive to the community contexts as evidenced by MOV 3	Communicated with the community stakeholders about a program, project, and/or activity that maintains a learning environment responsive to the community contexts as evidenced by MOV No. 4	No acceptable evidence was shown	Planned with the community stakeholders, a program, project, and/or activity that maintains a learning environment responsive to the community contexts as evidenced by MOV No.2	4	0.200

		14. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	SY 2021-2022		Quality	Exhibited an improved practice through one's teaching as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV	Exhibited an improved practice through a teaching material as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV	Reviewed personal teaching practices using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers in 4 quarters with reflection outputs as evidenced by MOV No.3	Participated in the review of personal teaching practices using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers in 4 quarters as evidenced by MOV No.4	No acceptable evidence was shown	Exhibited an improved practice through one's teaching as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as	5	0.250
		15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents and other stakeholders	SY 2021-2022		Quality	Sustained engagement with the learners, parents/guardians and other stakeholders regarding school policies and procedures through school-community partnership/s as evidenced by MOV No.1	Discussed with learners, parents/guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No.2	Communicated with learners, parents/guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No.3	Implemented school policies and procedures without communicating and consulting the learners, parents/guardians and other stakeholders	No acceptable evidence was shown	Discussed with learners, parents/guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No.2	4	0.200

		16. Applied a personal philosophy of teaching that is learner-centered	SY 2021-2022		Quality	Applied learner-centered teaching philosophy in the lesson plan in all the components of instruction in the lesson plan to improve student learning	Applied learner-centered teaching philosophy in the lesson plan in two components of instruction in the lesson plan to improve student learning	Applied learner-centered teaching philosophy in the lesson plan in one component of instruction in the lesson plan to improve student learning	Application of learner-centered teaching philosophy is reflected but was poorly used as basis for planning/designing the lesson	No acceptable evidence was shown	Applied learner-centered teaching philosophy in the lesson plan in all the components of instruction in the lesson plan to improve student learning	5	0.250
		17. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	SY 2021-2022		Quality	Exhibited dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity with affirmation from different school stakeholders as evidenced by at least two MOV No.1	Exhibited dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity with affirmation from any school stakeholder as evidenced by one MOV No.1	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and dignity as evidenced by at least 2 MOV No.2	Adopted a practice that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and dignity as evidenced by one MOV No.2	No acceptable evidence was shown	Exhibited dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity with affirmation from any school stakeholder as evidenced by one MOV No.1	4	0.200
		18. Set professional development goals based on the Philippine Professional Standards for Teachers	SY 2021-2022		Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV No.1	Discussed progress on professional development goals with the rater during the Mid-year Review as evidenced by MOV No.2	Set professional development goals based on e-SAT results as evidenced by MOV No.3	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV No.4	No acceptable evidence was shown	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV No.1	5	0.250

	5. Plus Factor	19. Performed various related works/activities that contribute to the teaching-learning process	SY 2021-2022	10%	Quality	Performed at least 1 related work/activity that contribute to the teaching-learning process beyond the school/Community Learning Center (CLC) as evidenced by submitted MOV	Performed at least 1 related work/activity that contribute to the teaching-learning process within the school/Community Learning Center (CLC) as evidenced by submitted MOV	Performed at least 1 related work/activity that contribute to the teaching-learning process within the learning area/department as evidenced by submitted MOV	Performed at least 1 related work/activity that contributed to the teaching-learning process within the class as evidenced by submitted MOV	No acceptable evidence was shown	Performed at least 1 related work/activity that contribute to the teaching-learning process beyond the school/Community Learning Center (CLC) as evidenced by submitted MOV	5	0.500
RATING FOR OVERALL ACCOMPLISHMENTS									Outstanding		4.750		

ADJECTIVAL RATING EQUIVALENCES	
RANGE	ADJECTIVAL RATING
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor


Michael P. Doysabas
Ratee


Evangeline M. Nudalo
Rater


INDALECIA A. SUMULAT
Approving Authority

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.	5	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
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	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.	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.	4	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.	4

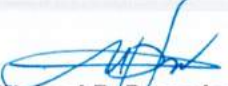
Note: The assessment in the demonstration of competencies shall not be reflected in the final rating. These competencies are monitored to inform professional development plans (DepEd Order No. 2, s. 2015, p. 9).

INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM (IPCRF) SUMMARY SHEET

Teacher I-III (Proficient Teacher)

Name of Employee:	Michael P. Doysabas	Name of Rater:	Evangeline M. Nudalo
Position:	Teacher III	Position:	Master Teacher I
Bureau/Center/Service/Division:	DepEd Southern Leyte	Date of Review:	July 11, 2022
Rating Period:	SY 2021-2022 (August 2021-July 2022)		

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score
				Q	E	T	Ave	
KRA 1	20%	Objective 1	5%	5			5.000	0.250
		Objective 2	5%	4			4.000	0.200
		Objective 3	5%	5			5.000	0.250
		Objective 4	5%	5			5.000	0.250
KRA 2	20%	Objective 5	5%	5			5.000	0.250
		Objective 6	5%	5			5.000	0.250
		Objective 7	5%	5			5.000	0.250
		Objective 8	5%	5			5.000	0.250
KRA 3	20%	Objective 9	5%	5			5.000	0.250
		Objective 10	5%	5			5.000	0.250
		Objective 11	5%	4			4.000	0.200
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KRA 4	30%	Objective 13	5%	4			4.000	0.200
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		Objective 15	5%	4			4.000	0.200
		Objective 16	5%	5			5.000	0.250
		Objective 17	5%	4			4.000	0.200
		Objective 18	5%	5			5.000	0.250
KRA 5	10%	Objective 19	10%	5			5.000	0.500
Final Rating								4.750
Adjectival Rating								Outstanding


Michael P. Doysabas
 Ratee


Evangeline M. Nudalo
 Rater


INDALECIA A. SUMULAT
 Approving Authority

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)			
Learning Objectives					
Intervention					
A. Functional Competencies					
1. Utilized assessment data to inform the modification of teaching and learning practices and programs	1. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	1. To acquire ways on curriculum integration of content	1. Attend Trainings/ webinars available online & Do further research	July to September 2022, Year-round	MOOE funds, Personal funds, Other Sources of funds
2. Set professional development goals based on the Philippine Professional Standards for Teachers	2. Maintained learning environments that are responsive to community contexts.	2. To enhance skills on making a friendly and responsive learning environment for the community	2. Do further research and trainings related to school environment enhancement program, and		
3. Performed various related works/activities that contribute to the teaching-learning process	3. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents and other stakeholders.	3. To aquire and accomplish the implenting school policies and procedures consistent with significant others in harmony.	3. Strongly study on the PPST and Revisit during mid-year and year-end if the plans are accomplished		
B. Core Behavioral Competencies					
1. Prioritizes work tasks and schedules (through Gantt chants, checklists, etc.) to achieve goals.	1. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	1.To strongly enhance the effective and efficient working skills and time management.	1. Attend Trainings/ webinars available online & Do further research	July to September 2022, Year-round	MOOE funds, Personal funds, Other Sources of funds
2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	2. 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.	2. To develop a comprehensive techniques and strategies in attaining error-free outputs and reports.	2. Do further research and trainings related to school environment enhancement program, and		
3. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	3. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	3. To attend trainings and webinars on contextualiztion and localized-based learning materials.	3. Strongly study on the PPST and Revisit during mid-year and year-end if the plans are accomplished		
Feedback:					

Michael P. Doysabas
RATEE

Evangelina M. Nudalo
RATER

INDALECIA A. SUMULAT
APPROVING AUTHORITY