## INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Master Teacher I-IV, SPET V, SPECIAL SCIENCE TEACHER III-V

of Employee:	GUDELOS, JOSEPH T.	Name of Rater:	JUMAO-AS, ELIA G.	
on:	Master Teacher I	Position:	Principal I	
u/Center/Service/Division:	Nemsio-Epifania Taneo Memorial HS - SHS - Lapu-Lapu City	Date of Review:	June 19, 2020	
Period:	SY 2019-2020			

					TO BE F	ILLED OUT DURING P	LANNING				TO BE FILLED	OUT D	URING	EVAL	JATION	1
							Perfor	mance Indicators								
Os	KRAs	Objectives	Timeline	Weight per KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results			ting		Scor
						5	4	3	2	1		Q	E	T	Ave	
on s	1. Content Knowledge and Pedagogy	Modeled effective applications of content knowledge within and across curriculum teaching areas.	SY 2019- 2020	22.50%	Quality	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in the Main MOV with a rating of 8	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in the Main MOV with a rating of 7	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in the Main MOV with a rating of 6	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in the Main MOV with a rating of 5	No acceptable evidence was shown	Modeled effective applications of content knowledge within and across curriculum teaching areas as shown in the Main MOV with a rating of 7	4	4		4.000	0.30
		1	2		Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 3 Main MOV, each with any 1 of the Supporting MOV					
					Timeliness					N	Conducted, completed and					_
	2	Collaborated with colleagues in the conduct and application of research to a significant conduct and conduct and conduct and conduct and conduct and conduct are conducted to a significant conduct and conducted to a significant condu	SY 2019- 2020		Quality	Conducted, completed and disseminated action research with colleagues	Conducted and completed action research with colleagues	Conducted action research with colleagues	Proposed action research with colleagues	No acceptable evidence was shown	disseminated action research with colleagues	5	5	5	5.000	0.37
		to enrich knowledge of content and pedagogy.			Efficiency	Submitted any 4 of the acceptable MOV	Submitted any 3 of the acceptable MOV	Submitted any 2 of the acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown	Submitted any 4 of the acceptable MOV	5	5	5	5.000	0.57
					Timeliness	Presented the research report within the rating period	Completed the research report within the rating period	Conducted the research report within the rating period	Proposed the research report within the rating period	No acceptable evidence was shown	Presented the research report within the rating period					
		3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	SY 2019- 2020		Quality	Demonstrated effective teaching strategies to promote critical and/or creative thinking, as well as other higher-order thinking skills as shown in the Main MOV with a rating of 8	Demonstrated effective teaching strategies to promote critical and/or creative thinking, as well as other higher-order thinking skills as shown in the Main MOV with a rating of 7	Demonstrated effective teaching strategies to promote critical and/or creative thinking, as well as other higher-order thinking skills as shown in the Main MOV with a rating of 6	Demonstrated effective teaching strategies to promote critical and/or creative thinking, as well as other higher-order thinking skills as shown in the Main MOV with a rating of 5	No acceptable evidence was shown	Demonstrated effective teaching strategies to promote critical and/or creative thinking, as well as other higher-order thinking skills as shown in the Main MOV with a rating of 7	4	4		4.000	0.30
					Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 3 Main MOV, each with any 1 of the Supporting MOV					
					Timeliness					海里 传长 多点						

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				Weight				mance Indicators					Ra	ting		
	KRAs	Objectives	Timeline	per KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results					Sco
						5	4	3	2	1		Q	E	T	Ave	-
	2. Learning Environment and Diversity of Learners	Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful	SY 2019- 2020	22.50%	Quality	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in the Main MOV with a rating of 8	engage learners in activities/ tasks done in different physical learning environments as shown in	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in the Main MOV with a rating of 6	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in the Main MOV with a rating of 5	No acceptable evidence was shown	Modeled and shared effective classroom management strategies that engage learners in activities/ tasks done in different physical learning environments as shown in the Main MOV with a rating of 8	5	4		4.500	0.33
		exploration, discovery and hands-on activities within a range of physical learning environments.			Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 3 Main MOV, each with any 1 of the Supporting MOV					
- 1					Timeliness	FAIR LESS SERVICES	ALC: TABLE RESIDENCE		Committee of the second	Mark Metal Bulling				THE REAL PROPERTY.		
		5. Exhibited effective and constructive behavior management skills by applying positive and non- violent discipline to ensure learning- focused environments.	SY 2019- 2020		Quality	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in the MOV with a rating of 8	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in the MOV with a rating of 7	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments shown in the MOV with a rating of 6	Exhibited effective and constructive behavior management skills by applying positive and non- violent discipline to ensure learning-focused environments shown in the MOV with a rating of 5	No acceptable evidence shown	Exhibited effective and constructive behavior management skills by applying positive and non- violent discipline to ensure learning-focused environments shown in the MOV with a rating of 8	5	4		4.500	0.33
					Efficiency	Submitted 4 COT rating sheets/inter-observer agreement forms, each with 7 strategies as noted in the comment section	Submitted 3 COT rating sheets/inter-observer agreement forms, each with 7 strategies as noted in the comment section	Submitted 2 COT rating sheets/inter-observer agreement forms, each with 7 strategies as noted in the comment section	Submitted 1 COT rating sheel/inter-observer agreement form with any 1 of the given strategies as noted in the comment section	No acceptable evidence was shown	Submitted 3 COT rating sheets/inter-observer agreement forms, each with 7 strategies as noted in the comment section					
- 1					Timeliness	ALUENZA SI KATA				The state of the state of the	<u> Laraberra englis</u>			155		
		6. Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender,	SY 2019- 2020		Quality	Worked with colleagues at least in the district/cluster level to share differentiated, developmentally appropriate opportunities to address learners' differences	Worked with colleagues in the school level to share differentiated, developmentally appropriate opportunities to address learners' differences	Worked with colleagues in the department or grade level to share differentiated, developmentally appropriate opportunities to address learners' differences	no evidence of sharing	No acceptable evidence shown	Worked with colleagues in the school level to share differentiated, developmentally appropriate opportunities to address learners' differences	4	5		4.500	0.33
		needs, strengths, interests and experiences.			Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 4 Main MOV, each with any 1 of the Supporting MOV					

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				Weight			Perfor	mance Indicators					Rat	ina	AN 1969
s	KRAs	Objectives	Timeline	per KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results			TA	Sco
	3. Curriculum and Planning	7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching	SY 2019- 2020	22.50%	Quality	Developed and applied effective strategies showing developmentally-sequenced teaching and learning process as shown in the Main MOV with a rating of 8	Developed and applied effective strategies showing developmentally-sequenced teaching and learning process as shown in the Main MOV with a rating of 7	Developed and applied effective strategies showing developmentally-sequenced teaching and learning process as shown in the Main MOV with a rating of 6	Developed and applied effective strategies showing developmentally-sequenced teaching and learning process as shown in the Main MOV with a rating of 5	No acceptable evidence was shown	Developed and applied effective strategies showing developmentally-sequenced teaching and learning process as shown in the Main MOV with a rating of 7	4	4		000 0.30
		and learning processes to meet curriculum requirements and varied teaching contexts.			Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 3 Main MOV, each with any 1 of the Supporting MOV				
		1			Timeliness			THE RESERVE OF THE PERSON NAMED IN		MASE STREET					
		Reviewed with colleagues, teacher and learner feedback to plan, facilitate and	SY 2019- 2020		Quality	Consistently led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Frequently led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Occasionally led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	Rarely led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	No acceptable evidence was shown	Occasionally led collaborative reviews of teacher and learner feedback as evidenced by the MOV submitted	3	3	3	000 0.2
		enrich teaching practice.			Efficiency	Submitted 4 Main MOV, each with any 1 of the Supporting MOV	Submitted 3 Main MOV, each with any 1 of the Supporting MOV	Submitted 2 Main MOV, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV, each with any 1 of the Supporting MOV		J		0.2.
					Timeliness	NOTE IN STREET	NAME OF TAXABLE PARTY.	MANUSCRIPTOR OF			SECTION OF STREET				
	,	<ol> <li>Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including</li> </ol>	SY 2019- 2020		Quality	Consistently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Frequently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Occasionally advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	Rarely advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	No acceptable evidence was shown	Consistently advised colleagues in the selection, organization, development and appropriate use of teaching and learning resources as shown in the MOV submitted	5	4	4.	500 0.33
		ICT, to address specific learning goals.			Efficiency	Submitted 4 of the acceptable MOV	Submitted 3 of the acceptable MOV	Submitted 2 of the acceptable MOV	Submitted 1 of the acceptable MOV	No acceptable evidence was shown	Submitted 3 of the acceptable MOV				
					Timeliness		The same of the sa	THE RESERVE OF THE PARTY OF THE	THE RESERVE OF THE PARTY OF THE PARTY.					17 TO 18 TO 18	1

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								mance Indicators								
	KRAs	Objectives	Timeline	Weight per KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results			ting		Scor
				MINISTER STATES		5	4	3	2	1		Q	E	T	Ave	
	4. Assessment and Reporting	10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective	SY 2019- 2020	22.50%	Quality	Consistently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Frequently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Occasionally reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	Rarely reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted	No acceptable evidence was shown	Consistently reviewed collaboratively assessment tools with colleagues as shown in the MOV submitted					
		diagnostic, formative and summative assessment strategies consistent with curriculum requirements.			Efficiency	Submitted 4 assessment tools as evidently shown in any of the acceptable MOV	Submitted 3 assessment tools as evidently shown in any of the acceptable MOV	Submitted 2 assessment tools as evidently shown in any of the acceptable MOV	Submitted 1 assessment tool as evidently shown in any of the acceptable MOV	No acceptable evidence was shown	Submitted 4 assessment tools as evidently shown in any of the acceptable MOV	5	5		5.000	0.3
1				1	Timeliness	LES EN LES ESTADA	ALE EARNEL SLIENVERS.		THE RESIDENCE PROPERTY.	A STATE OF THE PARTY OF THE PAR				No.		-
		11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner	SY 2019- 2020		Quality		Frequently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	with colleagues in the	Rarely collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	No acceptable evidence was shown	Frequently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	4	5		4.500	0.3
		progress and achievement.			Efficiency	Submitted 2 different types of MOV	Submitted 3 of the same kind of MOV	Submitted 2 of the same kind of MOV	Submitted any 1 of the MOV	No acceptable evidence was shown	Submitted 2 different types of MOV					
-			-	2 :	Timeliness	THE RESERVE OF THE PARTY OF THE								100		
		12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including	SY 2019- 2020		Quality	Consistently applied skills in the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	Frequently applied skills in the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	Occasionally applied skills in the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted		No acceptable evidence was shown	Frequently applied skills in the effective communication of learner needs and progress to parents/ guardians as shown in the MOV submitted	4	5		4.500	0.3
		parents/guardians.			Efficiency	Submitted 4 of the acceptable MOV	Submitted 3 of the acceptable MOV	Submitted 2 of the acceptable MOV	Submitted 1 of the acceptable MOV	No acceptable evidence was shown	Submitted 4 of the acceptable MOV					
- 1		1			Timeliness			Carried March 1985						A 210		

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				TO BE F	ILLED OUT DURING P	Perfor	mance Indicators					Rat	ting		
KRAs	Objectives	Timeline	Weight per KRA	OFT	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results	0				Score
			permit		5	4	3	2	1	Consistently performed	-		STATE OF THE PARTY.		
5. Plus Factor			10%	Quality	Consistently performed special tasks and/or assignments as shown in the MOV submitted	Frequently performed special tasks and/or assignments as shown in the MOV submitted	Occasionally performed special tasks and/or assignments as shown in the MOV submitted	Rarely performed special tasks and/or assignments as shown in the MOV submitted	was shown	special tasks and/or assignments as shown in the MOV submitted	5	5	5	5.000	0.500
	teaching-learning process.			Efficiency	Submitted 4 of the acceptable MOV	Submitted 3 of the acceptable MOV	Submitted 2 of the acceptable MOV	Submitted 1 of the acceptable MOV	No acceptable evidence was shown	Submitted 4 of the acceptable MOV					
				Timeliness					ATING FOR OVERALL	ACCOMPLISHMENTS		lery Sa	tisfactory		4.397
		Plus Factor     13. Performed various related works/activities that contribute to the teaching-learning	5. Plus Factor 13. Performed various related works/activities that contribute to the teaching-learning SY 2019-2020	5. Plus Factor 13. Performed various related works/activities that contribute to the teaching-learning	KRAs  Objectives  Timeline Weight per KRA  QET  5. Plus Factor  13. Performed various related works/activities that contribute to the teaching-learning process.  Graph Park Park Park Park Park Park Park Park	KRAS Objectives Timeline Weight per KRA QET Outstanding 5  5. Plus Factor 13. Performed various related works/activities that contribute to the teaching-learning process.  SY 2019- 2020  Unable veight performed special tasks and/or assignments as shown in the MOV submitted  Efficiency Submitted 4 of the acceptable MOV	KRAs  Objectives  Timeline  Weight per KRA  QET  Outstanding  5  4  5. Plus Factor  13. Performed various related works/activities that contribute to the teaching-learning process.  SY 2019- 2020  10%  Quality  Consistently performed special tasks and/or assignments as shown in the MOV submitted  Efficiency  Submitted 4 of the acceptable MOV  Submitted 3 of the acceptable MOV	KRAS Objectives Timeline Weight per KRA QET Outstanding 5 Frequently performed special tasks and/or assignments as shown in the MOV submitted Fifciency Submitted 4 of the acceptable MOV Submitted 3 of the acceptable MOV  Performance Indicators  Very Satisfactory Satisfactory  Goasionally performed special tasks and/or assignments as shown in the MOV submitted  Fifciency Submitted 4 of the acceptable MOV  Submitted 3 of the acceptable MOV	KRAS Objectives Timeline Very Satisfactory 4 Occasionally performed special tasks and/or assignments as shown in the MOV submitted to the teaching-learning process.  Sy 2019- 2020  Timeline  Weight per KRA  QET Outstanding Consistently performed special tasks and/or assignments as shown in the MOV submitted to the acceptable MOV  Efficiency Submitted 4 of the acceptable MOV  Timeliness  Performance Indicators  Unsatisfactory 2  Occasionally performed special tasks and/or assignments as shown in the MOV submitted the MOV submitted the MOV submitted special tasks and/or assignments as shown in the MOV submitted to the acceptable MOV  Submitted 3 of the acceptable MOV  Timeliness	KRAS Objectives Timeline Very Satisfactory S	KRAs Objectives Timeline Very Satisfactory S	KRAS Objectives Timeline Performance Indicators  Performance Indicators  Performance Indicators  Performance Indicators  Performance Indicators  Performance Indicators  Satisfactory Satis	KRAS Objectives Timeline Very Satisfactory Secretary 13. Performed various related works/activities that contribute to the teaching-learning process.  SY 2019 Timeliness  Timeline STRAT  Outstanding QET Outstanding SY 2019 Submitted 4 of the acceptable MOV  Timeliness  SEFTILED OUT DURING PLANNING Performance Indicators  Performance Indicators  Satisfactory 3 Casisfactory 2 1  Occasionally performed special tasks and/or assignments as shown in the MOV submitted Submitted 2 of the acceptable MOV  Submitted 2 of the acceptable MOV  Timeliness  To BE FILLED OUT DURING PLANNING  Performance Indicators  Performance Indicators  Occasionally performed special tasks and/or assignments as shown in the MOV submitted Submitted 2 of the acceptable MOV  Submitted 2 of the acceptable MOV  No acceptable evidence was shown  Submitted 1 of the acceptable MOV  Timeliness	Radian   R	No acceptable MOV   No acceptable evidence was shown in the MOV submitted   Timelines   Fefficiency   Fefficiency   Submitted   Fefficiency   Fefficiency   Submitted   Fefficiency   Submitted   Fefficiency   Submitted   Fefficiency   Feffic

ADJECTIVA	L RATING EQUIVALENCES
RANGE	ADJECTIVAL RATING
4.500 - 5.000	Outstanding
3.500 - 4.499	Very Satisfactory
2.500 - 3.499	Satişfactory
1.500 – 2.499	Unsatisfactory
below 1 499	Poor

GUDELOS, JOSEPH T.

JUMA G.AS, ELIA G.

Rater

Approving Authority

## INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Master Teacher I-IV, SPET V, SPECIAL SCIENCE TEACHER III-V

INDIVIDUAL F	ERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)	for Master reacties 1-14, St LI 4,	SI EGIAL GOILIGE TEAGUER III T
of Employee:	GUDELOS, JOSEPH T.	Name of Rater:	LIMPANGOG, GIL C.
or Employee.	Master Teacher I	Position:	Officer-in-Charge
u/Center/Service/Division:	Nemesio-Epifania Taneo Memorial High School-SHS - Lapu-Lapu City	Date of Review:	July 22, 2021
Period:	SY 2020-2021	- 100	

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EN PARKE	BOSINES OF WAR						Perform	nance Indicators			of the second and the second		Rat	tina		
FOs	KRAs	Objectives	Timeline	Weight per KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results			TT	Ave	Score
asic cation vices	1. Content Knowledge and Pedagogy	Modeled effective applications of content knowledge within and across curriculum	SY 2020- 2021	24.00%	Quality	5 Modelled Level 8 in Objective 1 as shown in COT rating sheets	Modelled Level 7 in Objective 1 as shown in COT rating sheets	Modelled <i>Level</i> 6 in Objective 1 as shown in COT rating sheets	Modelled Level 5 in Objective 1 as shown in COT rating sheets	Modelled Level 4 in Objective 1 as shown in COT rating sheets or No acceptable evidence was shown	Modelled Level 8 in Objective 1 as shown in COT rating sheets	5				0.400
		teaching areas.			Efficiency Timeliness											
		Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process	SY 2020- 2021	-1 page 1 to 100 2 100	Quality	Modelled effective strategies in utilizing ICT that redefine and transform learning experiences and are documented properly and consistentity using any referencing style as shown in the submitted learning material	Modelled effective strategies in utilizing ICT that augment and enrich learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	in utilizing ICT that modify	Modelled effective strategies in utilizing ICT but do not create a new learning experience and/or ICT used are documented but not consistent with one referencing style as shown in the submitted learning material	shown	a Modelled effective strategies in utilizing ICT that sugment and enrich learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	4			4.000	0.320
	100		-		Efficiency Timeliness	THE RESERVE		The latest	PER IN LABOR.							
		3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	SY 2020- 2021		Quality	Modelled effective teaching strategies that challenge learners to draw conclusions and justify their thinking or put parts together to promote deeper understanding of ideas learned as shown in the in the submitted learning material	Modelled effective teaching strategies that require learners to make connections using ideas learned as shown in the in the submitted learning material	Modelled effective teaching strategies that require learners to describe and explain ideas learned as shown in the in the submitted learning material	Modelled teaching strategies that lead learners along a single path of inquiry or to simple recall and rote memorization of concepts as shown in the in the submitted learning material	shown	Modelled effective teaching strategies that require learners to make connections using ideas learned as shown in the in the submitted learning material	4			4.000	0.320

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							Perform	nance Indicators					Rati	ina		
Os	KRAs	Objectives	Timeline	Weight per KRA	QET	Outstanding 5	Very Satisfactory	Satisfactory 3	Unsatisfactory 2	Poor 1	Actual Results	Q	E	Т	Ave	Sco
	Learners & Assessment and	Exhibited a learner- centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds	SY 2020- 2021	24.00%	Quality	Modelled the use of effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious bedgrounds at an in the in the submitted learning material	appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level as shown in the	that is appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in	Modelied the use of a teaching strategy or strategies that partially respond to learners' inguistic, cultural, religious backgrounds as shown in the in the submitted learning material	No acceptable evidence was shown	Modelled the use of effective teaching strategies that are appropriate in responding to tearners' injustic, cultural, socioecomento compositive teaching to the compositive teaching the compositive	4			4.000	0.3
ij.					Efficiency Timeliness						Modelled Level 8 in					
		5. Evaluated with colleagues teaching strategies that are responsive to the special educational needs of	SY 2020- 2021		Quality	Modelled <i>Level 8</i> in Objective 5 as shown in COT rating sheets	Modelled <i>Level 7</i> in Objective 5 as shown in COT rating sheets	Modelled <i>Level</i> 6 in Objective 5 as shown in COT rating sheets	Modelled <i>Level 5</i> in Objective 5 as shown in COT rating sheets	Modelled Level 4 in Objective 5 as shown in COT rating sheets or No acceptable evidence was shown	Modelled Level 8 in Objective 5 as shown in COT rating sheets	5			5.000	0
		learners in difficult circumstances*,			Efficiency Timeliness	THE REAL PROPERTY.				No acceptable evidence wa	s Modelled effective strategies					1
		6. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve	SY 2020- 2021		Quality	Modelled effective strategies in providing learners with accurate, and specific and directed constructive feedback as shown in the evidence submitted	Modelled effective strategies in providing learners with accurate, and specific constructive feedback as shown in the evidence submitted	Modelled effective strategies in providing learners with accurate, and general constructive feedback as shown in the evidence submitted	Showed strategies in giving feedback were feedback but feedback were inaccurate, and/or destructive as shown in the evidence submitted	shown	in providing learners with accurate, and specific constructive feedback as shown in the evidence submitted	4		3	3.500	
		their own learning			Efficiency		The state of the state of				THE PERSON NAMED IN		SEAR N			1
					Timeliness	MOV submitted shows feedback given within 5 working days from submission	MOV submitted shows feedback given within 6-10 working days from submission	MOV submitted shows feedback given within 11-20 working days from submission	MOV submitted shows feedback given beyond 20 working days from submission	No acceptable evidence was shown	MOV submitted shows feedback given within 11-20 working days from submission					
	3. Curriculum and Planning	7. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and	SY 2020- 2021	16.00%	Quality	Modelled <i>Level 8</i> in Objective 7 as shown in COT rating sheets	Modelled <i>Level</i> 7 in Objective 7 as shown in COT rating sheets	Modelled <b>Level 6</b> in Objective 7 as shown in COT rating sheets	Modelled <i>Level 5</i> in Objective 7 as shown in COT rating sheets	Modelled Level 4 in Objective 7 as shown in COT rating sheets or No acceptable evidence was shown	Modelled Level 7 in Objective 7 as shown in COT rating sheets	4			4.000	
		learning resources, including ICT, to address			Efficiency Timeliness		BELDEN BER									1

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				Weight		0.4.4	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results		Ratio	ng	Sco
IFOs	KRAs	Objectives	Timeline	per KRA	QET	Outstanding 5	Very Satisfactory	Satisfactory	Onsatisfactory	1	Actual Results	Q	E	TA	
		8. Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning	SY 2020- 2021		Quality	All of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Majority of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	Less than half of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	No acceptable evidence was shown	All of the learning outcomes set are aligned with the learning competencies as shown in the MOV submitted	5		5.0	000 0.40
		competencies to cultivate		1	Efficiency										- 1
	Linkages and Professional Engagement & Personal Growth	a culture of excellence 9. Guided colleagues to strengthen relationships with parents/ guardians and the wider school community to maximize their involvement in the educative process	SY 2020- 2021	24.00%	Timeliness Quality	Managed with colleagues an approved activity involving parents/ guardians or other stakeholders in the school/	Implemented/ Organized/ Managed with colleagues are approved activity involving perents/ guardians or other stakeholders in the department of the college of the college of the college of the college of the college MOV No. 3	guardians or other stakeholders as evidenced	Wrote a communication letter with colleagues about an approved activity involving parents/ guardians or other stakeholders as evidenced by MOV No. 1	No acceptable evidence was shown	Implemented/ Organized/ Managed with colleagues an approved activity involving parents/ guardians or other clepartment/ learning area/ grade level as evidenced by MOV No. 3	4	3	3.6	500 0.20
					Efficiency	Submitted any 4 of the acceptable MOV	Submitted any 3 of the acceptable MOV	Submitted any 2 of the acceptable MOV	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown	Submitted any 2 of the acceptable MOV				
	1				Timeliness					AND THE PARTY OF THE PARTY OF THE PARTY.				100000	
		10. Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice	SY 2020- 2021		Quality	Contributed actively to any professional network/activity that requires output* and proof of implementation** implementation** implementation** knowledge and to enhance practice as evidenced by the submitted MOV	that requires output* and proof of implementation** within the department/grade level to	Contributed actively to any professional network/activity that requires output* to share knowledge and to evidenced by the submitted MOV	Contributed actively to any professional network/activity that does not require and to enhance practices as evidenced by the submitted MOV	No acceptable evidence was shown	Contributed actively to any professional network/activity that requires output and within the department/grade level to share knowledge and to enhance practice as evidenced by the submitted MOV.	4	4	4.0	000 0.3
					Efficiency	Submitted 4 different kinds of acceptable MOV***	Submitted 3 different kinds of acceptable MOV***	Submitted 2 different kinds of acceptable MOV***	Submitted any 1 kind of acceptable MOV	No acceptable evidence was shown	Submitted 3 different kinds of acceptable MOV***				
					Timeliness	the subultation of		And the ment of the said		ARLE STRUCTURE BURNES	PRINCE CONTRACTOR PRINCE OF THE PRINCE OF TH				
		Initiated professional reflections and promote learning opportunities	SY 2020- 2021		Quality	Evaluated activities involving colleague/s in professional reflection and learning opportunities as	Conducted activities involving colleague/s in professional reflection and learning opportunities as	Planned activities involving colleague/s in professional reflection and learning coportunities as shown in	Synthesized IPCRF-DP of colleague/s as basis to provide learning opportunities as shown in	No acceptable evidence was shown	Evaluated activities involving colleague/s in professional reflection and learning opportunities as shown in				

					TO BE FIL	LED OUT DURING PL	ANNING				TO BE FILLED	OUT D	URING	EVALUA	ION
Residence of				Weight			Perfor	mance Indicators					Raf	ting	
<b>VIFOs</b>	KRAs	Objectives	Timeline	per KRA	QET	Outstanding 5	Very Satisfactory	Satisfactory 3	Unsatisfactory 2	Poor 1	Actual Results	Q	E	TA	Scor
					Efficiency	Submitted the IPCRF-DP synthesis with any 4 of the acceptable Supporting MOV*	Submitted the IPCRF-DP synthesis with any 3 of the acceptable Supporting MOV*	Submitted the IPCRF-DP synthesis with any 3 of the acceptable Supporting MOV*	Submitted the IPCRF-DP synthesis with any 1 of the acceptable Supporting MOV*	No acceptable evidence was shown	Submitted the IPCRF-DP synthesis with any 3 of the acceptable Supporting MOV*				
					Timeliness										
	5. Plus Factor	12. Performed various related works/activities that contribute to the teaching-learning process.	SY 2020- 2021	12.00%	Quality	Performed at least 1 related work/activity that contributed to the teaching-learning process beyond the school/ Community Learning Center (CLC) as evidenced by submitted MOV	work/activity that contributed to the teaching-learning	work/activity that contributed to the teaching-learning process within the learning area/ department as	work/activity that contributed to the teaching-learning		Performed at least 1 related work/activity that contributed to the teaching-learning process beyond the school/ Community Learning Center (CLC) as evidenced by submitted MOV	5	5	5.	000 0.60
					Efficiency	Submitted any 4 of the acceptable MOV*	Submitted any 3 of the acceptable MOV*	Submitted any 2 of the acceptable MOV*	Submitted any 1 of the acceptable MOV	No acceptable evidence was shown	Submitted any 4 of the acceptable MOV*				
			1		Timeliness						A SHEET STATE OF THE SHEET STATE OF THE SHEET STATE OF THE SHEET S	_		HARRY.	
						and the	AND THE REAL PROPERTY.		RA	TING FOR OVERALL A	CCOMPLISHMENTS	l v	ery Sa	tisfactory	4.32

ADJECTIVA	AL 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

GUDELOS JOSEPH T.

LIMPANGOG, GIL C.

PERISON CARTESA M.

Approving Authority

## INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) FOR MASTER TEACHERS I-IV

Name of Employee:	JOSEPH T. GUDELOS	Name of Rater:	GIL C. LIMPANGOG	
Posițion:	MASTER TEACHER 1	Position:	OIC-SCHOOL HEAD/MT-2	
Bureau/Center/Service/Division:	DIVISION OF LAPU-LAPU	Date of Review:	July 8, 2022	
Rating Period:	SY 2021-2022 (August 2021-July 2022)			

					TO	BE FILLED OUT DURING	PLANNING			IF.	TO BE FILLED O	UT DURING E	EVALUATIO
							PER	FORMANCE INDICA	TORS				
MFO	KRAS	OBJECTIVES	TIMELINE	WEIGHT PER KRA	QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	ACTUAL RESULTS	Rating (Quality)	SCORE
						5	4	3	2	1 .			
tion Services	1. Content Knowledge and Pedagogy	Modelled effective applications of content knowledge within and across curriculum teaching areas.	SY 2021- 2022	20%	Quality	Modelled Level 8 in Objective 1 as shown in the COT rating sheets	Modelled <b>Level 7</b> in Objective 1 as shown in the COT rating sheets	Objective 1 as	rating sheets	Modelled Level 4 in Objective 1 as shown in the COT rating sheets OR No acceptable evidence was shown.	Modelled Level 8 in Objective 1 as shown in the COT rating sheets	5	0.250
Basic Education		2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	SY 2021- 2022		Quality	adjustments or modifications in teaching practices to enhance critical	Modelled and evaluated with colleagues effective strategies that reflect integration of well-connected teaching practices that promote critical literacy and/or critical numeracy skills as evidenced by the submitted learning material	evaluated with colleagues effective strategies that reflect consistent application of relevant teaching practices that promote critical	with colleagues effective	No acceptable evidence was shown	Modelled and evaluated with colleagues effective strategies that reflect integration of well-connected teaching practices that promote critical literacy and/or critical numeracy skills as evidenced by the	4	0.200

								,		Modelled Level 8	-	0.250
		SY 2021- 2022		Quality	rating sheets	Objective 3 as shown in the COT rating sheets	Objective 3 as shown in the COT rating sheets	Modelled Level 5 in Objective 3 as shown in the COT rating sheets	Objective 3 as shown in the COT rating sheets OR No acceptable evidence was shown.	in Objective 3 as shown in the COT rating sheets	5	
	4. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	SY 2021- 2022		Quality	Objective 4 as shown in the COT rating sheets	Objective 4 as shown in the COT rating sheets	Objective 4 as shown in the COT rating sheets	Objective 4 as shown in the COT rating sheets	Objective 4 as shown in the COT rating sheets OR No acceptable evidence was shown.	Modelled Level 8 in Objective 4 as shown in the COT rating sheets	5	0.25
2. Learning Environment	5. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation o policies, guidelines and procedures	SY 2021- 2022	20%	Quality	Modelled Level 8 in Objective 5 as shown in the COT rating sheets	Modelled Level 7 in Objective 5 as shown in the COT rating sheets	Modelled Level 6 in Objective 5 as shown in the COT rating sheets	Modelled <b>Level 5</b> in Objective 5 as shown in the COT rating sheets	Modelled Level 4 in Objective 5 as shown in the COT rating sheets OR No acceptable evidence was shown.	Modelled Level 8 in Objective 5 as shown in the COT rating sheets	5	0.28

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e p le e p	A PERSONAL PROPERTY.	SY 2021- 2022	Objective 6 as	Objective 6 as	Objective 6 as shown in the COT	Modelled <b>Level 5</b> in Objective 6 as shown in the COT rating sheets	Modelled Level 4 in Objective 6 as shown in the COT rating sheets OR No acceptable evidence was shown.	Modelled Level 8 in Objective 6 as shown in the COT rating sheets	5	0.250
c s s s s s s s s s s s s s s s s s s s		SY 2021- 2022	strategies that sustain a supportive learning environment for learners to	Modelled varying strategies that sustain a supporting learning environment and feature all elements of collaborative learning as shown in the submitted learning material	supportive learning environment and engage learners to participate, cooperate, and/or collaborate in	Modelled an effective strategy that promote a supportive learning environment and engage learners to participate, cooperate, and/or collaborate in class discussions as shown in the submitted learning materials	No acceptable evidence was shown	Modelled varying strategies that sustain a supporting learning environment and feature all elements of collaborative learning as shown in the submitted learning material	4	0.200

	8. Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning			Quality		Modelled and discussed with colleagues consistent application of teaching practices that successfully motivate learners to monitor and evaluate their own learning as shown in the submitted learning material	to work productively by assuming	Modelled and discussed with colleagues a teaching practice that successfully motivate learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material	No acceptable evidence was shown	Modelled and discussed with colleagues consistent application of teaching practices that successfully motivate learners to monitor and evaluate their own learning as shown in the submitted learning material	4	0.200
3. Diversity of Learners, Curriculum and Planning & Assessment and Reporting	9. Assisted colleagues to design, adapt and implement teaching strategies that are responsive to	SY 2021- 2022	20%	Quality (SET A)	Modelled Level 8 in Objective 9 as shown in the COT rating sheets	Modelled <b>Level 7</b> in Objective 9 as shown in the COT rating sheets	Modelled Level 6 in Objective 9 as shown in the COT rating sheets	Modelled <b>Level 5</b> in Objective 9 as shown in the COT rating sheets	Modelled Level 4 in Objective 9 as shown in the COT rating sheets OR No acceptable evidence was shown.	#N/A	0	0.000
	learners with disabilities, giftedness and talents			Quality (SET B)		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	Demonstrated Level 4 as shown in the TRFs	4	0.200

I to B	SY 2021-	Quality	Modelled Level 8 in	Modelled I evel 7 in	Modelled Level 6 in I	Modelled Level 5 in	Modelled Level 4 in	#N/A	0	0.000
10. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	2022		Objective 10 as	Objective 10 as shown in the COT	Objective 10 as	Objective 10 as shown in the COT rating sheets	Objective 10 as shown in the COT rating sheets OR No acceptable evidence was shown.			
		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 shown	Demonstrated Level 5 as shown in the TRFs	5	0.25
11. Worked collaboratively with colleagues to	SY 2021- 2022	Quality	Worked with colleagues in redesigning	Worked with colleagues in listing detailed	Worked with colleagues in evaluating the	Evaluated the design of learning programs that	No acceptable evidence was shown	Worked with colleagues in listing detailed recommendation	4	0.20
evaluate the design of learning programs that develop the knowledge and skills of learners at different ability			learning programs based on the list of recommendations as evidenced by MOV No. 1	recommendations on improving the design of learning programs based or the results of evaluation as evidenced by MOV No. 2		develop the knowledge and skills of learners at different ability levels without the help of colleagues as evidenced by MOV No. 4		s on improving the design of learning programs based on the results of evaluation as evidenced by MOV No. 2		

	12. Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	SY 2021- 2022			Evaluated activities with colleagues by looking for key success indicators (p. 14, DO 35, s. 2016) as evidenced by the submitted MOV	Implemented activities with colleagues to address the use of assessment data to modify practices and/or programs as evidenced by the submitted MOV	interventions with colleagues to address utilization	Planned activities with colleagues to address the use of assessment data to modify practices and/or programs as evidenced by the submitted MOV	No acceptable evidence was shown	Implemented activities with colleagues to address the use of assessment data to modify practices and/or programs as evidenced by the submitted MOV	4	0.200
Professional Engagement & Personal Growth	learning environments that	2022	30%	Quality	Synthesized the evaluations from the wider school community of the programs, projects, and/or activities that maintain the learning environment responsive to community context as evidenced by MOV No. 1	and/or other external stakeholders on	Conducted FGD with teachers on programs, projects, and/or activities that maintain the learning environments responsive to community context to reflect on and evaluate them as evidenced by MOV No. 3	Conducted a survey to gather feedback on programs, projects, and/or activities that are responsive to community contexts as evidenced by MOV No. 4	No acceptable evidence was shown	Consulted parents, guardians, and/or other external stakeholders on programs, projects, and/or activities that maintain the learning environments responsive to community context to reflect on and evaluate them as evidenced by MOV No. 2	4	0.200

					)				
14. Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics fo Professional Teachers	Quality	Discussed with colleagues teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers and reviewed the annotated evidence of practice of colleagues as evidenced by MOV No. 1	Discussed with colleagues teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers and reviewed the personal reflection notes of colleagues as evidenced by MOV No. 2	that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers as evidenced by MOV	Planned for a discussion of teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers as evidenced by MOV No. 4	No acceptable evidence was shown	Discussed with colleagues teaching and learning practices that adhere to laws, regulations, and responsibilities specified in the Code of Ethics for Professional Teachers and reviewed the personal reflection notes of colleagues as evidenced by MOV No. 2	4	0.200
15. Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	Quality	Evaluated with teachers the implementation of certain school policies and procedures as evidenced by MOV No. 1	Conducted discussions with teachers on the progress of implementation of certain school policies and procedures as evidenced by MOV No. 2	Discussed with teachers certain school policies and procedures for uniform implementation as evidenced by MOV No. 3	Implemented school policies and procedures as evidenced by MOV No. 4	No acceptable evidence was shown	Conducted discussions with teachers on the progress of implementation of certain school policies and procedures as evidenced by MOV No. 2	4	0.200

16. Manifested a learner- centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	colleagues to enhance their own learner- centered teaching practice as	plan for an activity to support colleagues in enhancing their own learner- centered teaching practice as	activity to support colleagues in enhancing their own learner- centered teaching practice as evidenced by MOV	teaching philosophy	No acceptable evidence was shown	Implemented plan for an activity to support colleagues in enhancing their own learner-centered teaching practice as evidenced by MOV No. 2	4	0.200
17. Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school by inspiring unity in responding to potential threats and risks to the school community as evidenced by MOV No. 1	Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school by initiating activities to avoid potential threats and risks to the school community as evidenced by MOV No. 2	teaching and learning culture within the school in responding to an issue or a challenging situation as	Identified personal professional strengths that uphold the dignity of teaching as a profession as evidenced by MOV No. 4	evidence was shown	Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school by initiating activities to avoid potential threats and risks to the school community as evidenced by MOV No. 2	4	0.200

					, ,			<i>)</i>				
	18. Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	SY 2021- 2022		Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV No.1	mid-year review with colleagues as evidenced by MOV	Planned for professional development based on e- SAT results as evidenced by MOV No. 4	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV No.5	No acceptable evidence was shown	Conducted mid-year review with colleagues as evidenced by MOV No. 2 or 3	4	0.200
5. Plus Factor	19. Performed various related works/activities that contribute to the teaching-learning process	SY 2021- 2022	10%	Quality	related work/activity that contribute to	related work/activity that contribute to the teaching-lerning process within the school/Community Learning Center (CLC) as evidenced	related work/activity that contribute to the teaching-lerning process within the learning area/department		evidence was shown	Performed at least 1 related work/activity that contribute to the teaching-leming process beyond the school/Community Learning Center (CLC) as evidenced by submitted MOV	5	0.50
							RATING FOI	ROVERALL ACCOM	IPLISHMENTS	Very Satisfa	actory	4.40

ADJECTIVA	L 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

JOSEPH N. GUDELOS Ratee GIL C. LIMPANGOG Rater CARTESA M PERICO EdD, CESO VI Approving Authority