

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

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
FOs	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						
Instructional Strategies	1. Content Knowledge and Pedagogy	1. 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	0.300
					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											
		2. Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	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	Conducted, completed and disseminated action research with colleagues	5	5	5	5.000	0.375
					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					
					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	0.300
					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											

Os	KRAs	Objectives	Timeline	Weight per KRA	TO BE FILLED OUT DURING PLANNING						TO BE FILLED OUT DURING EVALUATION									
					Performance Indicators						Actual Results	Rating				Score				
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 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 diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	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	5	5		5.000	0.375					
				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										
				Timeliness																
		SY 2019-2020		Quality	Consistently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Frequently collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	Occasionally collaborated with colleagues in the interpretation of assessment data as shown in the MOV submitted	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	0.337
				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										
				Timeliness																
	12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians.	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	Rarely 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	0.337					
				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																

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
Os	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						
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	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	No acceptable evidence was shown	Consistently performed special tasks and/or assignments as shown in the MOV submitted	5	5		5.000	0.500
					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											
RATING FOR OVERALL ACCOMPLISHMENTS											Very Satisfactory				4.397	

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

GUDELOS, JOSEPH T.

Ratee

JUMAGAS, ELIA G.

Rater

MARCELINO, CESO II
Assistant School Division Superintendent

Approving Authority

of Employee:	GUDELLOS, JOSEPH T.	Name of Rater:	LIMPANGOG, GIL C.
on:	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
g Period:	SY 2020-2021		

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION						
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1		Q	E	T	Ave	
2. Diversity of Learners & Assessment and Reporting	4. 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 backgrounds at an individual level as shown in the in the submitted learning material	Modelled the use of effective teaching strategies that are appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level as shown in the in the submitted learning material	Modelled the use of an effective teaching strategy that is appropriate in responding to learners' linguistic, cultural, socioeconomic, or religious backgrounds as shown in the in the submitted learning material	Modelled the use of a teaching strategy or strategies that partially respond to learners' linguistic, cultural, socioeconomic, or 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 learners' linguistic, cultural, socioeconomic, or religious backgrounds at a group level as shown in the in the submitted learning material	4				4.000	0.320
				Efficiency Timeliness												
		SY 2020-2021	5. Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances"	Quality	Modelled Level 8 in Objective 5 as shown in COT rating sheets	Modelled Level 7 in Objective 5 as shown in COT rating sheets	Modelled Level 6 in Objective 5 as shown in COT rating sheets	Modelled Level 5 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	0.400
				Efficiency Timeliness												
		SY 2020-2021	6. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning	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 Objective 5 as shown in the evidence submitted	No acceptable evidence was shown	Modelled effective strategies in providing learners with accurate, and specific constructive feedback as shown in the evidence submitted	4	3		3.500	0.280	
				Efficiency 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 learning resources, including ICT, to address	SY 2020-2021	16.00%	Quality	Modelled Level 8 in Objective 7 as shown in COT rating sheets	Modelled Level 7 in Objective 7 as shown in COT rating sheets	Modelled Level 6 in Objective 7 as shown in COT rating sheets	Modelled Level 5 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	0.320	
				Efficiency Timeliness												

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score	
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1		Q	E	T	Ave		
		8. Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence	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			5.000	0.400	
	4. Community Linkages and Professional Engagement & Personal Growth and Professional Development	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%	Efficiency												
					Timeliness												
					Quality	Implemented/ Organized/ Managed with colleagues an approved activity involving parents/ guardians or other stakeholders in the school/ community as evidenced by MOV No. 3	Implemented/ Organized/ Managed with colleagues an approved activity involving parents/ guardians or other stakeholders in the department/ learning area/ grade level as evidenced by MOV No. 3	Drafted and action plan/ project proposal/ activity/ proposal with colleagues on an activity involving parents/ guardians or other stakeholders as evidenced by MOV No. 2	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 stakeholders in the department/ learning area/ grade level as evidenced by MOV No. 3	4	3		3.500	0.280	
					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						
					Timeliness												
		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* within the school to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* and proof of implementation* within the department/grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Contributed actively to any professional network/activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	No acceptable evidence was shown	Contributed actively to any professional network/activity that requires output* and proof of implementation* within the department/grade level to share knowledge and to enhance practice as evidenced by the submitted MOV	4	4		4.000	0.320	
					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												
		11. Initiated professional reflections and promote learning opportunities	SY 2020-2021		Quality	Evaluated activities involving colleagues in professional reflection and learning opportunities as shown in the MOV submitted	Conducted activities involving colleagues in professional reflection and learning opportunities as shown in the MOV submitted	Planned activities involving colleagues in professional reflection and learning opportunities as shown in the MOV submitted	Synthesized IPCRF-DP of colleagues/ as basis to provide learning opportunities as shown in the MOV submitted	No acceptable evidence was shown	Evaluated activities involving colleagues in professional reflection and learning opportunities as shown in the MOV submitted						

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION						
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score	
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1		Q	E	T	Ave		
										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*	
	5. Plus Factor	12. Performed various related works/activities that contribute to the teaching-learning process.	SY 2020-2021	12.00%	Timeliness												
					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	Performed at least 1 related work/activity that contributed 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 contributed 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 contributed to the teaching-learning process beyond the school/ Community Learning Center (CLC) as evidenced by submitted MOV	5	5		5.000	0.600	
					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*						
					Timeliness												
RATING FOR OVERALL ACCOMPLISHMENTS											Very Satisfactory				4.320		

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

GUDELLOS, JOSEPH T.

Rater

LIMPANGOG, GIL C.

Rater

PERICO, 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
Position:	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											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. 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 Level 7 in Objective 1 as shown in the COT rating sheets	Modelled Level 6 in Objective 1 as shown in the COT rating sheets	Modelled Level 5 in Objective 1 as shown in the COT 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
		2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	SY 2021-2022		Quality	Modelled and evaluated with colleagues effective strategies that reflect adjustments or modifications in teaching practices to enhance critical literacy and/or critical numeracy skills as evidenced by the submitted learning material	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	Modelled and evaluated with colleagues effective strategies that reflect consistent application of relevant teaching practices that promote critical literacy and/or critical numeracy skills in all aspects of the lesson as evidenced by the submitted	Modelled and evaluated with colleagues effective strategy/ies that reflect/s application of relevant teaching practices that promote critical literacy and/or critical numeracy skills in some aspects of the lesson as evidenced by the submitted learning material	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

		3. Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture.	SY 2021-2022		Quality	Modelled Level 8 in Objective 3 as shown in the COT rating sheets	Modelled Level 7 in Objective 3 as shown in the COT rating sheets	Modelled Level 6 in Objective 3 as shown in the COT rating sheets	Modelled Level 5 in Objective 3 as shown in the COT rating sheets	Modelled Level 4 in Objective 3 as shown in the COT rating sheets OR No acceptable evidence was shown.	Modelled Level 8 in Objective 3 as shown in the COT rating sheets	5	0.250
		4. Displayed a wide range of effective verbal and non-verbal communication strategies to support learner understanding, participation, engagement and achievement	SY 2021-2022		Quality	Modelled Level 8 in Objective 4 as shown in the COT rating sheets	Modelled Level 7 in Objective 4 as shown in the COT rating sheets	Modelled Level 6 in Objective 4 as shown in the COT rating sheets	Modelled Level 5 in Objective 4 as shown in the COT rating sheets	Modelled Level 4 in 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	0.250
2. Learning Environment		5. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of 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 Level 5 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	0.250

		6. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage	SY 2021-2022		Quality	Modelled Level 8 in Objective 6 as shown in the COT rating sheets	Modelled Level 7 in Objective 6 as shown in the COT rating sheets	Modelled Level 6 in Objective 6 as shown in the COT rating sheets	Modelled Level 5 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
		7. Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	SY 2021-2022		Quality	Modelled varying strategies that sustain a supportive learning environment for learners to recognize each other's learning strengths and value the contribution of others as evidenced by the submitted learning material	Modelled varying strategies that sustain a supporting learning environment and feature all elements of collaborative learning as shown in the submitted learning material	Modelled effective strategies that promote a supportive learning environment and engage learners to participate, cooperate, and/or collaborate in continued learning as shown in the submitted learning materials	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	SY 2021-2022		Quality	Modelled and discussed with colleagues effective strategies that reflect modifications in teaching practices to sustain learner motivation in monitoring and evaluating their own learning as shown in the submitted learning material	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	Modelled and discussed with colleagues varied teaching practices that successfully motivate learners to work productively by assuming responsibility for their own learning as shown in the submitted learning material	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 learners with disabilities, giftedness and talents	SY 2021-2022	20%	Quality (SET A)	Modelled Level 8 in Objective 9 as shown in the COT rating sheets	Modelled Level 7 in Objective 9 as shown in the COT rating sheets	Modelled Level 6 in Objective 9 as shown in the COT rating sheets	Modelled Level 5 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	
				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 4 as shown in the TRFs	4	0.200	

		10. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	SY 2021-2022		Quality (SET A)	Modelled Level 8 in Objective 10 as shown in the COT rating sheets	Modelled Level 7 in Objective 10 as shown in the COT rating sheets	Modelled Level 6 in Objective 10 as shown in the COT rating sheets	Modelled Level 5 in Objective 10 as shown in the COT rating sheets	Modelled Level 4 in Objective 10 as shown in the COT rating sheets OR No acceptable evidence was shown.	#N/A	0	0.000
		11. Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels	SY 2021-2022		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	0.250
					Quality	Worked with colleagues in redesigning learning programs based on the list of recommendations as evidenced by MOV No. 1	Worked with colleagues in listing detailed recommendations on improving the design of learning programs based on the results of evaluation as evidenced by MOV No. 2	Worked with colleagues in evaluating the design of learning programs that develop the knowledge and skills of learners at different ability levels as evidenced by MOV No. 3	Evaluated the design of learning programs that develop the knowledge and skills of learners at different ability levels without the help of colleagues as evidenced by MOV No. 4	No acceptable evidence was shown	Worked with colleagues in listing detailed recommendations on improving the design of learning programs based on the results of evaluation as evidenced by MOV No. 2	4	0.200

		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		Quality	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	Explored interventions with colleagues to address utilization of assessment data which could be in the form of learning materials, instructional materials, equipment, strategies in teaching, modality in teaching, program, etc. (p. 9, DO 35, s. 2016) as evidenced by the submitted MOV	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
	4. Community Linkages and Professional Engagement & Personal Growth and Professional Development	13. Reflected on and evaluated learning environments that are responsive to community contexts	SY 2021-2022	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	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	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 for Professional Teachers	SY 2021-2022		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	Discussed with colleagues 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. 3	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	SY 2021-2022		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	SY 2021-2022		Quality	Evaluated lesson plans of colleagues to enhance their own learner- centered teaching practice as evidenced by MOV No. 1	Implemented plan for an activity to support colleagues in enhancing their own learner- centered teaching practice as evidenced by MOV No. 2	Planned for an activity to support colleagues in enhancing their own learner- centered teaching practice as evidenced by MOV No. 3	Demonstrated a learner-centered teaching philosophy in one aspect of practice (i.e., lesson planning) as evidenced by MOV No. 4	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	SY 2021-2022		Quality	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	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 in responding to an issue or a challenging situation as evidenced by MOV No. 3	Identified personal professional strengths that uphold the dignity of teaching as a profession as evidenced by MOV No. 4	No acceptable 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

		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	Conducted mid-year review with colleagues as evidenced by MOV No. 2 or 3	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	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									Very Satisfactory		4.400		

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

JOSEPH T. GUELOS
Ratee

GIL C. LIMPANGOG
Rater

CARTESA M. PERICO EdD, CESO VI
Approving Authority