

# **INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Teacher I-III, SPET I-IV, Special Science Teacher I-II**

Name of Employee:	MARK A. GERONIMO	Name of Rater:	MARY FAITH C. UY
Position:	Teacher II	Position:	Master Teacher II
Bureau/Center/Service/Division:	KNCHS-SHS - Koronadal City	Date of Review:	March 23, 2020
Rating Period:	SY 2019-2020		

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	
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas.	SY 2019-2020	22.50%	Quality	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Showed knowledge of content and its integration within and across subject areas as shown in the Main MOV with a rating of 6	4	5		4.500	0.337
					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					
					Timeliness											
		2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	SY 2019-2020		Quality	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in the Main MOV with a rating of 7	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in the Main MOV with a rating of 6	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in the Main MOV with a rating of 5	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Facilitated using different teaching strategies that promote reading, writing and/or numeracy skills as shown in the Main MOV with a rating of 6	4	5		4.500	0.337
					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					
					Timeliness											
	3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	SY 2019-2020	Quality		Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 7	Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 6	Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 5	Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Used different teaching strategies that develop critical and/or creative thinking, as well as other HOTS as shown in the Main MOV with a rating of 6	4	5		4.500	0.337	
			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						
			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	Very Satisfactory	Satisfactory	Unsatisfactory	Poor						
						5	4	3	2	1						
	2. Learning Environment and Diversity of Learners	4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	SY 2019-2020	22.50%	Quality	Used classroom management strategies that engage learners in activities/ tasks as shown in the Main MOV with a rating of 7	Used classroom management strategies that engage learners in activities/ tasks as shown in the Main MOV with a rating of 6	Used classroom management strategies that engage learners in activities/ tasks as shown in the Main MOV with a rating of 5	Used classroom management strategies that engage learners in activities/ tasks as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Used classroom management strategies that engage learners in activities/ tasks as shown in the Main MOV with a rating of 6	4	5		4.500	0.337
					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					
					Timeliness											
		5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	SY 2019-2020		Quality	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 7	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 6	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 5	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 4	No acceptable evidence was shown	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in the MOV with a rating of 6	4	5		4.500	0.337
					Efficiency	Submitted 4 COT rating sheets/inter- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 3 COT rating sheets/inter- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 2 COT rating sheets/inter- observer agreement forms, each with 4 strategies as noted in the comment section	Submitted 1 COT rating sheet/inter- observer agreement form with any 1 of the given strategies as noted in the comment section	No acceptable evidence was shown	Submitted 4 COT rating sheets/inter- observer agreement forms, each with 4 strategies as noted in the comment section					
					Timeliness											
		6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	SY 2019-2020		Quality	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 7	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 6	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 5	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Applied differentiated teaching strategies to address learner diversity as shown in the Main MOV with a rating of 6	4	5		4.500	0.337
					Efficiency	Submitted 2 Main MOV with 4 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	Submitted 2 Main MOV with 3 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	Submitted 2 Main MOV with 2 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV	Submitted 1 Main MOV with 1 differentiated teaching strategy as observed in 1 lesson with any 1 of the Supporting MOV	No acceptable evidence was shown	Submitted 2 Main MOV with 4 differentiated teaching strategies as observed in 2 lessons, each with any 1 of the Supporting MOV					
					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	
	3. Curriculum and Planning	7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	SY 2019-2020	22.50%	Quality	Planned and implemented developmentally sequenced teaching and learning process as shown in the Main MOV with a rating of 7	Planned and implemented developmentally sequenced teaching and learning process as shown in the Main MOV with a rating of 6	Planned and implemented developmentally sequenced teaching and learning process as shown in the Main MOV with a rating of 5	Planned and implemented developmentally sequenced teaching and learning process as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Planned and implemented developmentally sequenced teaching and learning process as shown in the Main MOV with a rating of 6	4	5		4.500	0.337
					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					
					Timeliness											
		8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	SY 2019-2020		Quality	Consistently participated in LAC sessions/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Frequently participated in LAC sessions/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Occasionally participated in LAC sessions/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	Rarely participated in LAC sessions/FGDs/ meeting to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	No acceptable evidence was shown	Frequently participated in LAC sessions/FGDs/ meetings to discuss teacher/learner feedback to enrich instruction as shown in the MOV submitted	4	4		4.000	0.300
					Efficiency	Participated in 4 LAC sessions/ FGDs/meetings on teacher/ learner feedback as evidently shown in the MOV submitted	Participated in 3 LAC sessions/ FGDs/meetings on teacher/learner feedback as evidently shown in the MOV submitted	Participated in 2 LAC sessions/ FGDs/meetings on teacher/ learner feedback as evidently shown in the MOV submitted	Participated in 1 LAC session/FGD/ meeting on teacher/ learner feedback as evidently shown in the MOV submitted	No acceptable evidence was shown	Participated in 3 LAC sessions/ FGDs/meetings on teacher/learner feedback as evidently shown in the MOV submitted					
					Timeliness											
		9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	SY 2019-2020		Quality	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in the Main MOV with a rating of 7	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in the Main MOV with a rating of 6	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in the Main MOV with a rating of 5	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in the Main MOV with a rating of 5	3	5		4.000	0.300
					Efficiency	Submitted 1 Main MOV with 4 varied teaching and learning resources, including ICT, as shown in 1 Supporting MOV	Submitted 1 Main MOV with 3 varied teaching and learning resources, including ICT, as shown in 1 Supporting MOV	Submitted 1 Main MOV with 2 varied teaching and learning resources, including ICT, as shown in 1 Supporting MOV	Submitted 1 Main MOV with 1 teaching and learning resource, including ICT, as shown in 1 Supporting MOV	No acceptable evidence was shown	Submitted 1 Main MOV with 4 varied teaching and learning resources, including ICT, as shown in 1 Supporting MOV					
					Timeliness											

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MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
	4. Assessment and Reporting	10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	SY 2019-2020	22.50%	Quality	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 7	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 6	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 5	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 4	No acceptable evidence was shown	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements as shown in the Main MOV with a rating of 7	5	5		5.000	0.375
					Efficiency	Submitted 1 Main MOV with 4 varied assessment strategies as shown in any Supporting MOV	Submitted 1 Main MOV with 3 varied assessment strategies as shown in any Supporting MOV	Submitted 1 Main MOV with 2 varied assessment strategies as shown in any Supporting MOV	Submitted 1 Main MOV with 1 assessment strategy as shown in any Supporting MOV	No acceptable evidence was shown	Submitted 1 Main MOV with 4 varied assessment strategies as shown in any Supporting MOV					
					Timeliness											
		11. Monitored and evaluated learner progress and achievement using learner attainment data.	SY 2019-2020		Quality	Consistently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Frequently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Occasionally monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	Rarely monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	No acceptable evidence was shown	Frequently monitored and evaluated learner progress and achievement using learner attainment data as shown in the MOV submitted	4	4	5	4.333	0.325
					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 of the acceptable MOV	No acceptable evidence was shown	Submitted 3 different kinds of acceptable MOV					
					Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown	Submitted MOV were distributed across 4 quarters					
		12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	SY 2019-2020		Quality	Consistently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Frequently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Occasionally showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	Rarely showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	No acceptable evidence was shown	Frequently showed prompt and clear communication of the learners' needs, progress and achievement to key stakeholders, including parents/ guardians as shown in the MOV submitted	4	4	5	4.333	0.325
					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 of the acceptable MOV	No acceptable evidence was shown	Submitted 3 different kinds of acceptable MOV					
					Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV were distributed across 2 quarters	Submitted MOV was completed in only 1 quarter	No acceptable evidence was shown	Submitted MOV were distributed across 4 quarters					

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
	5. Plus Factor	13. Performed various related works/activities that contribute to the teaching-learning process.	SY 2019-2020	10%	Quality	Consistently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Frequently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Occasionally performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	Rarely performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	No acceptable evidence was shown	Frequently performed various related work/activities that contribute to the teaching learning process as shown in the MOV submitted	4	5		4.500	0.450
					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 of the acceptable MOV	No acceptable evidence was shown	Submitted 4 different kinds of acceptable MOV					
					Timeliness											
RATING FOR OVERALL ACCOMPLISHMENTS											Very Satisfactory				4.434	

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

MARK A. GERONIMO

Ratee

MARY FAITH C. UY

Rater

VALENTIN C. DIGNADICE JR.

Approving Authority