

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

Name of Employee:	JOSEPH T. GUDELOS	Name of Rater:	GIL C. LIMPANGOG
Position:	Master Teacher I	Position:	Officer-In-Charge
Bureau/Center/Service/Division:	Nemesio-Epifania Taneo Memorial High School-SHS - Lapu-Lapu City	Date of Review:	July 13, 2023
Rating Period:	SY 2022-2023		

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
Basic Education Services	1. Content Knowledge and Pedagogy	1. Modelled effective applications of content knowledge within and across curriculum teaching areas (PPST 1.1.3)	SY 2022-2023	7.00%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	5	5		5.000	0.350
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
		2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	SY 2022-2023	7.00%	Quality	Guided colleagues in the planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the evaluation of effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown	Guided colleagues in the planning for the evaluation of the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	5		2	3.500	0.245
					Timeliness	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter	No acceptable evidence was shown	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter					
		3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills	SY 2022-2023	7.00%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	5	5		5.000	0.350
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
2. Learning Environment & Diversity of Learners	4. Worked with colleagues to model and share effective techniques in the management of classroom structure to engage learners,	SY 2022-2023	7.00%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	4	5		4.500	0.315	
				Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		SY 2022-2023	7%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	5	5		5.000	0.350	
				Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		SY 2022-2023	7%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	4	5		4.500	0.315	
				Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
	3. Curriculum and Planning	7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and	SY 2022-2023	7%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / Inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / Inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 in the objective as shown in COT rating sheets / Inter-observer agreement forms	4	5		4.500	0.315
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
		8. Reviewed with colleagues, teacher and learner feedback to plan, facilitate and enrich teaching practice (PPST 4.4.3)	SY 2022-2023	7%	Quality	Guided colleagues in planning for coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to plan facilitate, and enrich their teaching practice through the use of teacher and learner feedback, as evidenced by MOV 2 or MOV 3	Synthesized discussions with colleagues on the review of teacher and learner feedback, as evidenced by MOV 2 highlighting the agreements and recommendations during coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 2	Planned for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOV 1	No acceptable evidence was shown	Guided colleagues in planning for coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to plan facilitate, and enrich their teaching practice through the use of teacher and learner feedback, as evidenced by MOV 2 or MOV 3	5		2	3.500	0.245

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						
					Timeliness	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussion that review teacher and learner feedback with colleagues in only 1 quarter	No acceptable evidence was shown	Facilitated collegial discussion that review teacher and learner feedback with colleagues in only 1 quarter					
		9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals (PPST 4.5.3)	SY 2022-2023	7%	Quality	Guided colleagues in planning for the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Synthesized discussions with colleagues on the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 2	Attended coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions on the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, as shown in MOV 1	No acceptable evidence was shown	Guided colleagues in planning for the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	5		2	3.500	0.245
					Timeliness	Advised and guided colleagues across 4 quarters	Advised and guided colleagues across 3 quarters	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter	No acceptable evidence was shown	Advised and guided colleagues in only 1 quarter					
	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 during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 6	SY 2022-2023	7%	Quality	Guided colleagues in planning for the review of the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 6	Synthesized discussions with colleagues on the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 4 or MOV 3	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown	Guided colleagues in planning for the review of the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 6	5		3	4.000	0.280
					Timeliness	Worked collaboratively with colleagues across 4 quarters	Worked collaboratively with colleagues across 3 quarters	Worked collaboratively with colleagues across 2 quarters	Worked collaboratively with colleagues in only 1 quarter	No acceptable evidence was shown	Worked collaboratively with colleagues across 2 quarters					
		11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement (PPST 5.2.3)	SY 2022-2023	7%	Quality	Guided colleagues in the planning for the application of results of interpretation of monitoring and evaluation strategies of attainment data to support learner progress and achievement during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on monitoring and evaluation of strategies of attainment data during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOV 4 or MOV 3	Conducted coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 4 or MOV 3	Planned for the conduct of coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions to interpret collaboratively monitoring and evaluation strategies of attainment data, as evidenced by the MOV 1 or MOV 2	No acceptable evidence was shown	Guided colleagues in the planning for the application of results of interpretation of monitoring and evaluation strategies of attainment data to support learner progress and achievement during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	5		3	4.000	0.280

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						
					Timeliness	Collaborated with colleagues in the interpretation of assessment data across 4 quarters	Collaborated with colleagues in the interpretation of assessment data across 3 quarters	Collaborated with colleagues in the interpretation of assessment data across 2 quarters	Collaborated with colleagues in the interpretation of assessment data in only 1 quarter	No acceptable evidence was shown	Collaborated with colleagues in the interpretation of assessment data across 2 quarters					
		12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.3)	SY 2022-2023	7%	Quality	Utilized effective strategies to communicate learner needs, progress and achievement to wider school community stakeholders as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents / guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to internal stakeholders (e.g. co-teachers, school leaders, non-teaching staff) as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to learners within the class as evidenced by submitted MOV	No acceptable evidence was shown	Utilized effective strategies to communicate learner needs, progress and achievement to wider school community stakeholders as evidenced by submitted MOV	5		3	4.000	0.280
					Timeliness	Showed application of skills in the effective communication of learner needs, progress and achievement across 4 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement across 3 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement across 2 quarters	Showed application of skills in the effective communication of learner needs, progress and achievement in only 1 quarter	No acceptable evidence was shown	Showed application of skills in the effective communication of learner needs, progress and achievement across 2 quarters					
5. Personal Growth and Professional Development		13. Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching	SY 2022-2023	7%	Quality	Submitted MOV that details the consistent involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that reflects involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered	Submitted MOV that indicates a personal philosophy of teaching that is not learner-centered	No acceptable evidence was shown	Submitted MOV that details the consistent involvement of learners in the teaching-learning process resulting from the application of a personal philosophy of teaching that is learner-centered	5		3	4.000	0.280
					Timeliness	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Applied a personal philosophy of teaching that is learner-centered across 2 quarters	Applied a personal philosophy of teaching that is learner-centered across 1 quarter	No acceptable evidence was shown	Applied a personal philosophy of teaching that is learner-centered across 2 quarters					
		14. Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist	SY 2022-2023	7%	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 5	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 4	Set professional development goals based on e-SAT results as evidenced by MOV 2 or MOV 3	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 5	5	4	3	4.000	0.280
					Efficiency	Submitted 4 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown	Submitted 3 acceptable MOVs					
					Timeliness	All submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase					

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						
	Plus Factor	15. Performed various related works/activities that contribute to the teaching-learning process (PPST B.1)	SY 2022-2023	2%	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	4	4	4.333	0.088
				Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.						
				Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOVs were completed in only 1 quarter	No acceptable evidence was shown	Submitted MOVs were distributed across 3 quarters						
RATING FOR OVERALL ACCOMPLISHMENTS												Very Satisfactory				4.215

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 M. GUELOS

Rater

GL C. LIMPANGOG

Rater

MARILYN S. ANDALES EDD, CESO V

Approving Authority



Republic of the Philippines

EASTERN VISAYAS STATE UNIVERSITY

Tacloban City

**Annex D INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW
(IPCR)**

I, **JOSEPH T. GUDELOS** of the **Ormoc Campus** commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period **January-June-2024**.

(SGD) JOSEPH T. GUDELOS

Ratee

Date: Sep-19-2024

Rating Scale*	5-Outstanding	130% and above
	4-Very Satisfactory	115% to 129%
	3-Satisfactory	90% to 114%
	2-Unsatisfactory	51% to 89%
	1-Poor	50% and below%

Received By:	Date	Approved By:	Date
(SGD) <u>BEATRICE D. MABITAD</u>	Sep-19-2024	<u>JEFFRY V. OCAY</u>	Sep-20-2024
Immediate supervisor		Head of office/ designation official	

MFO	Success Indicators (Targets + Measures)	% Distribution	Actual Accomplishments	Rating				Average Score	Remarks
				Q	E	T	A (ave of e, f, g)		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	i = d x h (i)	(j)
CORE FUNCTIONS 60 %									
Number of classes conducted in a semester	Conduct 3 classes in a semester.	30 %	Taught 5 classes in a semester	5	5	5	5	1.5	
Update/develop and submit the OBE course syllabi.	Develop 1 syllabus that is OBE-based	5 %	Develop 2 syllabus in a semester	4	4	4	4	0.2	
Submit/use Instructional Materials (IMs) for all assigned courses.	Create 1 material for discussion	5 %	Submitted 1 instructional material for the semester	4	4	4	4	0.2	

Percentage of faculty members whose student evaluation is very satisfactory to excellent	at least 20%	10 %	An overall mean of 4.44 based on evaluation of faculty by the students	5	5	5	5	0.5	
Relevant training hours attended by the faculty and staff including attendance to conferences/trainings	Attendance in 1 professional development/ training/and conference (research review)	10 %	Attended 3 relevant conferences/training in a semester	4	4	4	4	0.4	
STRATEGIC FUNCTION 30 %									
Number of research outputs completed within the year	Conceptualize 1 research topic	30 %	Submitted 2 research proposal in EVHRDC, 1 is shortlisted for funding (Currently now in ERC Review)/Serve as peer reviewer for 6 international journals/Serve as research adviser for undergrad thesis for 7 groups/Serve as panel member/ Vice Chair/Chairpers	4	4	4	4	1.2	
SUPPORT FUNCTION 10 %									

Percentage of attendance in flag ceremony	10 times attendance	3 %	Attended 16 flag raising ceremony out of 14 times target.	5	5	5	5	0.15	
Percentage submission of CSR, DTR and other pertinent documents/reports such as periodic accomplishment reports (monthly/quarterly), narrative reports, IPCR, grade sheets, clearance, PDS, SALN etc. as scheduled.	3 timely submitted any of the documents mentioned	5 %	100 % submitted on time	4	4	4	4	0.2	
Perform other functions based on Special Order issued by Competent Authority	Serve Nurse Designate 20 hours per week	2 %	Performed as nurse designate for the entire semester.	4	4	4	4	0.08	
Final Average Rating 4.43									
Comments and recommendations for development purposes (use form for Staff Development Plans)									
<div>Approved</div>									
Discussed with:	Date:	Assessed by:			Date:	Final rating by:		Date:	

(SGD) <u>JOSEPH T. GUDILLOS</u> Name of the Employee	Sep-20-2024	I certify that I discussed my assessment of the performance with the employee (SGD) <u>BEATRICE D. MABITAD</u> Supervisor	Sep-20-2024	(SGD) <u>DENNIS C. DE PAZ, Ph.D.</u> University President
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Legend: Q – Quality E – Efficiency T – Timeliness A – Average

**The 130% and above range for Outstanding rating and the 50% and below range for Poor rating are based on the ranges prescribed under CSC Memorandum Circular No 13, s. 1999. The 90% to 114% range for Satisfactory rating is based on Executive Order No. 80, s. 2012 (Directing the Adoption of a Performance-Based Incentive System for Government Employees).*

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EASTERN VISAYAS STATE UNIVERSITY
Tacloban City

Annex C DIVISION PERFORMANCE COMMITMENT AND REVIEW (DPCR)

I, JOSEPH T. GUDELOS Head of the Medical Office commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period July-December-2024.

JOSEPH T. GUDELOS

Signature of Unit Head

Date: Dec-20-2024

Approved by:

(SGD) JEFFRY V. OCAY

Name and Signature of Supervisor Date: Dec-27-2024

Rating Scale*	5-Outstanding	130% and above
	4-Very Satisfactory	115% to 129%
	3-Satisfactory	90% to 114%
	2-Unsatisfactory	51% to 89%
	1-Poor	50% and below%

MFO	Success Indicators (Targets + Measures)	Alloted Budget	Divisions/ Individuals accountable	% Distribution	Actual Accomplishments	Rating				Average Score	Remarks
						Q	E	T	A (ave of e, f, g)		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	i = d x h (i)	(j)	(k)	(l)
CORE FUNCTIONS 60 %											
1. Coordinate with the university medical officer in the development, implementation, and evaluation of the medical services and development plans and programs in the assigned campus;	Regular monthly (at least 3 days) follow-up of the university dentist and physical for EVSU-OC regular medical and dental services	12500	JOSEPH T. GUDELOS	10 %	The clinic office was able to have an effective and consistent coordination for a Regular monthly (at least 3 days) visits of the university dentist and physician for EVSU-OC regular medical and dental services. (The university physician and dentist was able to visit EVSU-Ormoc campus October to December 2024 for medical and dental services through consistent communication via formal letters sent and other forms of communication).	4	4	4	4	0.4	

2. Initiate school clinic functions such as but not limited to, vital signs taking, health monitoring check, health consultations, first aid activities, immunization, preventive/remedial measures, and simple treatment among others;	Conducted daily/weekly regular student health assessment based on need	50000	JOSEPH T. GUDELOS	5 %	The nurse designate with the admin aide at the same time a clinic nurse was able to conduct daily/weekly regular student health assessment based on need based on records/logbook of clinic.	4	4	4	4	0.2	
3. Maintain functional school clinic; check proper sanitation and healthful living conditions within the campus;	Regular checking and monitoring of clinic facilities and equipment (at least 1x a week)	20000	JOSEPH T. GUDELOS	10 %	The clinic conducted a regular checking and monitoring of clinic facilities and equipment on a weekly basis. Damaged and functional items were marked in the inventory of equipment.	4	4	4	4	0.4	
4. Maintain office's health records and inventory for proper documentation;	Regularly arrange, housekeep patient records (at least 1x a week)	10000	JOSEPH T. GUDELOS	10 %	The patient records were housekept daily and in weekly basis. Weekly for new health records and daily for follow-up visits or another visits of patients/clients. Records are segregated by courses already.	5	5	5	5	0.5	

5. Act as a resource person by providing accurate feedback to the university medical officer; on health-related concerns of students, faculty and non-teaching personnel of the university campus and by disseminating health-related information through lectures, symposia, and fora;	Organize the medical assessment for the Education students practice teaching deployment (1x for 2nd sem)	10000	JOSEPH T. GUDELOS	10 %	Organized the orientation and conduct of the medical assessment for the Education students practice teaching deployment (1x for 2nd sem). 100% of the practicum students of Teacher-Education department were attended and catered for medical assessment and certification. Flu vaccination and health information dissemination related to flu and pneumococcal vaccination was disseminated through notices and orientation.	5	5	5	5	0.5	
6. Assist daily operations in relations to the campus medical concerns and/or health-related emergencies that may arise;	Total of 24 hours /week clinic duty/Attend relevant conferences/meeting regularly/medical emergencies in the campus	20000	JOSEPH T. GUDELOS	10 %	A Total of 24 hours /week clinic duty was rendered. Attend relevant conferences/coordination meetings with the university physician and dentist /meeting regularly/medical emergencies and rendered first aid in the clinic performance of duty.	5	5	5	5	0.5	

7. Perform such other duties and responsibilities as may be assigned by the campus director and/or medical officer.	Serve as head of the medical team (1x) for the Intramurals; participated in the SCUAA as part of the medical team (1x)	10000	JOSEPH T. GUDELOS	5 %	Served as head of the medical team for the Intramurals; participated in the SCUAA as part of the medical team at Northwest Samar State University, Calbayog Samar last December 6-13, 2024.	5	5	5	5	0.25	
STRATEGIC FUNCTION 20 %											
Conducts/undergoes class observation and evaluation.	evaluated once in a semester of at least VS rating.		JOSEPH T. GUDELOS	3 %	Has a VS rating for the July to December 2024 teaching evaluation rating.	5	4	4	4.33	0.13	
Submit/use Instructional Materials (IMs) for all assigned courses.	Submitted at least 1 instructional material	5000	JOSEPH T. GUDELOS	3 %	Crafted and utilized 2 instructional materials	4	4	4	4	0.12	
Number of research outputs completed within the year	Submitted at least 1 research full paper within the semester for publication	10000	JOSEPH T. GUDELOS	3 %	Submitted 2 research full paper for publication; completed a total of 5 full paper.	5	5	5	5	0.15	
Percentage of research published in internationally refereed journal in the last three years	Published at least 1 research paper	10000	JOSEPH T. GUDELOS	3 %	2 research papers were accepted for publications by the month of December (One study on Patent landscape analysis on Nanotechnology Drug-driven delivery system on Huntington's Disease; The other one is on Work-related stress, Workloads, and Work Performance: A Case of Senior High School Teachers.	5	5	5	5	0.15	

Active Linkages (Regional/local organization)	Participated in at least 1 community/academic project		JOSEPH T. GUDELOS	3 %	Participated as evaluator of the Reading Assessment Project LUCY of Deped on September 2024. Served as reviewer of the professional academic community of Internation Journal of Scientific Research and Innovation; International Journals of Research and Innovation in Social Sciences; Belitung Nursing Journal.	5	5	5	5	0.15	
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Number of publications (fiction, non-fiction, poetry, art research)	At least 1 published literary-creative work relevant to science	1000	JOSEPH T. GUDELOS	3 %	Published poem entitle, "Research in Biology Education" -creative work in Scholarly Lens/Dreamer Publishing Services. Accepted for publication in International Maritime Health (Q3 Scopus indexed journal): Comment on Critical Flicker Fusion Frequency Results During Oxygen Decompression in Standard HBOT Session - An Observational Study (December 2024); Aggression, psychological violence and sexual harassment in seafarers in France: Comment (November 2024); Comment on Results of treating patients with cellulitis by hyperbaric oxygen: a case-control study (In Review) on December 2024.	5	5	5	5	0.15	
Number of faculty with external research grants	At least 1 research grant		JOSEPH T. GUDELOS	2 %	One research grant from EVHRDC on the Extent of the Implementation of Basic First Aid and Health Emergency Rescue Initiative to Selected Far-Flung Barangays of Ormoc City (Php 150, 000) (December 15, 2024 - March 2025)	4	4	4	4	0.08	

SUPPORT FUNCTION 20 %											
Update/develop and submit the OBE course syllabi.	Submitted at least 2 updated syllabi		JOSEPH T. GUDELOS	4 %	Submitted at 3 updated syllabi	4	4	4	4	0.16	
Timely submission of mandatory reports.	70 percent timely submitted reports		JOSEPH T. GUDELOS	3 %	100 percent timely submitted reports	4	4	4	4	0.12	
Percentage submission of CSR, DTR and other pertinent documents/reports such as periodic accomplishment reports (monthly/quarterly), narrative reports, IPCR, grade sheets, clearance, PDS, SALN etc. as scheduled.	100 percent submission		JOSEPH T. GUDELOS	3 %	100 percent submission	4	4	4	4	0.12	
Percentage of attendance in university activities	At least 50 percent attendance		JOSEPH T. GUDELOS	3 %	85-90 percent attendance	4	4	4	4	0.12	
Percentage of attendance in flag ceremony	At least 60 percent attendance		JOSEPH T. GUDELOS	5 %	85-90 percent attendance	4	4	4	4	0.2	
Customer satisfaction	At least 30 percent of the clients have VS rating		JOSEPH T. GUDELOS	2 %	Above 90 percent of the clients have rated VS in Teaching Evaluations, 100% rate of VS for the clinic services based on clients' accomplished feedback form.	5	5	5	5	0.1	
FINAL AVERAGE RATING : 4.5											
ADJECTIVAL RATING:											

Final rating by: JEFFRY V. OCAY

Position: Ormoc Campus

Date:

Legend: Q - Quality E - Efficiency T - Timeliness A - Average

**The 130% and above range for Outstanding rating and the 50% and below range for Poor rating are based on the ranges prescribed under CSC Memorandum Circular No 13, s. 1999. The 90% to 114% range for Satisfactory rating is based on Executive Order No. 80, s. 2012 (Directing the Adoption of a Performance-Based Incentive System for Government Employees).*

