

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

Name of Employee:	JESSA MAE V. FLORES	Name of Rater:	MA. TONI ROSE C. ARTIGA
Position:	Substitute Teacher	Position:	Master Teacher I
Bureau/Center/Service/Division:	Patoc Elementary School - Leyte	Date of Review:	March 18, 2025
Rating Period:	February 3 - April 15, 2025		

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QST	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	February 3 - April 15, 2025	7.00%	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 in Objective 1 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. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	February 3 - April 15, 2025	7.00%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	5	3		4.000	0.280
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met but instruction exceeded the allotted time					
		3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	February 3 - April 15, 2025	7.00%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	3		3.500	0.245
					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 but instruction exceeded the allotted time					

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	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. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning (PPST 1.6.2)	February 3 - April 15, 2025	7.00%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 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					
		5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies/ guidelines	February 3 - April 15, 2025	7.00%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 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					
		6. Maintained learning environments that promote fairness, respect and care to encourage learning (PPST 2.2.2)	February 3 - April 15, 2025	7.00%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 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					
		7. Established a learner- centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious	February 3 - April 15, 2025	7%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms	5	5		5.000	0.350
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time					
		8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups (PPST 3.5.2)	February 3 - April 15, 2025	7%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms or in the lesson plan and annotation provided	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms or in the lesson plan and annotation provided	Demonstrated Level 5 as shown in COT rating sheets/inter- observer agreement forms or in the lesson plan and annotation provided	Demonstrated Level 4 as shown in COT rating sheets/inter- observer agreement forms or in the lesson plan and annotation provided	Demonstrated Level 3 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown or in the lesson plan and annotation provided	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms or in the lesson plan and annotation provided	4	3		3.500	0.245
					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 but instruction exceeded the allotted time					

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
3. Curriculum and Planning & Assessment and Reporting	9. Set achievable and appropriate learning outcomes that are aligned with learning competencies (PPST 4.2.2)	February 3 - April 15, 2025	7%	Quality	Set learning outcomes were achievable and appropriate, and led to the attainment of the next related competency, as shown in the MOV submitted	Set learning outcomes were achievable and appropriate, and contributed to the understanding of the next related competency, as shown in the MOV submitted	Set learning outcomes were achievable and appropriate, and were aligned with the learning competencies, as shown in the MOV submitted	Set learning outcomes were not achievable or appropriate, and were partially aligned with the learning competencies, as shown in the MOV submitted	No acceptable evidence was shown	Set learning outcomes were achievable and appropriate, and led to the attainment of the next related competency, as shown in the MOV submitted	5	4		4.500	0.315	
				Efficiency	All of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	Majority of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	At least half of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	Less than half of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted	No acceptable evidence was shown	Majority of the learning outcomes set were aligned with the learning competencies as shown in the MOV submitted						
	10. Used strategies for providing timely, accurate and constructive feedback to improve learner performance (PPST 5.3.2)	February 3 - April 15, 2025	7%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	5	5		5.000	0.350	
				Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
	11. Utilized assessment data to inform the modification of teaching and learning practices and programs (PPST 5.5.2)	February 3 - April 15, 2025	7%	Quality	Implemented a teaching and learning strategy / program using materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 1	Developed materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 2	Planned for a teaching and learning strategy and/or program based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 3	Analyzed learners' mastered skills based on the frequency of errors and correct responses as evidenced by a list of identified least / most mastered skills	No acceptable evidence was shown	Developed materials based on learners' assessment data as evidenced by a list of identified least / most mastered skills with supporting MOV No. 2	4		5	4.500	0.315	
				Timeliness	Submitted MOV/s showed utilization of assessment data across 4 quarters	Submitted MOV/s showed utilization of assessment data across 3 quarters	Submitted MOV/s showed utilization of assessment data across 2 quarters	Submitted MOV/s showed utilization of assessment data in only 1 quarter	No acceptable evidence was shown	Submitted MOV/s showed utilization of assessment data across 4 quarters						
4. Community Linkages and Professional Engagement & Personal Growth and Professional Development	12. Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process (PPST 6.2.2)	February 3 - April 15, 2025	7%	Quality	Sustained engagement through regular communication of learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	Sustained engagement with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by 2 or more of MOV no. 1 or 2	Secured collaboration with parents/guardians and/or wider school community to facilitate involvement in the educative process as evidenced by one MOV no. 1 or 2	Communicated with and obtained response from parents/ guardians and/or wider school community to facilitate involvement in the educative process as evidenced by MOV No. 3	No acceptable evidence was shown	Sustained engagement through regular communication of learners' needs, progress and achievement to key stakeholders, including parents/guardians, as shown in the MOV submitted	5		4	4.500	0.315	

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	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	Showed engagement with parents/guardians and the wider school community across 4 quarters	Showed engagement with parents/guardians and the wider school community across 3 quarters	Showed engagement with parents/guardians and the wider school community across 2 quarters	Showed engagement with parents/guardians and the wider school community in only 1 quarter	No acceptable evidence was shown	Showed engagement with parents/guardians and the wider school community across 3 quarters					
		13. Participated in professional networks to share knowledge and to enhance practice (PPST 7.3.2)	February 3 - April 15, 2025	7%	Quality	Participated in 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	Participated in 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	Participated in any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	Participated in 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	Participated in any professional network/activity that requires output* to share knowledge and to enhance practice as evidenced by the submitted MOV	3		5	4.000	0.280
					Timeliness	Participated in professional networks to share knowledge and to enhance practice across 4 quarters	Participated in professional networks to share knowledge and to enhance practice across 3 quarters	Participated in professional networks to share knowledge and to enhance practice across 2 quarters	Participated in professional networks to share knowledge and to enhance practice in only 1 quarter	No acceptable evidence was shown	Participated in professional networks to share knowledge and to enhance practice across 4 quarters					
		14. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning (PPST 7.4.2)	February 3 - April 15, 2025	7%	Quality	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 3	Set professional development goals based on e-SAT results as evidenced by MOV 2	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	5	4	4	4.333	0.303
					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 four (4) submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS Phase	No acceptable evidence was shown	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase					
Plus Factor		15. Performed various related works/activities that contribute to the teaching learning process	February 3 - April 15, 2025	2%	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLO) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLO) as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the class as evidenced by the submitted MOV.	No acceptable evidence was shown	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV.					

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	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						
					Efficiency	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows reasonable interlap with the actual teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	No acceptable evidence was shown	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	3	5	4	4.000	0.060
					Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOVs was/were completed in only 1 quarter	No acceptable evidence was shown	Submitted MOVs were distributed across 3 quarters					
RATING FOR OVERALL ACCOMPLISHMENTS												Very Satisfactory				4.478

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


JESSA MAE V. FLORES
 Ratee


MA. TONI ROSE C. ARTIGA
 Ratee


FRAD JABIL D. FERNANDEZ
 Approving Authority



PART II: COMPETENCIES

Instructions: Please indicate the number of competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES

Self-Management <ol style="list-style-type: none"> 1. Sets personal goals and directions, needs and development. 2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization. 3. Displays emotional maturity and enthusiasm for and is challenged by higher goals. 4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals. 5. Sets high quality, challenging, realistic goals for self and others. 	5	Teamwork <ol style="list-style-type: none"> 1. Willingly does his/her share of responsibility. 2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization. 3. Applies negotiation principles in arriving at win-win agreements. 4. Drives consensus and team ownership of decisions. 5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives. 	5
Professionalism and Ethics <ol style="list-style-type: none"> 1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. 3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication. 4. Makes personal sacrifices to meet the organization's needs. 5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness. 	5	Service Orientation <ol style="list-style-type: none"> 1. Can explain and articulate organizational directions, issues and problems. 2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. 3. Initiates activities that promote advocacy for men and women empowerment. 4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions. 5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery. 	5
Results Focus <ol style="list-style-type: none"> 1. Achieves results with optimal use of time and resources most of the time. 2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs. 3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required. 4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. 5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal. 	5	Innovation <ol style="list-style-type: none"> 1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency). 2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results. 3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions. 4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization. 5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources. 	4

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

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET

Regular Teachers in the Proficient Stage

Name of Employee:	JESSA MAE V. FLORES	Name of Rater:	MA. TONI ROSE C. ARTIGA
Position:	Teacher III	Position:	Master Teacher I
Bureau/Center/Service/Division:	Patoc Elementary School - Leyte	Date of Review:	March 18, 2025
Rating Period:	SY 2023-2024		

PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score	Adjectival Rating
				Q	E	T	Ave		
KRA 1	28%	Objective 1	7%	5	5		5.000	0.350	Outstanding
		Objective 2	7%	5	3		4.000	0.280	Very Satisfactory
		Objective 3	7%	4	3		3.500	0.245	Very Satisfactory
		Objective 4	7%	5	5		5.000	0.350	Outstanding
KRA 2	28%	Objective 5	7%	5	5		5.000	0.350	Outstanding
		Objective 6	7%	5	5		5.000	0.350	Outstanding
		Objective 7	7%	5	5		5.000	0.350	Outstanding
		Objective 8	7%	4	3		3.500	0.245	Very Satisfactory
KRA 3	21%	Objective 9	7%	5	4		4.500	0.315	Outstanding
		Objective 10	7%	5	5		5.000	0.350	Outstanding
		Objective 11	7%	4		5	4.500	0.315	Outstanding
KRA 4	21%	Objective 12	7%	5		4	4.500	0.315	Outstanding
		Objective 13	7%	3		5	4.000	0.280	Very Satisfactory
		Objective 14	7%	5	4	4	4.333	0.303	Very Satisfactory
Plus Factor	2%	Objective 15	2%	3	5	4	4.000	0.080	Very Satisfactory
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives				Final Rating		4.478	
						Adjectival Rating		Very Satisfactory	

JESSA MAE V. FLORES
Ratee

MA. TONI ROSE C. ARTIGA
Rater

FRAD DABI D. FERNANDEZ
Approving Authority

PART IV: DEVELOPMENT PLANS

NOTE:

This sheet shall be accomplished during: i) Phase I: Performance Planning and Commitment, based on the results of e-SAT; and ii) Phase II: Performance Monitoring and Coaching, based on the agreements on the Performance Monitoring and Coaching Form and Mid-year Review Form; and iii) Phase IV: Performance Rewarding and Development Planning, based on the actual results of IPCRF.

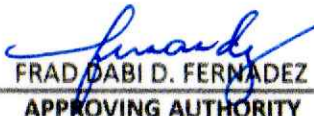
Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)			
		Learning Objectives	Intervention		
A. Functional Competencies					
Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	Acquire knowledge on applying a range of teaching strategies to develop critical and creative thinking as well as higher-order thinking skills.	Use open-ended questions that encourage students to analyze, evaluate, and create. Foster curiosity by encouraging the pupils to ask questions, investigate and seek answers independently.	August 2023-May 2024	Attending training, seminars/webinars. Technical Assistance from MT'S/School/Educational Leaders/Online Learning Platforms
Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning (PPST 1.6.2)	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups (PPST 3.5.2)	Identify and apply culturally appropriate teaching strategies to effectively engaged and support learners from indigenous groups.	Create a Safe and Inclusive Space. That the classroom is a safe space where indigenous pupils feel valued and respected. Address any incidents of discrimination or cultural insensitivity promptly.	August 2023-May 2024	Attending training, seminars/webinars. Technical Assistance from MT'S/School/Educational Leaders/Online Learning Platforms
Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures (PPST 2.1.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Develop and articulate clear, achievable learning outcomes that are aligned with specific learning competencies.	Align learning outcomes with specific competencies. Map each outcome to relevant competencies to ensure that they address all required skills and knowledge areas.	August 2023-May 2024	Attending training, seminars/webinars. Technical Assistance from MT'S/School/Educational Leaders/Online Learning Platforms

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
<p>Maintained learning environments that promote fairness, respect and care to encourage learning (PPST 2.2.2)</p> <p>Established a learner- centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds (PPST 3.2.2)</p> <p>Used strategies for providing timely, accurate and constructive feedback to improve learner performance (PPST 5.3.2)</p>	<p>Participated in professional networks to share knowledge and to enhance practice (PPST 7.3.2)</p> <p>Performed various related works/activities that contribute to the teaching learning process (PPST 15)</p>				
B. Core Behavioral Competencies					
<p>Self-Management</p> <p>Professionalism and Ethics</p> <p>Results Focus</p> <p>Teamwork</p> <p>Service Orientation</p>	<p>Innovation</p> <p>Self-Management</p> <p>Professionalism and Ethics</p> <p>Results Focus</p> <p>Teamwork</p> <p>Service Orientation</p>	<p>Apply innovative thinking to develop original solutions to a given problem .</p>			

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


JESSA MAE V. FLORES
RATER


MA. TON ROSE C. ARTIGA
RATER


FRAD DABI D. FERNANDEZ
APPROVING AUTHORITY

