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

Rating Period: SY 2020-2021	Bureau/Center/Service/Division: PILAR NATIONAL HIGH SCHOOL - Cebu Pro	Position: Teacher I	Name of Employee: PATILLA, GIDEON LOUIE C.
021	TIONAL HIGH SCHOOL - Cebu Pro		GIDEON LOUIE C.
	Date of Review:	Position:	Name of Rater:
	August 7,	Master Tea	BORINAGA, LL

PART III. SUMMARY OF RATINGS FOR DISCUSSION

Outstanding	0	Adjectival Rating		s and Obje	Accomplishments of Areas and Objectives	Accomplish	RESULTS	RES
4.560		Final Rating	othivee	and Ohio	of VDA		FINAL PERFORMANCE	FINAL PER
Outstanding	0.600	5.000	ഗ	5	12%	Objective 12	12%	Plus Factor
Satisfactory	0.240	3.000	ω	ω	8%	Objective 11		
Satisfactory	0.240	3.000	ω	ω	8%	Objective 10	24%	KRA 4
Outstanding	0.400	5.000	5	5	8%	Objective 9		
Outstanding	0.400	5.000		5	8%	Objective 8		25
Outstanding	0.400	5.000		55	8%	Objective 7	16%	KDA 3
Very Satisfactory	0.280	2 3.500		5	8%	Objective 6		
Outstanding	0.400	5.000		5	8%	Objective 5	24%	KRA 2
Outstanding	0.400	5.000		51	8%	Objective 4		
Outstanding	0.400	5.000		51	8%	Objective 3		
Outstanding	0.400	5.000		5	8%	Objective 2	24%	KRA 1
Outstanding	0.400	5.000		5	8%	Objective 1		the state of the s
Rating		T Ave	E	۵	Objective	onjour too	and Burn box	
Adjectival	Score	atings	Numerical Ratin		Weight per	Ohiectives	Weight per KRA	KRA

ATILLA GOEON LOUIE C.

BORNAGA, LUSILO G

-ERNANDEZ AMEFEL :

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

Name of Employee:	PATILLA, GIDEON LOUIE C.	Name of Rater:	BORINAGA, LUCILO G.
Position:	Teacher I	Position:	Master Teacher I
Bureau/Center/Service/Division:	PILAR NATIONAL HIGH SCHOOL - Cebu Province	Date of Review:	August 7, 2022
Rating Period:	SY 2020-2021		

	MFOs		Basic Education Services									
	KRAs		1. Content Knowledge and Pedagogy		The second second second						2. Diversity of Learners & Assessment and Reporting	
	Objectives		Applied knowledge of content within and across curriculum baching areas.		2 Engired the	2. Ensured the positive use of ICT to facilitate the teaching and learning process		3. Applied a range of teaching strategies to develop critical and	well as other higher order thinking skills.		4. Established a learner centered culture by using teaching strategies that respond to their linguistic, cultural,	socioeconomic and religious
	Timeline		SY 2020- 2021		-UCUCAS	SY 2020- 2021		SY 2020- 2021			SY 2020- 2021	
	Weight	per KRA	24.00%							-	24.00%	
i con		OF I	Quality	Efficiency Timeliness	Onality	Quality	Efficiency Timeliness	Quality	Efficiency	Efficiency Timeliness	Quality	Efficiency
OBE FILLED OUT DURING PLANNING	Outstanding	ח	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets/interobserver agreement forms		Ensured that the ICT used	Ensured that the ICT used redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material		Applied teaching strategies that challenge learners to draw conclusions and justify their thinking or put parts together to promote parts together to promote deeper unferstanding of	deas learned as shown in the submitted learning material		Ulizzed effective teaching strategies that are appropriate in responding to learnest inguistic, cultural, soodseconomic, or religious backgrounds at an individual level* as shown in the submitted barning malerial	
ANNING	Perfor Very Satisfactory	4	Dermonstrated Level 6 in Objective 1 as shown in COT rating sheets/interobserver agreement forms		Ensured that the ICT used	Ensured that the ICT used Ensured that the ICT use augment and enrich learning modify processes and improve saming experiences and are improve saming experiences and are documented properly and and are documented consistently using any properly and consistent using any referencing style as shown in the submitted learning material.		Applied teaching strategies that require learners to make connections using ideas learned as shown in the submitted learning maleral			Utized effective teaching Utized an effective teach strategy that is appropriate or appropriate in responding to in respondin	
	Performance Indicators tory Satisfactory	a .	Demonstrated Level 5 in Objective 1 as shown in COT railing sheets/interobserver agreement forms		Ensured that the ICT used	Ensured that the ICT used gmodify processes and improve learning experiences and are documented property and consistently using any referencing style as shown in the submitted learning material		Applied teaching strategies that require learners to describe and explain ideas learned as shown in the submitted learning material			Ultized an effective teaching strategy that is appropriate in responding to learners' inquistic, cultural, sonceconomic, or resignus backgrounds as shown in the submitted learning material	
	Unsatisfactory	,	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets/interobserver agreement forms		Ensured that ICT are used	Ensured that ICT are used but do not create a new stearing experience and/or are documented but not consistent with one referencing style as shown in the submitted learning material		Applied teaching strategies that lead learners along a single path of inquiry and/or to simple recall and rote memorization of concepts as shown in the submitted	learning material		strategy that is appropriate or strategies that partially a responding to earners reputsic, outural, socoeconomic, or religious backgrounds as shown in the stown in the stomatical submitted baning material	
	Poor		Demonstrated Level 3 in Objective 1 as shown in COT rating sheets/interobserver agreement forms or No acceptable evidence was shown		No acceptable evidence was	No acceptable evidence was shown		No acceptable evidence was shown			No acceptable evidence was furneed effective teaching shown strategies that are appropriate in responding learners' inguistic, cultural scooeconomic, or religious badgirounds at an inductive level" as shown in the submitted learning material.	
TO BE FILLED OUT DURING EVALUATION	Actual Results		Demonstrated Level 7 n Objective 1 as shown in COT rating sheets/interobserver agreement forms		Ensured that the ICT used	Ensured that the ICT used redefine and transform learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material		Applied teaching strategies that chaleingle learners to draw conclusions and justify their thinking or put parts together to promote deeper understanding of ideas.	learned as shown in the submitted learning material		uraced energies that are appropriate in responding to learners' inquistic, cultural, scooeconomic, or religious badagrounds at an includual level" as shown in the submitted learning malestal	
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UNGEVA	Rating	-										
UAIRON		Ave	5.000	i siya		5.000		5000			5.000	
	Score		0.400		1	0.400					5.000 0 400	

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A, GIDEON LOUIE C.

Poor	below 1.499
Unsatisfactory	1.500 - 2.499
Satisfactory	2.500 - 3.499
Very Satisfactory	3.500 - 4.499
Outstanding	4.500 - 5.000
ADJECTIVAL RATING	RANGE
RATING EQUIVALENCES	ADJECTIVAL RAT

	MFOS												
	KRAS								5. Plus Factor			and the state of the same	
	Objectives		10 Participated in professional networks to share knowledge and to enhance practice			11. Developed a personal improvement plan based on reflection of one's practice	and ongoing professional learning		12. Performed various related	contribute to the	process	Annual Marian	
	Timeline		SY2020- 2021			SY 2020- 2021			SY 2020- 2021				
Walter	per KRA								12.00%				
	8		Quality	Efficiency	Cepillolli	Quality	Efficiency	Timeliness	Quality			Efficiency	Timeliness
	Outstanding	5	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	Submitted 4 different kinds of acceptable MOV***		Updated the Development Plan and approved by the rater duming Phase II of the RPMS cycle	Submitted the IPCRF-DP with any 4 of the acceptable Supporting MOV*		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	Submitted any 4 of the acceptable MOV	
Perfor	Very Satisfactory	4	Participated in any professional network that requires output and of implementation ** share knowledge enhance practice as evidenced by the submitted MOV	Submitted 3 different kinds of acceptable MOV***		Discussed progress on the Development Plan with the rater to check whether Development Needs were addressed	amy 3 of the acceptable Supporting MOV"		Performed at least 1 related work/adixity that contributed to the teaching-learning	process within the school/ Community Learning	Center (CLC) as evidenced by submitted MOV	Submitted any 3 of the acceptable MOV	
Performance Indicators	Satisfactory	3	Participated in any professional network activity that requires output to shee knowledge and to enhance practice as evidenced by the submitted MOV	Submitted 2 different kinds of acceptable MOV***		Accomplished the Development Plan from learning objectives up to resources needed to address Development Needs during Phase I of the RPMS cycle			Performed at least 1 related work/activity that contributed to the teaching-learning	process within the learning area/ department as	evidenced by submitted MOV	Submitted any 2 of the acceptable MOV	
	Unsatisfactory	2	Participated in any professional network activity that does not require output to share knowledge and to enhance practice as evidenced by the submitted MOV	Submitted 1 of the acceptable MOV		Accomplished the No acc Strengths and Development shown Needs portion of the Development Pan after self. assessment at the beginning of the school year	Submitted the IPCRF-DP with any 1 of the acceptable Supporting MDV		Performed at least 1 related work/adixity that contributed to the teaching-learning	process within the class as evidenced by submitted MOV	The state of the state of	Submitted any 1 of the acceptable MOV	
	Poor	-	No acceptable exclence was shown	No acceptable evidence was shown		No acceptable evidence was t shown	No acceptable evidence was shown		No acceptable evidence was shown			No acceptable evidence was	
	Actual Results		Participated in any professional network activity in all requires output to share knowledge and to enhance practice as exclanded by the submitted MOV	Submitted 2 different kinds of acceptable MOV***		Accomplehed the Development Plan from learning objectives up to resources needed to address Development Needs during Phase I of the RPMS optie	Submitted the IPCRF-DP with any 2 of the acceptable Supporting MOV*		Performed at least 1 related work/adulty that contributed to the teaching-learning	process beyond the school/ Community Learning Center	(CLC) as evidenced by submitted MOV	Submitted any 4 of the	
		•	ω			ω				_	U		
	Rating		ω			ω				1	U		
		Awa				3,000 0.240		I held	7	3	non nonc		11
	Score		0 240	1		0.240					0.000		

## PART II: COMPETENCIES

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

CORE BEHAVIORAL COMPETENCIES			
Self-Management		Teamwork	
<ol> <li>Sets personal goals and directions, needs and development.</li> </ol>		<ol> <li>Willingly does his/her share of responsibility.</li> </ol>	
<ol><li>Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.</li></ol>	s	2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	
<ol><li>Displays emotional maturity and enthusiasm for and is challenged by higher goals.</li></ol>	U	<ol><li>Applies negotiation principles in arriving at win-win agreements.</li></ol>	4
<ol><li>Prioritizes work tasks and schedules (through Gantt chants, checklists, etc.) to achieve goals.</li></ol>		4. Drives consensus and team ownership of decisions.	
5. Sets high quality, challenging, realistic goals for self and others.		<ol><li>Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.</li></ol>	
Professionalism and Ethics	The state of the s	Service Orientation	
<ol> <li>Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).</li> </ol>		1. Can explain and articulate organizational directions, issues and problems.	
<ol><li>Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.</li></ol>	•	2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	•
<ol><li>Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.</li></ol>	4	3. Initiates activities that promote advocacy for men and women empowerment.	4
<ol><li>Makes personal sacrifices to meet the organization's needs.</li></ol>		4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	
<ol><li>Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.</li></ol>		<ol><li>Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.</li></ol>	
Results Focus  1. Achieves results with optimal use of time and resources most of the time.		Innovation  1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests between the deliberation of problems and suggests.	
<ol><li>Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.</li></ol>		<ol><li>Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.</li></ol>	
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.	ω	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	2
<ol> <li>Expresses a desire to do better and may express flustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.</li> </ol>		<ol><li>Translates creative thinking into tangible changes and solutions that improve the work unit and organization.</li></ol>	
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.		<ol><li>Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.</li></ol>	
Note: The comment is the description of the first the fi			

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)