

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

Name of Employee:	IRENE C. MUTIA	Name of Rater:	AMEFEL S. FERNANDEZ
Position:	Teacher I	Position:	Principal I
Bureau/Center/Service/Division:	PILAR NATIONAL HIGH SCHOOL - Cebu Province	Date of Review:	June 11, 2025
Rating Period:	July 29, 2024 - 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
					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. Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	SY 2024-2025	7.14%	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	0.357
					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 research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	SY 2024-2025	7.14%	Quality	Used research-based knowledge and/or principles of teaching and learning in all the components of instruction in the lesson plan to improve student learning	Used research-based knowledge and/or principles of teaching and learning in two components of instruction in the lesson plan to improve student learning	Used research-based knowledge and/or principles of teaching and learning in one component of instruction in the lesson plan to improve student learning	Use of research-based knowledge and/or principle of teaching and learning is identified but was poorly used as basis for planning / designing the lesson	No acceptable evidence was shown	Used research-based knowledge and/or principles of teaching and learning in all the components of instruction in the lesson plan to improve student learning	5			5.000	0.357
					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. Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)	SY 2024-2025	7.14%	Quality	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	Ensured that the ICT used augment and enrich learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that the ICT used modify processes and improve learning experiences and are documented properly and consistently using any referencing style as shown in the submitted learning material	Ensured that ICT are used but do not create a new learning experience and/or are documented but not consistent with one referencing style as shown in the submitted learning material	No acceptable evidence was shown	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	5	5		5.000	0.357
					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					

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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. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	SY 2024-2025	7.14%	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	0.357
			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. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST 2.4.2)	SY 2024-2025	7.14%	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	0.357
			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 nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)	SY 2024-2025	7.14%	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	0.357
			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. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST 2.5.2)	SY 2024-2025	7.14%	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	0.357
			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. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.3.2)	SY 2024-2025	7.14%	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	0.357	
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					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T	Ave	
						5	4	3	2	1						
		9. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic	SY 2024-2025	7.14%	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	0.357
		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 & Assessment and Reporting	10. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners (PPST 4.2.2)	SY 2024-2025	7.14%	Quality	Evaluated the adapted / contextualized learning program as evidenced by MOV No. 1	Monitored progress of the adapted / contextualized learning program while being implemented as evidenced by MOV No. 2	Completed the implementation of the adapted / contextualized learning program as evidenced by MOV No. 3	Planned for the implementation of the adapted / contextualized existing learning program as evidenced by MOV No. 4	No acceptable evidence was shown	Evaluated the adapted / contextualized learning program as evidenced by MOV No. 1	5			5.000	0.357
	4. Community Linkages and Professional Engagement	11. Maintained learning environments that are responsive to community contexts (PPST 6.1.2)	SY 2024-2025	7.14%	Quality	Collaborated with the community stakeholder in the implementation / completion of a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 1	Planned with the community stakeholders a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 2	Conducted a consultative meeting with the community stakeholders on a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 3	Communicated with the community stakeholders about a program, project, and/or activity that maintains the learning environment responsive to community contexts as evidenced by MOV No. 4	No acceptable evidence was shown	Collaborated with the community stakeholder in the implementation / completion of a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 1	5			5.000	0.357
		12. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST 6.3.2)	SY 2024-2025	7.14%	Quality	Exhibited an improved practice through one's teaching as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV No. 1	Exhibited an improved practice through a teaching material as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV No. 2	Reviewed personal teaching practices using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers in 4 quarters with reflection outputs as evidenced by MOV No. 3	Participated in the review of personal teaching practices using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers in 4 quarters as evidenced by MOV No. 4	No acceptable evidence was shown	Exhibited an improved practice through one's teaching as impact of regularly reviewing one's teaching practice/s using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers as evidenced by MOV No. 1	5			5.000	0.357

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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						
		13. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST 6.4.2)	SY 2024-2025	7.14%	Quality	Sustained engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school-community partnership/s as evidenced by MOV no. 1	Discussed with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV no. 2	Communicated with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV no. 3	Implemented school policies and procedures without communicating and consulting the learners, parents / guardians, and other stakeholders	No acceptable evidence was shown	Sustained engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school-community partnership/s as evidenced by MOV no. 1	5			5.000	0.357
	5. Personal Growth and Professional Development	14. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST 7.2.2)	SY 2024-2025	7.14%	Quality	Exhibited dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with affirmation from different school stakeholders as evidenced by at least two MOV No. 1	Exhibited dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with affirmation from any school stakeholder as evidenced by one MOV No. 1	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by at least two MOV No. 2	Adopted a practice that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by one MOV No. 2	No acceptable evidence was shown	Exhibited dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with affirmation from any school stakeholder as evidenced by one MOV No. 1	4			4.000	0.285
RATING FOR OVERALL ACCOMPLISHMENTS												Outstanding				4.926

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

IRENE C. MUTIA

Ratee

AMEFEL S. FERNANDEZ

Rater

VICTOR A. YBANEZ, DM., ED.D.PHD.CESE

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 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 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 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 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 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 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.	5

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:	IRENE C. MUTIA	Name of Rater:	AMEFEL S. FERNANDEZ
Position:	Teacher I	Position:	Principal I
Bureau/Center/Service/Division:	PILAR NATIONAL HIGH SCHOOL - Cebu Province	Date of Review:	June 11, 2025
Rating Period:	July 29, 2024 - April 15, 2025		

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	36%	Objective 1 - 1.1.2	7.14%	5	5		5.000	0.357	Outstanding
		Objective 2 - 1.2.2	7.14%	5			5.000	0.357	Outstanding
		Objective 3 - 1.3.2	7.14%	5	5		5.000	0.357	Outstanding
		Objective 4 - 1.4.2	7.14%	5	5		5.000	0.357	Outstanding
		Objective 5 - 1.7.2	7.14%	5	5		5.000	0.357	Outstanding
KRA 2	29%	Objective 6 - 2.4.2	7.14%	5	5		5.000	0.357	Outstanding
		Objective 7 - 2.5.2	7.14%	5	5		5.000	0.357	Outstanding
		Objective 8 - 3.3.2	7.14%	5	5		5.000	0.357	Outstanding
		Objective 9 - 3.4.2	7.14%	5	5		5.000	0.357	Outstanding
KRA 3	7%	Objective 10 - 4.3.2	7.14%	5			5.000	0.357	Outstanding
KRA 4	21%	Objective 11 - 6.1.2	7.14%	5			5.000	0.357	Outstanding
		Objective 12 - 6.3.2	7.14%	5			5.000	0.357	Outstanding
		Objective 13 - 6.4.2	7.14%	5			5.000	0.357	Outstanding
KRA 5	7%	Objective 14 - 7.2.2	7.14%	4			4.000	0.285	Very Satisfactory
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives				Final Rating		4.926	
						Adjectival Rating		Outstanding	

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Approving Authority

PART IV: DEVELOPMENT PLANS

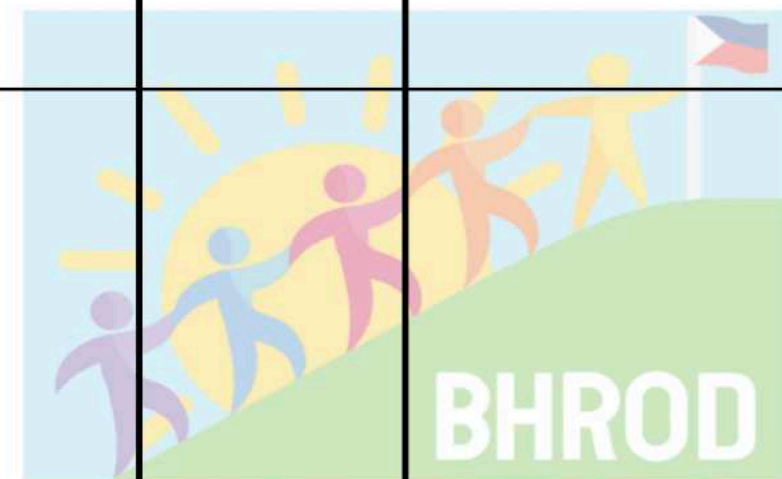
NOTE:

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 (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
A. Functional Competencies					
Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST 7.2.2)	To be able to design and implement differentiated learning programs that are responsive to the diverse needs of all learners	Conduct a focused training workshop that equips teachers with practical strategies to design and implement differentiated learning programs responsive to diverse learner needs, aligned with PPST Strand 4.3.2.	Whole year round	*Internet connection * Experienced teachers (Master Teachers) * Webinars
Used research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Design and foster classroom settings that reflect and support the values, needs, and experiences of the local community to enhance student engagement and learning.	Organize a community-based classroom enhancement project where teachers collaborate with parents and local leaders to redesign learning spaces and lesson content that reflect local culture, values, and learner needs.	Whole year round	*Community profile tools *Instructional materials *Classroom supplies *Technology *Collaboration tools *Professional support *Reflection tools

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)	Used research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	Apply school policies and procedures effectively and consistently to build positive and respectful relationships with students, parents, and the wider school community.	Conduct a school-wide orientation and regular refresher sessions for teachers on policy implementation, paired with role-playing activities and stakeholder engagement strategies to strengthen consistent application and build positive relationships within the school community.	Whole year round	*School policy handbook or printed guidelines *Presentation materials (slides, posters, handouts) Venue and equipment (projector, sound system) *Feedback forms or digital survey tools *Attendance sheets and documentation tools *Support from school heads or policy coordinators
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)				
Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST 1.7.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)				
Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST 1.7.2)				


Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST 2.5.2)	Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)				
Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.3.2)	Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST 2.5.2)				
Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (PPST 3.4.2)	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.3.2)				



Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners (PPST 4.3.2)	Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (PPST 3.4.2)				
B. Core Behavioral Competencies					
Self-Management	Self-Management	Improve one self	Read self help books and informative text	Whole year round	Internet, books and reading materials
Professionalism and Ethics	Professionalism and Ethics	Reflect about how I act if it still follows professionalism	Read code of ethics	Whole year round	Internet, books and reading materials
Results Focus	Results Focus	Be more goal and result oriented	Work more efficiently and effectively at all times	Whole year round	To-do-list, organizer,
Teamwork	Teamwork				
Service Orientation	Service Orientation				
Innovation	Innovation				


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