

# Republic of the Philippines

Department of Education

## Region IV-A CALABARZON

## DIVISION OF ANTIPOLLO CITY

## **INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)**

Name of Employee:

Position: **Master Teacher**

Review Period: May 2015-April 2016

Bureau/Center/Service/ Division : DEPARTMENT OF EDUCATION/ DIVISION OF ANTIPOLO CITY/SCHOOL

Name of Rater:

## Position:

Date of Review:

To be filled in during planning						To be filled in during evaluation					
MFOs	KRAs	OBJECTIVES	TIMELI NE	WEIG HT PER KRA	PERFORMANCE INDICATOR (Quality, Efficiency, Timeliness)	ACTUAL RESULTS	RATING				SCORE
							Q	E	T	Ave	
Basic Educatio n Services	<b>1.Instruc -tional Compe- tence</b>  <b>40%</b>	1.Handled teaching loads  									

	<b>2.Instruc- tional Super- vision</b>	students' performance at the end of the year	March 2016	15%	5- Attained 90-100% of students' performance at the end of the year in terms of MPS. 4-Attained 80-89% of students' performance at the end of the year in terms of MPS. 3- Attained 75-79% of students' performance at the end of the year in terms of MPS. 2-Attained 51-74% of students' performance at the end of the year in terms of MPS. 1-Attained 50% and below of student's performance at the end of the year in terms of MPS.						
		3. Increased NAT performance of the school	April 2016	10%	5- Increased by 8-10% 4-Increased by 6-7% 3-Increased by 4-5% 2-Increased by 2-3% 1-Increased by 0-1%						
		1.Provided TAs to teachers	June 2015 to March	15%	5-Provided TAs to 50% of teachers 4- Provided TAs to 40% of teachers						

	40%	2.Evaluated teacher-made tests and interpreted results	2016		3- Provided TAs to 30% of teachers 2- Provided TAs to 20% of teachers 1- Provided TAs to 50% of teachers						
		3.Evaluated teachers' midyear and yearend performances	June 2015 to March 2016	15%	5- Evaluated 100% of teacher-made tests with interpretations of results and made an Intervention Plan and executed. 4-- Evaluated 91-99% of teacher-made tests with interpretations of results and made Intervention Plan 3- - Evaluated 75-90% of teacher-made tests with interpretations of results 2-- Evaluated 51-74% of teacher-made tests with interpretations of results 1-- Evaluated 50% and below of teacher-made tests with no interpretations of results						
			October 2015 and	10%	5-Evaluated 100% of teachers' performance using RPMS and submitted to the Division Office						

		1. Conducted an action research related to school or classroom problems	April		4-Evaluated 100% of teachers' performance using RPMS and submitted all RPMS forms to the District Office 3- Evaluated 100% of teachers' performance using RPMS and prepared all RPMS forms 2- Evaluated 100% of teachers' performance using RPMS 1- Evaluated less than 100% of teachers' performance using RPMS						
	<b>3.Professional Growth and Development</b>  <b>15%</b>	2. Served as trainer/resource speaker/facilitator/demonstration teacher in 3 school trainings	June 2015 to March 2016	6%	5- Action research conducted utilized, and submitted before the due date without revision 4-Action research conducted and utilized before the due date 3- Action research conducted and utilized on due date 2-Action research conducted but not utilized 1-Submitted action research proposal						
		3. Attended seminars, trainings (Division, Regional, National) within the year	May 2015 to April 2016	6%	5- Served as trainer in 5 or more trainings 4- Served as trainer in 4 trainings 3- Served in 3 trainings 2- Served in 2 trainings 1 –Served in 1 training						

	Plus Factor  5%		June 2015 to March 2016	3%	5- Attended 5 trainings 4-Attended 4 trainings 3-Attended 3 trainings 2-Attended 2 training 1-Attended 1 training						
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OVERALL

RATING FOR  
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Rater

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## TEMPLATE INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM FOR TEACHERS

Name of Teacher:

Position:

Review Period:

Bureau/Center/Service/Division:

Name of Rater:

Position:

Date of Review:

MFOs	KRAs	OBJECTIVES	TIMELINE	WEIGHT per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	Actual Results	Rating	Score
	Teaching-Learning Process (40%)	Prepared and executed daily logs/lesson plans of activities including appropriate, adequate and updated instructional materials	June- March	30%	5 – Prepared and executed more than 180 daily logs of activities including appropriate, adequate and updated instructional materials adopted in the school level 4 – Prepared and executed more than 180 daily logs of activities including appropriate, adequate and updated instructional materials adopted in the department 3 – Prepared and executed 171 -180 daily logs of activities including appropriate, adequate and updated instructional materials 2 – Prepared and executed 161– 170 daily logs of activities including appropriate, adequate and updated instructional materials 1 – Prepared and executed 151 – 160 daily logs of activities including appropriate, adequate and updated instructional materials			

		<p>Monitored learners' attendance during the class handled throughout the current school year</p>		5%	<p>5 – Utilized submitted complete and accurate report on learners' attendance in crafting an intervention plan  4 – Prepared an evaluative report on the learners' attendance  3 – Submitted prepared complete, updated and accurate report on learners' attendance readily available for reference use  2 – Prepared documents reflecting complete and accurate data on learners' attendance  1 - Gathered data on learners' attendance on a daily basis</p>			
		<p>Integrated school/DepEd policies instruction  Ex.</p> <ul style="list-style-type: none"> <li>• ECARP</li> <li>• Child Friendly School System</li> <li>• Readathon</li> <li>• GAD/VAWC</li> <li>• Anti-bullying</li> <li>• Project SHINE</li> <li>• Waste Segregation</li> </ul>		5%	<p>5 – Integrated 5 or more DepEd policies in each quarter as reflected on the school records such as dll/lesson plan or classroom activities  4 – Integrated 4 DepEd policies in each quarter period as reflected on the school records such as dll/ lesson plan or classroom activities  3 – Integrated 3 DepEd policies in each quarter period as reflected on the school records such as dll/lesson plan or classroom activities  2 – Integrated 2 DepEd policies in each quarter period as reflected on the school records such as dll/lesson plan or classroom activities  1 – Integrated one DepEd policy in one quarter period, reflected on the</p>			

					school records such as dll/ lesson plan or classroom activities			
	Pupil/Student Outcomes (30%)	<p>Monitored, evaluated and maintained students' progress</p> <p>Attained the desired learning competencies</p> <p>Conducted remediation/enrichment programs to improve academic performance</p>	June-March	<p>10%</p> <p>10%</p> <p>10%</p>	<p>5 – Implemented the intervention plan crafted based on the students' progress report</p> <p>4 – Used report submitted to create an intervention plan</p> <p>3 – Submitted accurate and complete students' progress report on time</p> <p>2 – Submitted complete and accurate students' progress report later than the deadline set</p> <p>1 – Submitted complete and accurate students' progress report way behind of the scheduled deadline</p> <p>5 – achieved 91-100% of the target</p> <p>4 – achieved 81-90% of the target</p> <p>3 – achieved 71-80% of the target</p> <p>2 – achieved 61-70% of the target</p> <p>1 – achieved 51-60 % of the target</p> <p>5 – used the remediation/ enrichment program as basis/benchmark for plan of action resulting to an increase of 10% to the school targeted MPS</p> <p>4 – used the remediation/ enrichment program as basis/benchmark for plan of action resulting to an increase of 5% to the subject/year level targeted MPS</p> <p>3- conducted remediation/</p>			



					enrichment program which contributed to the students' academic performance in the class 2 – prepared a proposal for remediation/enrichment program 1 – conceptualized a remediation/enrichment program			
	Professional Growth and Development (15%)	Conducted action research  <						



		Used community as a learning resource		3%	1 – submitted a proposal involving external funding that would benefit the school  5 – established a partnership with community as a long term learning resource 4 – used community as a learning resource during instruction at least thrice in each quarter 3 – used community as a learning resource during instruction at least twice in each quarter 2 – used community as a learning resource during instruction at least once in each quarter 1 – used community as a learning resource as reflected in school documents like dll/lesson plan or enrichment activities			
	Plus Factor			5 %				