

PILLAR

Development Planning

**SAMPLE ACCOMPLISHED
INDIVIDUAL DEVELOPMENT
PLANS (IDPs)**

PART III. SUMMARY OF RATINGS FOR DISCUSSIONS

Final Performance Results: Adjectival Rating: **Outstanding**
 Accomplishments of KRAs and Objectives: RATING: **4.53**
Rater-Ratee Agreement

The signatures below confirm that the employee and his/ her superior have agreed on content of this appraisal form and the performance rating.

NAME OF EMPLOYEE: JAMES R. AMMASI NAME OF SUPERIOR: ARNEL S. BARDIOLA
 Signature:  Signature: 
 Date: _____ Date: 11-16-2013

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
A. Functional Competencies Proper and timely utilization of school resources Instructional supervision through classroom observation Enhanced and upgraded teaching competencies of teachers	Improve the reading level of the identified slow readers Improve the instructional competence of the teachers	-Conduct of regular reading program -Intensive remedial reading -Provision of technical assistance to teachers for the improvement of teaching-learning outcomes. -Close monitoring and supervision of classes.	Year-round Year-round	Reading Materials School Supplies MOOE Fund School Fund
B. Core Behavioral Competencies Professionalism and Ethics, Teamwork	Self-image particularly on sets high quality, challenging realistic goals for self and others.	-Attend trainings, seminars, workshops -Coaching and mentoring	Year-round	MOOE Fund School Fund

Rater:  Rater: 
 Assistant Schools Division Superintendent
 Approving Authority: **JOANN A. CORPUZ, EdD, CESO V**
 Schools Division Superintendent

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		
A. Functional Competencies					
Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)	To develop a plan for addressing learners' gender, needs, abilities, interests and experiences through varied, developmentally appropriate learning experiences.	To participate in seminars, survey learners using appropriate assessment tool, considering their gender, needs, skills, interests, and experiences. The result will serve as the basis for an intervention program to create relevant learning experiences.	Year-round	Assessment result, action plan, lesson plan highlighting differentiated learning activities
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	To incorporate innovative teaching strategies in teaching the most essential learning competencies to develop critical, creative and higher order thinking skills among learners.	To participate in seminars, use what you have learned, and create activities and performance tasks involving collaboration, creativity, and problem-solving techniques to help learners build higher-order, critical and creative thinking abilities.	Year-round	Use of ICT, Resource Speaker/ Person, Lesson plan highlighting teaching strategies used
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)	To develop wide range of teaching strategies that reconcile with the curriculum requirements and varied teaching contexts.	To participate in seminars, SLAC, Focu Group discussions	Year-round	Use of ICT, Resource Speaker/ Person, Lesson plan highlighting teaching strategies used

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention) Learning Objectives	Intervention		
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)	Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)				
Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)				
Set professional development goals based on the Philippine Professional Standards for Teachers (PPST 7.5.2)					
Performed various related works/activities that contribute to the teaching learning process					
B. Core Behavioral Competencies					
Professionalism and Ethics	Innovation	To work constructively and collaboratively with others and across organizations to accomplish the organization's goals and objectives.	To attend seminars on professional development, technical assistance from school head and colleagues, build a collaborative working environment	Year-round	Use of ICT, Resource Speaker/ Person, Technical Assistance
Teamwork	Self-Management	To craft feedback mechanism to improve development needs	To apply knowledge gained from seminars, INSET, LAC sessions and Focus group discussions	Year-round	Use of ICT, Resource Speaker/Person

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Service Orientation	Results Focus	To work constructively and collaboratively with others and across organizations to accomplish the organization's goals and objectives.	To apply knowledge gained from seminars, INSET, LAC sessions and Focus group discussions	Year-round	Use of ICT, Resource Speaker/ Person

P. Matias
 PRESCILA F. MATIAS
 RATEE

T. Ramoran
 TERESA P. RAMORAN
 RATER

H. M. Aplacador
 FRITZIE HAZEL M. APLACADOR
 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		
A. Functional Competencies					
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	To actively engage in various relevant tasks that support the teaching learning process	*To take an active role in webinars, LAC sessions, writing workshops, competition, and seminars that are linked to the subject being taught and other works in the field.	Year Round	Use ICT, Lecture notes/handouts or files, Resource person, Financial
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)	Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)	To participate in the professional networks to share knowledge and enhance practice.	Attend SLAC sessions and seminars and workshops related to professional networking. *Benchmarking	Year Round	Colleagues, Head Teacher
Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)	Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)	To monitored and evaluate learners progress and achievement using learner attainment data the professional networks to share knowledge and enhance practice.	*To take an active role in webinars, LAC sessions, writing workshops, competition, and seminars that are linked to the subject being taught and other works in the field.	Year Round	Colleagues, Head Teacher

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention) Learning Objectives	Intervention		
Communicated promptly and clearly the earners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)	To actively engage in various relevant tasks that support the teaching learning process	*To take an active role in webinars, LAC sessions, writing workshops, competition, and seminars that are linked to the subject being taught and other works in the field.	Year Round	Use ICT, Lecture notes/handouts or files, Resource person, Financial
Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)		To actively engage in various relevant tasks that support the teaching learning process	*To take an active role in webinars, LAC sessions, writing workshops, competition, and seminars that are linked to the subject being taught and other works in the field.	Year Round	Use ICT, Lecture notes/handouts or files, Resource person, Financial
Set professional development goals based on the Philippine Professional Standards for Teachers (PPST 7.5.2)		To actively engage in various relevant tasks that support the teaching learning process	*To take an active role in webinars, LAC sessions, writing workshops, competition, and seminars that are linked to the subject being taught and other works in the field.	Year Round	Use ICT, Lecture notes/handouts or files, Resource person, Financial
Performed various related works/activities that contribute to the teaching learning process					

B. Core Behavioral Competencies

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)	Learning Objectives		
Self-Management	Results Focus	Attend seminars and workshop to develop professional growth and development	To express 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.	Year Round	Colleagues, Head Teacher
Professionalism and Ethics	Service Orientation	Attend seminars and workshop to develop professional growth and development	To express 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.	Year Round	Colleagues, Head Teacher
Teamwork	Innovation	Attend seminars and workshop to develop professional growth and development	To express 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.	Year Round	Colleagues, Head Teacher

[Signature]
CHERIE L. NATIVIDAD
 RATEE

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TERESA P. RAMORAN
 RATER

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FRITZIE HAZEL M. APLACADOR
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PART IV: DEVELOPMENT PLANS

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Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention) Learning Objectives	Intervention		
<p>A. Functional Competencies</p> <p>Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)</p> <p>Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)</p> <p>Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)</p>	<p>Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)</p> <p>Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)</p> <p>Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)</p>	<p>To develop a wide range of teaching strategies that reconcile within and across the curriculum teaching areas</p> <p>Used a range of teaching strategies that enhance learner achievement literacy and numeracy skills</p> <p>To incorporate innovative teaching strategies in teaching the most essential learning competencies to develop critical, creative and higher order thinking skills among learners</p>	<p>To participate in trainings/seminars, LAC sessions and Focus group discussions</p> <p>To attend and participate in INSETs and LAC session</p> <p>To participate in trainings/seminars, LAC sessions and Focus group discussions and create activities involving collaboration, creativity and problem-solving techniques to help learners build higher order thinking skills</p>	<p>Year-round</p> <p>Year round</p> <p>Year round</p>	<p>Use of ICT, Resource Speaker, Lesson plan highlighting teaching strategies used</p> <p>Human Resource, Use of ICT</p> <p>Human Resource, Use of ICT</p>

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
<p>Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)</p> <p>Performed various related works/activities that contribute to the teaching learning process</p>	<p>Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)</p> <p>Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)</p> <p>Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)</p> <p>Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)</p> <p>Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)</p>				

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention) Learning Objectives	Intervention		
	Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)				
B. Core Behavioral Competencies					
Self-Management	Innovation	To craft feedback mechanisms to improve development needs	To work constructively and collaboratively with others and seek technical assistance from colleagues	Year-round	Use of ICT, Human Resource, Colleagues
Teamwork	Professionalism and Ethics	To work constructively and collaboratively with others and across organizations goals and objectives	To apply knowledge gained from seminars, INSET, LAC sessions and FGD	Year-round	Use of ICT, Human Resource, Colleagues
Professionalism and Ethics	Results Focus	To craft feedback mechanisms to improve development needs	To work constructively and collaboratively with others and across organizations goals and objectives	Year-round	Use of ICT, Human Resource, Colleagues
Results Focus	Service Orientation				

SHIRLEY A. RAMOS
RATEE

TERESA P. RAMORAN
RATER

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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)	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)	To improve in planning and managing developmentally sequenced teaching to meet the learning process to meet the curriculum requirements.	Attending seminars, LAC sessions and focus group discussions	Year round	Human resources, trainers, co teachers, time and money
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)	To improve teaching and learning practice through the use of learner and teachers feedback	Attending seminars, LAC sessions and focus group international trainings	Year round	Human resources, trainers, co teachers, time and money
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)	To select develop organized and use appropriate teaching and learning resources, including ICT, to address learning goals	Attending seminars, LAC sessions and focus group international trainings	Year round	Human resources, trainers, co teachers, time and money
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)				

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)	Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)				
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)					
Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)					
Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)					
Performed various related works/activities that contribute to the teaching learning process					
B. Core Behavioral Competencies					
Self-Management	Self-Management	To accomplish organization goal	Be mentored by curriculum chairpersons coordinators and teachers	Year round	Human resources, trainers, co teachers, time and money
Professionalism and Ethics	Professionalism and Ethics	To promote good relationship to colleagues	Attend Dep Ed sponsored seminar	Year round	Human resources, trainers, co teachers, time and money

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Time line	Resources Needed
		Learning Objectives	Intervention		
Results Focus	Results Focus	To provide solutions to the needs of the learners	Conduct action research regarding school and learners problem and addressing them with proper interventions	Year round	Human resources, trainers, co teachers, time and money
Teamwork	Teamwork				
Service Orientation	Service Orientation				
Innovation	Innovation				

JEFFREY P. VALLENTE
RATER

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PART IV: DEVELOPMENT PLANS

NOTE:

This document was developed in alignment with the Florida Department of Education's (FLDOE) *Florida Standards for Professional Practice* (2015) and the *Florida Standards for Mathematics* (2013). It is intended to be used as a tool for self-reflection and professional growth. The document is not intended to be used as a tool for evaluation or as a tool for determining a teacher's effectiveness.

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)	Intervention		
A. Functional Competencies					
Managed classroom structure to engage learners individually and in groups in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (FPST 5.1.2)	To develop a plan or assessment strategies consistent with curriculum requirements	To participate in training sessions B.5.0.1, 5.0.2, 5.0.3, 5.0.4, 5.0.5, 5.0.6, 5.0.7, 5.0.8, 5.0.9, 5.0.10, 5.0.11, 5.0.12, 5.0.13, 5.0.14, 5.0.15, 5.0.16, 5.0.17, 5.0.18, 5.0.19, 5.0.20, 5.0.21, 5.0.22, 5.0.23, 5.0.24, 5.0.25, 5.0.26, 5.0.27, 5.0.28, 5.0.29, 5.0.30, 5.0.31, 5.0.32, 5.0.33, 5.0.34, 5.0.35, 5.0.36, 5.0.37, 5.0.38, 5.0.39, 5.0.40, 5.0.41, 5.0.42, 5.0.43, 5.0.44, 5.0.45, 5.0.46, 5.0.47, 5.0.48, 5.0.49, 5.0.50, 5.0.51, 5.0.52, 5.0.53, 5.0.54, 5.0.55, 5.0.56, 5.0.57, 5.0.58, 5.0.59, 5.0.60, 5.0.61, 5.0.62, 5.0.63, 5.0.64, 5.0.65, 5.0.66, 5.0.67, 5.0.68, 5.0.69, 5.0.70, 5.0.71, 5.0.72, 5.0.73, 5.0.74, 5.0.75, 5.0.76, 5.0.77, 5.0.78, 5.0.79, 5.0.80, 5.0.81, 5.0.82, 5.0.83, 5.0.84, 5.0.85, 5.0.86, 5.0.87, 5.0.88, 5.0.89, 5.0.90, 5.0.91, 5.0.92, 5.0.93, 5.0.94, 5.0.95, 5.0.96, 5.0.97, 5.0.98, 5.0.99, 5.0.100, 5.0.101, 5.0.102, 5.0.103, 5.0.104, 5.0.105, 5.0.106, 5.0.107, 5.0.108, 5.0.109, 5.0.110, 5.0.111, 5.0.112, 5.0.113, 5.0.114, 5.0.115, 5.0.116, 5.0.117, 5.0.118, 5.0.119, 5.0.120, 5.0.121, 5.0.122, 5.0.123, 5.0.124, 5.0.125, 5.0.126, 5.0.127, 5.0.128, 5.0.129, 5.0.130, 5.0.131, 5.0.132, 5.0.133, 5.0.134, 5.0.135, 5.0.136, 5.0.137, 5.0.138, 5.0.139, 5.0.140, 5.0.141, 5.0.142, 5.0.143, 5.0.144, 5.0.145, 5.0.146, 5.0.147, 5.0.148, 5.0.149, 5.0.150, 5.0.151, 5.0.152, 5.0.153, 5.0.154, 5.0.155, 5.0.156, 5.0.157, 5.0.158, 5.0.159, 5.0.160, 5.0.161, 5.0.162, 5.0.163, 5.0.164, 5.0.165, 5.0.166, 5.0.167, 5.0.168, 5.0.169, 5.0.170, 5.0.171, 5.0.172, 5.0.173, 5.0.174, 5.0.175, 5.0.176, 5.0.177, 5.0.178, 5.0.179, 5.0.180, 5.0.181, 5.0.182, 5.0.183, 5.0.184, 5.0.185, 5.0.186, 5.0.187, 5.0.188, 5.0.189, 5.0.190, 5.0.191, 5.0.192, 5.0.193, 5.0.194, 5.0.195, 5.0.196, 5.0.197, 5.0.198, 5.0.199, 5.0.200, 5.0.201, 5.0.202, 5.0.203, 5.0.204, 5.0.205, 5.0.206, 5.0.207, 5.0.208, 5.0.209, 5.0.210, 5.0.211, 5.0.212, 5.0.213, 5.0.214, 5.0.215, 5.0.216, 5.0.217, 5.0.218, 5.0.219, 5.0.220, 5.0.221, 5.0.222, 5.0.223, 5.0.224, 5.0.225, 5.0.226, 5.0.227, 5.0.228, 5.0.229, 5.0.230, 5.0.231, 5.0.232, 5.0.233, 5.0.234, 5.0.235, 5.0.236, 5.0.237, 5.0.238, 5.0.239, 5.0.240, 5.0.241, 5.0.242, 5.0.243, 5.0.244, 5.0.245, 5.0.246, 5.0.247, 5.0.248, 5.0.249, 5.0.250, 5.0.251, 5.0.252, 5.0.253, 5.0.254, 5.0.255, 5.0.256, 5.0.257, 5.0.258, 5.0.259, 5.0.260, 5.0.261, 5.0.262, 5.0.263, 5.0.264, 5.0.265, 5.0.266, 5.0.267, 5.0.268, 5.0.269, 5.0.270, 5.0.271, 5.0.272, 5.0.273, 5.0.274, 5.0.275, 5.0.276, 5.0.277, 5.0.278, 5.0.279, 5.0.280, 5.0.281, 5.0.282, 5.0.283, 5.0.284, 5.0.285, 5.0.286, 5.0.287, 5.0.288, 5.0.289, 5.0.290, 5.0.291, 5.0.292, 5.0.293, 5.0.294, 5.0.295, 5.0.296, 5.0.297, 5.0.298, 5.0.299, 5.0.300, 5.0.301, 5.0.302, 5.0.303, 5.0.304, 5.0.305, 5.0.306, 5.0.307, 5.0.308, 5.0.309, 5.0.310, 5.0.311, 5.0.312, 5.0.313, 5.0.314, 5.0.315, 5.0.316, 5.0.317, 5.0.318, 5.0.319, 5.0.320, 5.0.321, 5.0.322, 5.0.323, 5.0.324, 5.0.325, 5.0.326, 5.0.327, 5.0.328, 5.0.329, 5.0.330, 5.0.331, 5.0.332, 5.0.333, 5.0.334, 5.0.335, 5.0.336, 5.0.337, 5.0.338, 5.0.339, 5.0.340, 5.0.341, 5.0.342, 5.0.343, 5.0.344, 5.0.345, 5.0.346, 5.0.347, 5.0.348, 5.0.349, 5.0.350, 5.0.351, 5.0.352, 5.0.353, 5.0.354, 5.0.355, 5.0.356, 5.0.357, 5.0.358, 5.0.359, 5.0.360, 5.0.361, 5.0.362, 5.0.363, 5.0.364, 5.0.365, 5.0.366, 5.0.367, 5.0.368, 5.0.369, 5.0.370, 5.0.371, 5.0.372, 5.0.373, 5.0.374, 5.0.375, 5.0.376, 5.0.377, 5.0.378, 5.0.379, 5.0.380, 5.0.381, 5.0.382, 5.0.383, 5.0.384, 5.0.385, 5.0.386, 5.0.387, 5.0.388, 5.0.389, 5.0.390, 5.0.391, 5.0.392, 5.0.393, 5.0.394, 5.0.395, 5.0.396, 5.0.397, 5.0.398, 5.0.399, 5.0.400, 5.0.401, 5.0.402, 5.0.403, 5.0.404, 5.0.405, 5.0.406, 5.0.407, 5.0.408, 5.0.409, 5.0.410, 5.0.411, 5.0.412, 5.0.413, 5.0.414, 5.0.415, 5.0.416, 5.0.417, 5.0.418, 5.0.419, 5.0.420, 5.0.421, 5.0.422, 5.0.423, 5.0.424, 5.0.425, 5.0.426, 5.0.427, 5.0.428, 5.0.429, 5.0.430, 5.0.431, 5.0.432, 5.0.433, 5.0.434, 5.0.435, 5.0.436, 5.0.437, 5.0.438, 5.0.439, 5.0.440, 5.0.441, 5.0.442, 5.0.443, 5.0.444, 5.0.445, 5.0.446, 5.0.447, 5.0.448, 5.0.449, 5.0.450, 5.0.451, 5.0.452, 5.0.453, 5.0.454, 5.0.455, 5.0.456, 5.0.457, 5.0.458, 5.0.459, 5.0.460, 5.0.461, 5.0.462, 5.0.463, 5.0.464, 5.0.465, 5.0.466, 5.0.467, 5.0.468, 5.0.469, 5.0.470, 5.0.471, 5.0.472, 5.0.473, 5.0.474, 5.0.475, 5.0.476, 5.0.477, 5.0.478, 5.0.479, 5.0.480, 5.0.481, 5.0.482, 5.0.483, 5.0.484, 5.0.485, 5.0.486, 5.0.487, 5.0.488, 5.0.489, 5.0.490, 5.0.491, 5.0.492, 5.0.493, 5.0.494, 5.0.495, 5.0.496, 5.0.497, 5.0.498, 5.0.499, 5.0.500, 5.0.501, 5.0.502, 5.0.503, 5.0.504, 5.0.505, 5.0.506, 5.0.507, 5.0.508, 5.0.509, 5.0.510, 5.0.511, 5.0.512, 5.0.513, 5.0.514, 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5.0.959, 5.0.960, 5.0.961, 5.0.962, 5.0.963, 5.0.964, 5.0.965, 5.0.966, 5.0.967, 5.0.968, 5.0.969, 5.0.970, 5.0.971, 5.0.972, 5.0.973, 5.0.974, 5.0.975, 5.0.976, 5.0.977, 5.0.978, 5.0.979, 5.0.980, 5.0.981, 5.0.982, 5.0.983, 5.0.984, 5.0.985, 5.0.986, 5.0.987, 5.0.988, 5.0.989, 5.0.990, 5.0.991, 5.0.992, 5.0.993, 5.0.994, 5.0.995, 5.0.996, 5.0.997, 5.0.998, 5.0.999, 5.0.1000	Timeline	Resources Needed
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)	Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	To develop a wide range of teaching strategies that reconcile within and across the curriculum teaching areas	To participate in trainings/seminars (5.0.2) sessions and focus group discussions	Timeline	Resources Needed
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (FPST 1.4.2)	To incorporate innovative teaching strategies in teaching the most essential learning competencies to enhance learner achievement in literacy and numeracy skills	To participate in trainings/seminars (5.0.2) sessions and focus group discussions and evaluate the impact and performance of the improved learning achievement in literacy and numeracy skills	Timeline	Resources Needed
Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)			Timeline	Resources Needed

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)	Used differentially appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)				
Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)				
Performed various related works/activities that contribute to the teaching learning process	Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. (PPST 5.4.2)				
B. Core Behavioral Competencies					
Self-Management	Teamwork	To craft feedback mechanisms to improve development needs	To work constructively and collaboratively with others and across organizations goals and objectives	Year-round	Use of ICT, Human Resource Colleagues
Professionalism and Ethics	Self Management	To use available resources effectively	To apply knowledge gained from seminars, INSET, LAC sessions and FGD	Year-round	Use of ICT, Human Resource Colleagues
Results Focus	Professionalism and Ethics	To work constructively and collaboratively with others and across organizations goals and objectives	To apply knowledge gained from seminars, INSET, LAC sessions and FGD	Year-round	Use of ICT, Human Resource Colleagues
Service Orientation	Results Focus				
Innovation	Service Orientation				
	Innovation				

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

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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)	Intervention		
A. Functional Competencies					
Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)	To work constructively and collaboratively with others and across organizations to accomplish the organization's goals and objectives.	To attend seminars on professional development, technical assistance from school head and colleagues, build a collaborative working environment	Year-round	Use of ICT, Resource Speaker/ Person, Technical Assistance
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	To incorporate innovative teaching strategies in teaching the most essential learning competencies to enhance learner achievement in literacy and numeracy skills	To participate in trainings/seminars, LAC sessions and Focus group discussions and create activities and performance tasks that improved learners' achievement in literacy and numeracy skills.	Year-round	Use of ICT, Resource Speaker, Lesson plan highlighting teaching strategies used
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (PPST 1.5.2)	To incorporate innovative teaching strategies in teaching the most essential learning competencies to develop critical, creative and higher order thinking skills among learners.	To participate in seminars, use what you have learned, and create activities and performance tasks involving collaboration, creativity, and problem-solving techniques to help learners build higher-order, critical and creative thinking abilities.	Year-round	Use of ICT, Resource Speaker/ Person, Lesson plan highlighting teaching strategies used

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)	Learning Objectives		
Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)	Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)				
Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.2)	Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)				
Performed various related works/activities that contribute to the teaching learning process	Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)				
B. Core Behavioral Competencies					
Professionalism and Ethics	Self-Management	To craft feedback mechanism to improve development needs	To apply knowledge gained from seminars, INSET, LAC sessions and Focus group discussions	Year-round	Use of ICT, Resource Speaker/Person
Teamwork	Results Focus	To work constructively and collaboratively with others and across organizations to accomplish the organization's goals and objectives.	To apply knowledge gained from seminars, INSET, LAC sessions and Focus group discussions	Year-round	Use of ICT, Resource Speaker/ Person

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Self-Management	Service Orientation	To work constructively and collaboratively with others and across organizations goals and objectives	To apply knowledge gained from seminars, INSET, LAC sessions and FGD	Year-round	Use of ICT, Human Resource, Colleagues
Results Focus	Innovation				
Service Orientation					
Innovation					

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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)	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)	To incorporate innovative teaching strategies in teaching the most essential learning competencies to develop critical, creative and higher order thinking skills among learners.	To participate in seminars, use what you have learned, and create activities and performance tasks involving collaboration, creativity, and problem-solving techniques to help learners build higher-order, critical and creative thinking abilities.	Year-round	Use of ICT, Resource Speaker/ Person, Lesson plan highlighting teaching strategies used
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)	To develop a plan for addressing learners' gender, needs, abilities, interests and experiences through varied, developmentally appropriate learning experiences.	To participate in seminars, survey learners using appropriate assessment tool, considering their gender, needs, skills, interests, and experiences. The result will serve as the basis for an intervention program to create relevant learning experiences.	Year-round	Assessment result, action plan, lesson plan highlighting differentiated learning activities
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2)	Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice (PPST 4.4.2)	To work constructively and collaboratively with others and across organizations to accomplish the organization's goals and objectives.	To attend seminars on professional development, technical assistance from school head and colleagues, build a collaborative working environment	Year-round	Use of ICT, Resource Speaker/ Person, Technical Assistance

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention)	Learning Objectives		
Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.2)	Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST 4.5.2)				
Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)					
Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)					
B. Core Behavioral Competencies					
Self-Management	Service Orientation	To work constructively and collaboratively with others and across organizations goals and objectives	To apply knowledge gained from seminars, INSET, LAC sessions and FGD	Year-round	Use of ICT, Human Resource, Colleagues
Professionalism and Ethics	Innovation	To work constructively and collaboratively with others and across organizations to accomplish the organization's goals and objectives.	To attend seminars on professional development, technical assistance from school head and colleagues, build a collaborative working environment	Year-round	Use of ICT, Resource Speaker/ Person, Technical Assistance

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention) Learning Objectives	Intervention		
Results Focus	Self-Management	To craft feedback mechanism to improve development needs	To apply knowledge gained from seminars, INSET, LAC sessions and Focus group discussions	Year-round	Use of ICT, Resource Speaker/Person
Teamwork	Professionalism and Ethics Results Focus Teamwork				

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PART IV: DEVELOPMENT PLAN

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
Result Focus (Can work with minimal supervision)	Written Communication	Seminar/Workshop/Training	Dec. 2023	Financial resources for training expenses
<p style="text-align: center;">  FRITZJE HAZEL M. APLACADOR Head Teacher III Rater </p> <p style="text-align: center;">  VERNELL L. VERLIM Administrative Officer II Ratee </p> <p style="text-align: center;">  GEORGE EMMAN D. MANUEL Administrative Officer V Approving Authority </p>				