

### INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (PCRF) for Regular Teachers In the Highly Proficient Stage

Name of Employee:	TERESA P. RAMORAN	Name of Rater:	FRITZIE HAZEL M. APLACADOR
Position:	Master Teacher II	Position:	Head Teacher III
Bureau/Center/Service/Division:	Salet Elementary School - Laoag City	Date of Review:	August 8, 2023
Rating Period:	SY 2022-2023		

TO BE FILLED OUT DURING PLANNING				TO BE FILLED OUT DURING EVALUATION														
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators					Rating			Score					
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results	Q		E	T	Ave		
Basic Education Services	1. Content Knowledge and Pedagogy	1. Modelled effective applications of content knowledge within and across curriculum teaching areas (PPST 1.1.3) 2. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 3	SY 2022-2023	7.00%	5	Demonstrated Level 8 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	3	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	2	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms	1	Demonstrated Level 4 in the objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	5	5	5,000	0.350
					Quality	Objective was met within the allotted time	Guided colleagues in the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 2	Attended coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions that evaluate effectiveness of teaching strategies that promote learner achievement in literacy and numeracy, as shown in MOV 1	No acceptable evidence was shown	Guided colleagues in the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy during meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOV 4	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 3 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter	No acceptable evidence was shown	5	4	4,500
		3. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills	SY 2022-2023	7.00%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / inter-observer agreement forms									5	5	5,000	0.350
					Efficiency	Objective was met within the allotted time	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 4 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy across 2 quarters	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy only 1 quarter	No acceptable evidence was shown	Objective was met within the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met within the allotted time	Objective was met within the allotted time			
2. Learning Environment & Diversity of Learners		4. Worked with colleagues to model and share effective techniques in the management of classroom structure to	SY 2022-2023	7.00%	Quality	Demonstrated Level 8 in the objective as shown in COT rating sheets / inter-observer agreement forms									5	5	5,000	0.350
					Efficiency	Objective was met within the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met but instruction exceeded the allotted time	Objective was met within the allotted time	Objective was met within the allotted time	Objective was met within the allotted time	Objective was met within the allotted time	Objective was met within the allotted time			

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION					
MFCs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators					Actual Results	Rating			Scores	
					Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor		Q	E	T		Ave
		5. Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to colleagues to share differentiated, developmentally appropriate opportunities to address learners'	SY 2022-2023	7%	Quality	Demonstrated Level 8 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COI rating sheets / inter-observer agreement forms	5	5	5	5	0.350
					Efficiency	Objective was met within the allotted time	Objective was met but reduction exceeded the allotted time	Objective was met but reduction exceeded the allotted time	No acceptable evidence was shown	No acceptable evidence was shown					
					Quality	Demonstrated Level 8 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COI rating sheets / inter-observer agreement forms					
					Efficiency	Objective was met within the allotted time	Objective was met but reduction exceeded the allotted time	Objective was met but reduction exceeded the allotted time	No acceptable evidence was shown	No acceptable evidence was shown					
3. Curriculum and Planning		7. Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and	SY 2022-2023	7%	Quality	Demonstrated Level 8 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COI rating sheets / inter-observer agreement forms	5	5	5	5	0.350
					Efficiency	Objective was met within the allotted time	Objective was met but reduction exceeded the allotted time	Objective was met but reduction exceeded the allotted time	No acceptable evidence was shown	No acceptable evidence was shown					
					Quality	Demonstrated Level 8 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 7 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COI rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COI rating sheets / inter-observer agreement forms					
					Efficiency	Objective was met within the allotted time	Objective was met but reduction exceeded the allotted time	Objective was met but reduction exceeded the allotted time	No acceptable evidence was shown	No acceptable evidence was shown					
		8. Reviewed with colleagues, teacher and learner feedback to plan, facilitate and enrich teaching practice (PPST 4.4.3)	SY 2022-2023	7%	Quality	Guided colleagues in planning for coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to plan lessons, and enrich their teaching practice through the use of teacher and learner feedback, as evidenced by MOY 2 or MOY 3	Synthesized discussions with colleagues on the review of teacher and learner feedback, as evidenced by MOY 2 highlighting the recommendations during coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOY 2	Perused for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOY 1	No acceptable evidence was shown	4	4	4	4	0.250
					Timeliness	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues only 1 quarter	No acceptable evidence was shown					
					Quality	Guided colleagues in planning for the selection, organization, development, teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOY 4	Synthesized discussions with colleagues on the selection, organization, development, teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOY 3	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOY 2	Perused for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOY 1	No acceptable evidence was shown					
					Timeliness	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues only 1 quarter	No acceptable evidence was shown					
		9. Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals	SY 2022-2023	7%	Quality	Guided colleagues in planning for the selection, organization, development, teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOY 4	Synthesized discussions with colleagues on the selection, organization, development, teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOY 3	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOY 2	Perused for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOY 1	No acceptable evidence was shown	5	5	5	5	0.350
					Timeliness	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues only 1 quarter	No acceptable evidence was shown					
					Quality	Guided colleagues in planning for the selection, organization, development, teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOY 4	Synthesized discussions with colleagues on the selection, organization, development, teaching and learning resources, including ICT, to address specific learning goals, during coaching and mentoring sessions/ meetings/LAC sessions / FGDs / other collegial discussions, as shown in MOY 3	Reviewed with colleagues teacher and learner feedback through coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions as evidenced by MOY 2	Perused for the conduct of coaching and mentoring sessions, meetings/LAC sessions / FGDs / other collegial discussions to review teacher and learner feedback, as evidenced by MOY 1	No acceptable evidence was shown					
					Timeliness	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 4 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 3 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues across 2 quarters	Facilitated collegial discussions that review teacher and learner feedback with colleagues only 1 quarter	No acceptable evidence was shown					

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION							
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators					Actual Results	Rating			Score			
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory		Poor	Q	E		T	Ave	
4. Assessment and Reporting		10. Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements during coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	SY 2022-2023	7%	Timeliness	Advised and guided colleagues across 4 quarters	Advised and guided colleagues across 3 quarters	Conducted coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter	No acceptable evidence was shown	5	5	5	5.000	0.350	
					Quality	Guided colleagues in planning for the review of the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements during coaching and mentoring sessions/meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Worked collaboratively with colleagues across 3 quarters	Conducted coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter						No acceptable evidence was shown
5. Personal Growth and Professional Development		11. Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement (PPST 5.2.3)	SY 2022-2023	7%	Timeliness	Guided colleagues in the application of interpretation of results of interpretation of monitoring and evaluation strategies of attainment data during coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on monitoring and evaluation strategies of attainment data during coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 4 or MOV 3	Worked collaboratively with colleagues across 3 quarters	Conducted coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter	No acceptable evidence was shown	5	5	5	5.000	0.350
					Quality	Guided colleagues in planning for the application of interpretation of results of interpretation of monitoring and evaluation strategies of attainment data during coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 5 or MOV 4	Synthesized discussions with colleagues on monitoring and evaluation strategies of attainment data during coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions, as evidenced by MOV 4 or MOV 3	Worked collaboratively with colleagues across 3 quarters	Conducted coaching and mentoring sessions / meetings/LAC sessions / FGDs / other collegial discussions to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements, as evidenced by the MOV 4 or MOV 3	Advised and guided colleagues across 2 quarters	Advised and guided colleagues in only 1 quarter	No acceptable evidence was shown					
		12. Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.3)	SY 2022-2023	7%	Timeliness	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	No acceptable evidence was shown	5	5	5	5.000	0.350
					Quality	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV	Utilized effective strategies to communicate learner needs, progress and achievement to parents/guardians as evidenced by submitted MOV					
		13. Manifested a learner-centered teaching philosophy in various aspects of practice and	SY 2022-2023	7%	Timeliness	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	No acceptable evidence was shown	5	5	5	5.000	0.350
					Quality	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered	Submitted MOV that reflects the application of a personal philosophy of learning that is learner-centered					

TO BE FILLED OUT DURING PLANNING										TO BE FILLED OUT DURING EVALUATION								
MFOs	KRAs	Objectives	Timeline	Weight per KRA	QET	Performance Indicators					Actual Results	Rating			Scores			
						Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Q		E	T	Ave				
		Support teachers in enhancing their own learner-centered teaching				Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Applied a personal philosophy of teaching that is learner-centered across 2 quarters	Applied a personal philosophy of teaching that is learner-centered across 1 quarter	No acceptable evidence was shown	1							
		14. Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist	SY 2022-2023	7%	Timeliness	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Decreased progress on professional development goals with the rater during the mid-year review as evidenced by MOV 4	Set professional development goals based on e-SAT results as evidenced by MOV 2 or MOV 3	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	No acceptable evidence was shown								
					Quality	Submitted 3 acceptable MOVs	Submitted 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted 1 acceptable MOV	No acceptable evidence was shown								
					Efficiency	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS Phase	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS Phase	One (1) of the submitted MOVs were accomplished within the prescribed RPMS Phase	No acceptable evidence was shown								
					Timeliness	All submitted MOVs were accomplished within the prescribed RPMS Phase	All submitted MOVs were accomplished within the prescribed RPMS Phase	All submitted MOVs were accomplished within the prescribed RPMS Phase	All submitted MOVs were accomplished within the prescribed RPMS Phase	No acceptable evidence was shown								
											5	5	5	5	5	0.350		



TO BE FILLED OUT DURING PLANNING					TO BE FILLED OUT DURING EVALUATION											
MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators											
					QET	Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor	Actual Results	Rating		Score		
					5	4	3	2	1		Q	E	T		Avg	
	Plus Factor	15. Performed various related works/activities that contribute to the teaching-learning process (PPST 8.1)	SY 2022-2023	2%												
					Quality	Performed at least 1 related work/activity that contributed to the teaching-learning process within the school/Community Learning Center (CLC) as evidenced by submitted MOY	Performed at least 1 related work/activity that contributed to the teaching-learning process within the learning area / department as evidenced by submitted MOY	Performed at least 1 related work/activity that contributed to the teaching-learning process within the school/Community Learning Center (CLC) as evidenced by submitted MOY	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.
					Efficiency	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOY that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	
					Timeliness	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 3 quarters	Submitted MOY were distributed across 2 quarters	Submitted MOY were distributed across 1 quarter	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 4 quarters	Submitted MOY were distributed across 4 quarters
										RATING FOR OVERALL ACCOMPLISHMENTS					Outstanding	4.395

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

TERESA P. RAMORAN  
Rater

FRITZIE HAZEL M. APLACADOR  
Rater

JOANN A. CORRALZ, CESO V  
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	4	Teamwork	5
<p>1. Sets personal goals and directions, needs and development.</p> <p>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.</p> <p>3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.</p> <p>4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.</p> <p>5. Sets high quality, challenging, realistic goals for self and others.</p> <p><b>Professionalism and Ethics</b></p> <p>1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).</p> <p>2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.</p> <p>3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.</p> <p>4. Makes personal sacrifices to meet the organization's needs.</p> <p>5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.</p>	<p><b>4</b></p>	<p><b>Service Orientation</b></p> <p>1. Can explain and articulate organizational directions, issues and problems</p> <p>2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.</p> <p>3. Initiates activities that promote advocacy for men and women empowerment.</p> <p>4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.</p> <p>5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.</p>	<p><b>5</b></p>
<p><b>Results Focus</b></p> <p>1. Achieves results with optimal use of time and resources most of the time.</p> <p>2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>5</b></p>	<p><b>Innovation</b></p> <p>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).</p> <p>2. Demonstrates an ability to think 'beyond the box'. Continuously focuses on improving personal productivity to create higher value and results.</p> <p>3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.</p> <p>4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.</p> <p>5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.</p>	<p><b>5</b></p>

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 Highly Proficient Stage

Name of Employee: <b>TERESA P. RAMORAN</b> Position: <b>Master Teacher II</b> Bureau/Center/Service/Division: <b>Salet Elementary School - Laoag City</b> Rating Period: <b>SY 2022-2023</b>	Name of Rater: <b>FRITZIE HAZEL M. APLACADOR</b> Position: <b>Head Teacher III</b> Date of Review: <b>August 8, 2023</b>
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### PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings			Score	Adjectival Rating	
				Q	E	T			
KRA 1	21%	Objective 1	7%	5	5		0.350	Outstanding	
		Objective 2	7%	5		4	0.315	Outstanding	
		Objective 3	7%	5	5		0.350	Outstanding	
KRA 2	21%	Objective 4	7%	5	5		0.350	Outstanding	
		Objective 5	7%	5	5		0.350	Outstanding	
		Objective 6	7%	5	5		0.350	Outstanding	
KRA 3	21%	Objective 7	7%	5	5		0.350	Outstanding	
		Objective 8	7%	4		4	0.280	Very Satisfactory	
		Objective 9	7%	5		5	0.350	Outstanding	
KRA 4	21%	Objective 10	7%	5		5	0.350	Outstanding	
		Objective 11	7%	5		5	0.350	Outstanding	
		Objective 12	7%	5		5	0.350	Outstanding	
KRA 5	14%	Objective 13	7%	5		5	0.350	Outstanding	
		Objective 14	7%	5	5		0.350	Outstanding	
		Objective 15	2%	5	5		0.100	Outstanding	
Plus Factor									
<b>FINAL PERFORMANCE RESULTS</b>		Accomplishments of KRAs and Objectives						<b>Final Rating</b>	<b>4.895</b>
								<b>Adjectival Rating</b>	<b>Outstanding</b>

  
**TERESA P. RAMORAN**  
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**FRITZIE HAZEL M. APLACADOR**  
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**JOANN A. CORPUZ, CESO V**  
 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)	Intervention		
<b>A. Functional Competencies</b>					
Modelled effective applications of content knowledge within and across curriculum teaching areas (PPST 1.1.3)	Reviewed with colleagues, teacher and learner feedback to plan, facilitate and enrich teaching practice (PPST 4.4.3)	To work constructively and collaboratively with others and 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
Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills (PPST 1.5.3)	Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy (PPST 1.4.3)	To develop a plan for addressing needs, abilities, interests and experiences in achieving their goals.	To participate in seminars, have a feedback mechanisms as to personal professional development goals in order to give technical assistance to colleagues. The result will serve as the basis for an intervention program.	Year-round	Assessment result, action plan, technical assistance
Worked with colleagues to model and share effective techniques in the management of 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 2.3.3)	Modelled effective applications of content knowledge within and across curriculum teaching areas (PPST 1.1.3)	To craft feedback mechanism to improve development needs	To apply knowledge gained from seminars, INSET, LAC sessions and Focus group discussions	Year-round	Assessment result, Use of ICT, Resource Speaker/Person
Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.3)	Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills (PPST 1.5.3)				



Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences (PPST 3.1.3)	Worked with colleagues to model and share effective techniques in the management of 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 2.3.3)				
Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.3)	Exhibited effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments (PPST 2.6.3)				
Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals (PPST 4.5.3)	Worked with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences (PPST 3.1.3)				
Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.3)	Developed and applied effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.3)				

Strengths	Development Needs	Action Plan		Timeline	Resources Needed
		(Recommended Developmental Intervention) Learning Objectives	Intervention		
Interpreted collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement (PPST 5.2.3)	Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals (PPST 4.5.3)				
Applied skills in the effective communication of learner needs, progress and achievement to key stakeholders, including parents/guardians (PPST 5.4.3)	Worked collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.3)				
<b>B. Core Behavioral Competencies</b>					
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
Results Focus	Professionalism and Ethics	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	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
Service Orientation	Teamwork				
Innovation	Service Orientation				
	Innovation				

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

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