



Republic of the Philippines

Department of Education

Schools Division of the City of Mati

SIGABOY AGRICULTURAL VOCATIONAL HIGH SCHOOL
POBLACION, GOVERNOR GENEROSO, DAVAO ORIENTAL

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Teacher I-III

Name of Employee: JOSELITO Q. EDONG							Name of Rater: AMELITA LAURENTE-CERNA				
Position: SENIOR HIGH SCHOOL TEACHER II							Position: SECONDARY SCHOOL PRINCIPAL - II				
Division: MATICITY							Division:				
Rating Period: JUNE TO APRIL							Date Review:				
TO BE FILLED IN DURING PLANNING							TO BE FILLED IN DURING EVALUATION				
Major Final Output	Key Result Areas	Objectives	Timeline	Weight	QET	Performance Indicators (Quality, Efficiency, Timeliness)		Actual Results	Rating	Score	Means of Verification (MOV)
						5	4				
	1. Content Knowledge and Pedagogy	Showed knowledge of content and its integration within and across teaching areas.	Quality	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 7	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 6	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 5	Showed knowledge of content and its integration within and across subject areas as shown in MOV 1 with a rating of 4	No acceptable evidence was shown	5	1. Classroom observation tool (COT) rating sheet and/or interobserver agreement form about effective applications of content knowledge within and across curriculum teaching areas. 2. Lesson plans/modified DLLs used in demonstration teaching highlighting Integration of content knowledge within and across subject areas. 3. Instructional materials developed highlighting effective	
						5	4				3
APRIL							7.5%			0.375	
Basic Education											



1. Content Knowledge and Pedagogy	3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higherorder thinking skills.	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV	No acceptable evidence was shown
Basic Education Services	JUNE - APRIL	Quality	7.5%	5	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV	Used different teaching strategies that develop critical and creative thinking and/or other HOTS as shown in MOV
Efficiency	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted at least 3 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted at least 1 lesson as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV
Timeliness					0.375	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teaching strategies to develop critical and creative thinking, as well as other higherorder thinking skills. 2. Lesson plans/modified DLLs used in teaching highlighting different teaching strategies that develop critical and creative thinking and/or other HOTS. 3. Instructional materials highlighting different teaching strategies that develop critical and creative thinking-and/or other HOTS. 4. Performance tasks/test material(s) used in demonstration teaching 5. Results of assessment used in teaching. 6. Others (Please specify and provide annotations): Submitted any certificates from local to national contest.

2. Learning Environment and Diversity of learners	5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focus used environments.	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 7	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 6	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 5	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 4	No acceptable evidence was shown
Basic Education Services	JUNE - APRIL	7.5%	5	0.375	5	Applied teacher management strategies of learner behavior that promote positive and non-violent discipline as shown in MOV submitted with a rating of 7
						Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about teacher management of learner behavior using the following strategies:
						<ol style="list-style-type: none"> 1. Providing motivation 2. Praising the learners/Giving positive feedback 3. Setting house rules/guidelines 4. Ensuring learners' active participation 5. Allowing learners to express their ideas/opinions 6. Giving equal opportunities to learners 7. Encouraging learners to ask questions 8. Others :Certificate of Participation for active participation on GAD PROGRAM; Guidance Office, WATCH,MDRRIMC
	Efficiency	Submitted at least 4 of the given strategies as observed in at least 4 lessons	Submitted at least 4 of the given strategies as observed in only 1 lesson	Submitted at least 4 of the given strategies as observed in 3 lessons	Submitted at least 4 of the given strategies as observed in 2 lessons	Timeliness

2. Learning Environment and Diversity of Learners	6. Used differentiat ed, developmentally appropriate learning experience s to address learners' gender, needs, strengths, interests and experience s.	Quality	Applied differentiate d teaching strategies to address learner diversity as shown in MOV 1 with a rating of 7	Applied differentiate d teaching strategies to address learner diversity as shown in MOV 1 with a rating of 6	Applied differentiate d teaching strategies to address learner diversity as shown in MOV 1 with a rating of 5	No acceptable evidence was shown
Basic Education Services	JUNE - APRIL	7.5%	Submitted at least 4 differentiat ed teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted 3 differentiate d teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted 2 differentiate d teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV	Submitted at least 4 differentiated teaching strategies in at least 2 lessons as evidenced by MOV 1 and supported by any 1 of the other acceptable MOV
						5
Efficiency	Timeline					0.375
1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using differentiated, developmentally appropriate learning experiences	2. Lesson plans/modified DLLs developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences	3. Instructional materials developed highlighting differentiation in content, product, process, learning environment or others according to learners' gender, needs, strengths, interests and experiences	4. Others : Lesson Plan with integration of modern technologies/ GAD, Certificate of Participation/Approved Activity Design on different differentiated instruction: Learning interventions: Reading Program; Remedial Class/Tutorial			

3. Curriculum and Planning	7. Planned, managed and implemented developmentally sequenced teaching and learning process as shown in MOV 1 with a rating of 7	Planned and implemented developmentally sequenced teaching and learning process as shown in MOV 1 with a rating of 6	Planned and implemented developmentally sequenced teaching and learning process as shown in MOV 1 with a rating of 5	Planned and implemented developmentally sequenced teaching and learning process as shown in MOV 1 with a rating of 4	Planned and implemented developmentally sequenced teaching and learning process as shown in MOV 1 with a rating of 7	No acceptable evidence was shown	Planned and implemented developmentally sequenced teaching and learning process as shown in MOV 1 with a rating of 7	5	1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using developmentally sequenced teaching and learning process. 2. Lesson plans/modified DLLs highlighting developmentally sequenced instruction that meet curriculum goals and varied teaching contexts. 3. Instructional materials used to implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.
Basic Education Services	JUNE - APRIL	7.5%	Submitted at least 4 developments	Submitted 3 developments	Submitted 2 developments	Submitted 1 development	Submitted at least 4 developments	0.375	
			Illy sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Illy sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	Illy sequenced teaching and learning process as evidently shown in MOV 1 and supported by any 1 of the other given MOV	No acceptable evidence was shown	Illy sequenced teaching and learning process as evidently shown in any 1 of the given MOV		
	Timeliness								1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using developmentally sequenced teaching and learning process. 2. Lesson plans/modified DLLs highlighting developmentally sequenced instruction that meet curriculum goals and varied teaching contexts. 3. Instructional materials used to implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts. 4. Others: Lesson Plan with integration of modern technologies/ GAD, Certificate of Participation/Action Plan on different differentiated instruction; Learning interventions; Reading Program; Remedial Class/Tutorial; Journalism

3. Curriculum and Planning	8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	Consistently participated in LACs/FGDs/ meetings to discuss teacher/lear ner feedback to enrich instruction as shown in the MOV submitted	Frequently participated in LACs/FGDs/ meetings to discuss teacher/ear ner feedback to enrich instruction as shown in the MOV submitted	Occasionally participated in LACs/FGDs/ meetings to discuss teacher/ear ner feedback to enrich instruction as shown in the MOV submitted	Rarely participated in LAC/FGD/ meeting to discuss teacher/ear ner feedback to enrich instruction as shown in the MOV submitted	No acceptable evidence was shown	Rarely participated in LAC/FGD/ meeting to discuss teacher/learn er feedback to enrich instruction as shown in the MOV submitted
JUNE - APRIL		7.5%		2		1. Personal notes of teachers on LACs/FGDs/meetings with proof of attendance. 2. Minutes of LAC/FGD sessions on use of teacher and learner feedback to enrich teaching practice with proof of attendance. 3. Others: Development plan, Certificate of Attendance on Conference/or Cluster meetings, Faculty Meetings.	
Basic Education Services	Efficiency	Participated in at least 4 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 3 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 1 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 1 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	Participated in 1 LACs/FGDs/ meetings as evidently shown in any 1 of the given MOV	0.150
Timeliness							

3. Curriculum and Planning	9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 7	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 7	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 6	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 5	Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 4	No acceptable evidence was shown
Education Services	JUNE - APRIL	7.5%				Developed and used varied teaching and learning resources, including ICT, to address learning goals as shown in MOV 1 with a rating of 7
Basic						1. Classroom observation tool (COT) rating sheet and/or inter-observer agreement form about using appropriate teaching and learning resources, including ICT Examples: • Activity sheets/task sheets/work sheets • Video clips • PowerPoint presentations • Module • SIMs-Strategic Intervention Materials • Others 2. Lesson plans/modified DLLs with appropriate instructional materials appended 3. Others: Lesson Plan applying Blended Learning; Student's Portfolio
Efficiency	Submitted at least 4 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 3 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted 2 varied teaching and learning resources, including ICT, as evidently shown in MOV 1 and supported by any 1 of the acceptable MOV	Submitted any acceptable teaching and learning resource, including ICT, as evidently shown in any MOV	Submitted at least 4 varied teaching and learning resources, including ICT, as evidently shown in any MOV	0.375
Timeliness						

4. Assessment and Reporting	10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requireme nts.	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirement s as shown in MOV 1 with a rating of 7	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirement s as shown in MOV 1 with a rating of 6	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirement s as shown in MOV 1 with a rating of 5
Basic Education Services	JUNE - APRIL	7.5%	Quality	5
Efficiency	Submitted at least 4 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 3 varied assessment tools as evidently shown in any 1 of the acceptable MOV	Submitted 2 varied assessment tools as evidently shown in any of the acceptable MOV	Submitted 1 No acceptable evidence was shown
Timeliness			0.300	<p>1. Classroom observation tool (COT) rating sheet and/or interview/observer agreement form about using diagnostic, formative and summative assessment strategies.</p> <p>2. Prepared lesson plans/modified DLLs highlighting appropriate use of formative assessment strategies</p> <p>3. Developed diagnostic tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets</p> <p>4. Developed summative tests: (a) with TOS reviewed by superior; (b) with sample accomplished questionnaire/answer sheets</p> <p>5. Developed performance tasks: (a) with rubrics reviewed by superior; (b) with sample accomplished rubrics</p> <p>5. Others : Compilations of Periodical Exam with TOS with Test Analysis</p>

4. Assessment and Reporting	11. Monitored and evaluated learner progress and achievement achievement using learner attainment data.	Consistently monitored and evaluated learner progress and achievement t using learner attainment data as shown in the MOV submitted	Frequently monitored and evaluated learner progress and achievement t using learner attainment data as shown in the MOV submitted	Occasionally monitored and evaluated learner progress and achievement t using learner attainment data as shown in the MOV submitted	Rarely monitored and evaluated learner progress and achievement t using learner attainment data as shown in the MOV submitted	No acceptable evidence was shown learner progress and achievement using learner attainment data as shown in the MOV submitted	Frequently monitored and evaluated learner progress and achievement 4
JUNE - APRIL							
7.5%							
Efficiency	Submitted a combination of at least 4 of the acceptable MOV	Submitted a combination of 3 of the acceptable MOV	Submitted a combination of 2 of the acceptable MOV	Submitted 1 acceptable MOV	No acceptable evidence was shown 3 of the acceptable MOV	Submitted a combination of 4	0.300
Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV was completed in only 1 quarter	Submitted MOV was distributed across 3 quarters	Submitted MOV were distributed across 3 quarters	4	

4. Assessment and Reporting	12. Communicated promptly and clearly to learners' needs, progress and achievement to key stakeholders, including parents/guardians as shown in the MOV submitted	Quality of the learners' needs, progress and achievement to key stakeholders, including parents/guardians as shown in the MOV submitted	Quality of the learners' needs, progress and achievement to key stakeholders, including parents/guardians as shown in the MOV submitted	Quality of the learners' needs, progress and achievement to key stakeholders, including parents/guardians as shown in the MOV submitted
Basic Education Services	JUNE - APRIL	7.5%	0.225	1. At least 3 samples of corrected test papers of the same 3 learners in the same learning area with parents' or guardians' signature and date of receipt. 2. Minutes of PTA meetings or Parent-Teacher conferences in all quarters with proof of parent's/guardian's attendance. 3. Report cards with parent's or guardian's signature in all quarters supported by minutes of meeting.
Efficiency	Submitted a combination of at least 4 of the acceptable MOV	Submitted a combination of 3 of the acceptable MOV	Submitted any 1 of the given MOV	Submitted a combination of 2 of the acceptable MOV
Timeliness	Submitted MOV were distributed across 4 quarters	Submitted MOV were distributed across 3 quarters	Submitted MOV was completed in only 1 quarter	Submitted MOV were distributed across 2 quarters

4.500 – 5.000	Outstanding	2.500 – 3.499	Satisfactory	below 1.499	Poor
3.500 – 4.499	Very Satisfactory	1.500 – 2.499	Unsatisfactory		

Ratee:

JOSE LITO Q. EDONG

Teacher-11

Rater:

AMELITA LAURENTÉ-CERNÁ

Secondary School Principal III

Approved by

REYNALDO M. GUILLENA, CESO V
Schools Division Superintendent

schools Division Superintendent

Aerobic Resistance Conditioning

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4.475

Rating for Overall Accomplishments	4.475	<p>No acceptable evidence was shown</p> <p>S</p> <p>that contribute to the teaching learning process as shown in the MOV submitted</p>	<p>5</p> <p>0.500</p>	<p>Consistently performed various related work/activities</p> <p>S</p> <p>that contribute to the teaching learning process as shown in the MOV submitted</p> <p>5</p> <p>0.500</p> <p>1. Certificate of recognition or Participation 2. Certificate of Training 3. Certificate of speakership 4. Committee involvement 5. Advisorship of Co-curricular activities 6. Book or Journal Authorship/Coauthorship/Contributorship 7. Coordinatorship/ Chairpersonship 8. Coaching and mentoring learners in competitions 9. Mentoring pre-service/in-service teachers 10. income Generation (5,000 donation/solicitation/ fund raising) 11. Feeding Program certificate 12. Gulayan sa Paaralan Certification(From the Coordinator) 13. Project implementation with certification from the coordinator 14. Community involvement(Help/support a Barangay/Adopt a Purok/Barangay program,Tree Planting, Gift Giving</p>
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