INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

Name of Employee: [Name]
Position: Master Teacher

Name of Rater: [Name]
Position: [Position]
Date of Review: [Date]

Basic Education Services

<table>
<thead>
<tr>
<th>MFOs</th>
<th>KRAs</th>
<th>OBJECTIVES</th>
<th>TIMELINE</th>
<th>WEIGHT PER KRA</th>
<th>PERFORMANCE INDICATOR (Quality, Efficiency, Timeliness)</th>
<th>ACTUAL RESULTS</th>
<th>RATING</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| 1. Instructional Competence | 1. Handled teaching loads          | June 2015 to March 2016                      | 15%                           | 5- Handled teaching loads of absent teachers
4- Handled teaching loads of 6 absent teachers
3- Handled teaching loads of 5 absent teachers
2-51-99% of required teaching loads were handled for a year
1-50% and below of required teaching loads were handled for a year. |                     | Q E T Ave                     |
| 2. Attained at least 75% of | |

To be filled in during planning

To be filled in during evaluation
<table>
<thead>
<tr>
<th>1. Provided TAs to teachers</th>
<th>March 2016</th>
<th>15%</th>
<th>5- Attained 90-100% of students’ performance at the end of the year in terms of MPS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Instructional Supervision</td>
<td>March 2015 to March 2016</td>
<td>15%</td>
<td>4- Attained 80-89% of students’ performance at the end of the year in terms of MPS.</td>
</tr>
<tr>
<td>3. Increased NAT performance of the school</td>
<td>April 2016</td>
<td>10%</td>
<td>3- Attained 75-79% of students’ performance at the end of the year in terms of MPS.</td>
</tr>
<tr>
<td>4. Increased by 6-7%</td>
<td></td>
<td></td>
<td>2- Attained 51-74% of students’ performance at the end of the year in terms of MPS.</td>
</tr>
<tr>
<td>5. Increased by 0-1%</td>
<td></td>
<td></td>
<td>1- Attained 50% and below of student’s performance at the end of the year in terms of MPS.</td>
</tr>
<tr>
<td>5. Increased by 8-10%</td>
<td></td>
<td></td>
<td>1- Attained 50% and below of student’s performance at the end of the year in terms of MPS.</td>
</tr>
<tr>
<td>Percentage</td>
<td>Description</td>
<td>Year</td>
<td>Months</td>
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<tr>
<td>------------</td>
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</tbody>
</table>
| 40%        | Evaluated teacher-made tests and interpreted results | 2016 | June 2015 to March 2016 | 2- Provided TAs to 30% of teachers  
1- Provided TAs to 50% of teachers |
| 15%        | Evaluated teachers’ midyear and yearend performances | | Octobe 2015 and | 3- Provided TAs to 20% of teachers  
4-- Evaluated 91-99% of teacher-made tests with interpretations of results and made Intervention Plan  
2-- Evaluated 51-74% of teacher-made tests with interpretations of results  
1-- Evaluated 50% and below of teacher-made tests with no interpretations of results |
| 10%        | | | | 5- Evaluated 100% of teachers’ performance using RPMS and submitted to the Division Office |
| 3. Professional Growth and Development | April | 4-Evaluated 100% of teachers’ performance using RPMS and submitted all RPMS forms to the District Office
3- Evaluated 100% of teachers’ performance using RPMS and prepared all RPMS forms
2- Evaluated 100% of teachers’ performance using RPMS
1- Evaluated less than 100% of teachers’ performance using RPMS |
|---------------------------------------|------|----------------------------------------------------------------------------------|
| 1. Conducted an action research related to school or classroom problems | May 2015 to April 2016 | 6% 5- Action research conducted utilized, and submitted before the due date without revision
4- Action research conducted and utilized before the due date
3- Action research conducted and utilized on due date
2- Action research conducted but not utilized
1- Submitted action research proposal |
| 2. Served as trainer/resource speaker/facilitator/demonstration teacher in 3 school trainings | June 2015 to March 2016 | 6% |
| 3. Attended seminars, trainings (Division, Regional, National) within the year | | |
| 5- Served as trainer in 5 or more trainings
4- Served as trainer in 4 trainings
3- Served in 3 trainings
2- Served in 2 trainings
1- Served in 1 training |
| Plus Factor | June 2015 to March 2016 | 3% | 5- Attended 5 trainings  
4-Attended 4 trainings  
3-Attended 3 trainings  
2-Attended 2 training  
1-Attended 1 training |
|-------------|------------------------|----|----------------------------------------------------------------|

OVERALL  
RATING FOR ACCOMPLISHMENT  

_________________________                 _______________________
Rater                    Ratee
# TEMPLATE INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM FOR TEACHERS

<table>
<thead>
<tr>
<th>MFOs</th>
<th>KRAs</th>
<th>OBJECTIVES</th>
<th>TIMELINE</th>
<th>WEIGHT per KRA</th>
<th>PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)</th>
<th>Actual Results</th>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching-Learning Process</td>
<td>(40%)</td>
<td>Prepared and executed daily logs/lesson plans of activities including appropriate, adequate and updated instructional materials</td>
<td>June-March</td>
<td>30%</td>
<td>5 – Prepared and executed more than 180 daily logs of activities including appropriate, adequate and updated instructional materials adopted in the school level 4 – Prepared and executed more than 180 daily logs of activities including appropriate, adequate and updated instructional materials adopted in the department 3 – Prepared and executed 171 -180 daily logs of activities including appropriate, adequate and updated instructional materials 2 – Prepared and executed 161– 170 daily logs of activities including appropriate, adequate and updated instructional materials 1 – Prepared and executed 151 – 160 daily logs of activities including appropriate, adequate and updated instructional materials</td>
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<tr>
<td>Number</td>
<td>Description</td>
<td>Percentage</td>
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<tr>
<td>5</td>
<td>Utilized submitted complete and accurate report on learners’ attendance in crafting an intervention plan</td>
<td>5%</td>
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<td>4</td>
<td>Prepared an evaluative report on the learners’ attendance</td>
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<td>3</td>
<td>Submitted prepared complete, updated and accurate report on learners’ attendance readily available for reference use</td>
<td></td>
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<tr>
<td>2</td>
<td>Prepared documents reflecting complete and accurate data on learners’ attendance</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Gathered data on learners’ attendance on a daily basis</td>
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<tr>
<td>5</td>
<td>Integrated 5 or more DepEd policies in each quarter as reflected on the school records such as dll/lesson plan or classroom activities</td>
<td>5%</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Integrated 4 DepEd policies in each quarter period as reflected on the school records such as dll/lesson plan or classroom activities</td>
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<tr>
<td>3</td>
<td>Integrated 3 DepEd policies in each quarter period as reflected on the school records such as dll/lesson plan or classroom activities</td>
<td></td>
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<tr>
<td>2</td>
<td>Integrated 2 DepEd policies in each quarter period as reflected on the school records such as dll/lesson plan or classroom activities</td>
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<tr>
<td>1</td>
<td>Integrated one DepEd policy in one quarter period, reflected on the</td>
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</tbody>
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**Integrated school/DepEd policies**:

- ECARP
- Child Friendly School System
- Readathon
- GAD/VAWC
- Anti-bullying
- Project SHINE
- Waste Segregation

**Monitored learners’ attendance during the class handled throughout the current school year**
<table>
<thead>
<tr>
<th>Pupil/Student Outcomes (30%)</th>
<th>Monitored, evaluated and maintained students’ progress</th>
<th>June-March</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained the desired learning competencies</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Conducted remediation/enrichment programs to improve academic performance</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

- 5 – Implemented the intervention plan crafted based on the students’ progress report
- 4 – Used report submitted to create an intervention plan
- 3 – Submitted accurate and complete students’ progress report on time
- 2 – Submitted complete and accurate students’ progress report later than the deadline set
- 1 – Submitted complete and accurate students’ progress report way behind of the scheduled deadline

- 5 – achieved 91-100% of the target
- 4 – achieved 81-90% of the target
- 3 – achieved 71-80% of the target
- 2 – achieved 61-70% of the target
- 1 – achieved 51-60% of the target

- 5 – used the remediation/enrichment program as basis/benchmark for plan of action resulting to an increase of 10% to the school targeted MPS
- 4 – used the remediation/enrichment program as basis/benchmark for plan of action resulting to an increase of 5% to the subject/year level targeted MPS
- 3 – conducted remediation/
<table>
<thead>
<tr>
<th>Professional Growth and Development (15%)</th>
<th>Conducted action research</th>
<th>June-March</th>
<th>5%</th>
</tr>
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<tr>
<td><strong>Enhanced skills through any of the following professional development activities:</strong></td>
<td>Ex.</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>• attendance in post graduate studies</td>
<td>4 – participated in more than 4 professional development activities</td>
<td>5 – participated in more than 4 professional development activities</td>
<td></td>
</tr>
<tr>
<td>• participation to teacher related trainings/workshops/seminars</td>
<td>3 – participated in 3 professional development activities</td>
<td>4 – participated in 4 professional development activities</td>
<td></td>
</tr>
<tr>
<td>• completion of short term courses</td>
<td>2 – participated in 2 professional development activities</td>
<td>3 – participated in 3 professional development activities</td>
<td></td>
</tr>
<tr>
<td>• attendance to scholarship program/s</td>
<td>1 – participated in 1 professional development activities</td>
<td>2 – participated in 2 professional development activities</td>
<td></td>
</tr>
</tbody>
</table>

- 5 – utilized the action research in the district/division level
- 4 – utilized the action research in the school level
- 3 – conducted an action research
- 2 – submitted an approved proposal for action research
- 1 – proposed a title for action research

- 5 – produced at least 1 publication/creative professional work adopted or used in the division level
- 4 – produced at least 1 publication/creative professional work

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- 3 – produced at least 1 publication/creative professional work
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- 1 – produced at least 1 publication/creative professional work

- 5 – published at least 1 publication/creative professional work
- 4 – published at least 1 publication/creative professional work
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- 4 – produced at least 1 publication/creative professional work
- 3 – produced at least 1 publication/creative professional work
- 2 – produced at least 1 publication/creative professional work
- 1 – produced at least 1 publication/creative professional work
| **Community Involvement 10%** | **Conducted regular/periodic PTA meetings/conferences** | **June-March** | **5%** | 5 – conducted 6 or more periodic PTA meetings/conferences  
4 – conducted 5 PTA meetings/conferences  
3 – conducted 4 PTA meetings/conferences  
2 – conducted 3 PTA meetings/conferences  
1 – conducted 2 PTA meetings/conferences |
| | **Undertaken projects with external funding** | | **2%** | 5 – established a long term school related project with external funding  
4 – spearheaded a school related project with external funding  
3 – undertaken school related project/s with external funding  
2 – solicited external funding for school related activity/project |
<table>
<thead>
<tr>
<th>Used community as a learning resource</th>
<th>3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – submitted a proposal involving external funding that would benefit the school</td>
<td></td>
</tr>
<tr>
<td>5 – established a partnership with community as a long term learning resource</td>
<td></td>
</tr>
<tr>
<td>4 – used community as a learning resource during instruction at least thrice in each quarter</td>
<td></td>
</tr>
<tr>
<td>3 – used community as a learning resource during instruction at least twice in each quarter</td>
<td></td>
</tr>
<tr>
<td>2 – used community as a learning resource during instruction at least once in each quarter</td>
<td></td>
</tr>
<tr>
<td>1 – used community as a learning resource as reflected in school documents like dll/lesson plan or enrichment activities</td>
<td></td>
</tr>
<tr>
<td>Plus Factor</td>
<td>5 %</td>
</tr>
</tbody>
</table>