

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET

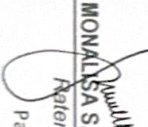
Regular Teachers in the Proficient Stage

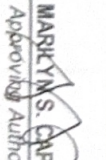
Name of Employee: APRIL JASHMER C. ANTING Position: Teacher I Bureau/Center/Service/Division: Baganga National High School - Davao Orient Rating Period: SY 2022-2023	Name of Rater: MONALISA S. BOHOL Position: Master Teacher I Date of Review: July 7, 2023
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PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings			Ave	Score	Adjectival Rating	
				Q	E	T				
KRA 1	21%	Objective 1	7%	5	5	5	5.000	0.350	Outstanding	
		Objective 2	7%	5	5	5	5.000	0.350	Outstanding	
		Objective 3	7%	4	5	5	4.500	0.315	Outstanding	
KRA 2	21%	Objective 4	7%	4	5	5	4.500	0.315	Outstanding	
		Objective 5	7%	4	5	5	4.500	0.315	Outstanding	
		Objective 6	7%	5	5	5	5.000	0.350	Outstanding	
KRA 3	21%	Objective 7	7%	5	5	5	5.000	0.350	Outstanding	
		Objective 8	7%	3	5	5	4.000	0.280	Very Satisfactory	
		Objective 9	7%	4	5	5	4.500	0.315	Outstanding	
KRA 4	21%	Objective 10	7%	5	5	5	5.000	0.350	Outstanding	
		Objective 11	7%	5	5	5	5.000	0.350	Outstanding	
		Objective 12	7%	5	5	5	5.000	0.350	Outstanding	
KRA 5	14%	Objective 13	7%	3	3	3	3.000	0.210	Satisfactory	
		Objective 14	7%	3	3	3	3.000	0.210	Satisfactory	
		Objective 15	2%	3	3	3	3.000	0.060	Satisfactory	
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives						Final Rating	4.470	
								Adjectival Rating	Very Satisfactory	


APRIL JASHMER C. ANTING
 Rater


MONALISA S. BOHOL
 Rater
 Page 1 of 1


MARKYN S. CAPINA
 Approving Authority

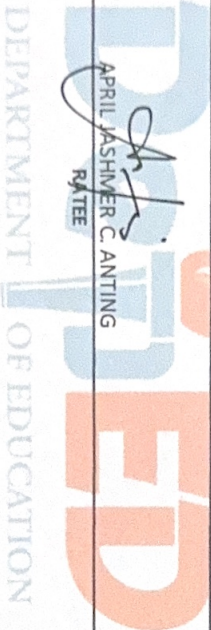
PART IV: DEVELOPMENT PLANS

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	Intervention		
A. Functional Competencies					
Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)	To monitor and evaluate learner progress and achievement using learner attainment data.	Develop careful monitoring and evaluation system to evaluate learner progress.	Year Round	Checklist Materials
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Set professional development goals based on the Philippine Professional Standards for Teachers (PPST 7.5.2)	To set professional development goal based on the Philippines Professional Standards for Teachers	Write checklist of professional development goal based the PPST.	Year Round	Checklists
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)	Performed various related works/activities that contribute to the teaching learning process.	To Perform various related works/activities that contribute to the teaching learning process.	Research further differentiated, developmentally appropriate learning activities.	Year Round	Internet connection
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)					
Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)					

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		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	Self-Management	To prioritize work tasks	Develop monitoring system	Year Round	Checklist & Monitoring Tool
Professionalism and Ethics	Professionalism and Ethics	To act with sense of urgency	Calendar activities according to priority	Year Round	Calendar System
Results Focus	Results Focus	To make specific changes in the system	To effect important changes	Year Round	None
Teamwork	Teamwork				
Service Orientation	Service Orientation				
Innovation	Innovation				



APRIL JASHVER C. ANTING
RAITEE

MONALISA S. BOHOL
RAITER

MARILYN S. CAPINA
APPROVING AUTHORITY

BHROD

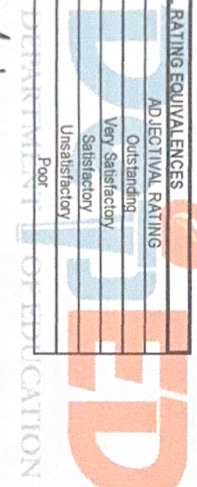
TO BE FILLED OUT DURING PLANNING

TO BE FILLED OUT DURING EVALUATION

MFOs	KRAs	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating			Score	
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1		Q	E	T		Ave
	Plus Factor	15. Performed various related work/activities that contribute to the teaching-learning process (PPST 8.1)	SY 2022-2023	2%	Quality	Performed at least one (1) related work / activity that contributed to the teaching-learning process beyond the school / Community Learning Center (CLC) as evidenced by the submitted MOV	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the learning environment as evidenced by the submitted MOV	Performed at least one (1) related work / activity that contributed to the teaching-learning process within the data as evidenced by the submitted MOV	No acceptable evidence was shown	Submitted MOVs were distributed across 2 quarters	3	3	3	3.000	0.060
					Efficiency	Submitted MOVs that detail the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided	Submitted MOVs that detail the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided	Submitted MOVs that show reasonable relationship with the actual teaching-learning process, as evidenced by the annotation provided	Submitted MOVs that show considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process	No acceptable evidence was shown	Submitted MOVs were distributed across 2 quarters					
					Timeliness	Submitted MOVs were distributed across 4 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 2 quarters	Submitted MOVs were completed in only 1 quarter	No acceptable evidence was shown	Submitted MOVs were distributed across 2 quarters					
											Rating			Score		
											Q	E	T	Ave		
											Very Satisfactory			4.270		

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



RATING FOR OVERALL ACCOMPLISHMENTS

[Signature]
PAPRI LASHMER C. ANTING
Raiser

[Signature]
MONALISA S. BOHOL
Raiser

[Signature]
MARKYN S. CAPINA
Approving Authority

PART II: COMPETENCIES

Instructions: Please indicate the number of competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES

Self-Motivation		Teamwork	
<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>	4	<p>1. Willingly does his/her share of responsibility.</p> <p>2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.</p> <p>3. Applies negotiation principles in arriving at win-win agreements.</p> <p>4. Drives consensus and team ownership of decisions.</p> <p>5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.</p>	4
<p>Professionalism and Ethics</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>	4	<p>Service Orientation</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>	4
<p>Results Focus</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>	4	<p>Innovation</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>	4

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).