INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET Regular Teachers in the Proficient Stage

Name of Rater: MONALISA S. BOHOL

Name of Employee:
Position: APRIL JASHMER C. ANTING Teacher I Position: Master Teacher I

Bureau/Center/Service/Division: Rating Period:

Baganga National High School - Davao Orier SY 2022-2023 Date of Review: July 7, 2023

MARKYNS, CAPINA	MARKYNS. CAPINA				MONALISA S. BOHOL	MONALIS		C. ANTING	APRIL JASHMER C. ANTING
Very Satisfactory	Very	Adjectival Rating	Adjectiv					RESULTS	RE
4.470		Final Rating	FIF	ctives	s and Obje	Accomplishments of KRAs and Objectives	Accomplish	FINAL PERFORMANCE	FINAL PE
Satisfactory	0.060	3.000	ω	ω	ω	2%	Objective 15	2%	Plus Factor
Satisfactory	0.210	3.000	ω	ω	з	7%	Objective 14		
Satisfactory	0.210	3.000	ω		ω	7%	Objective 13	14%	KRA 5
Outstanding	0.350	5.000	5		5	7%	Objective 12		DEIXNI WENT
Outstanding	0.350	5.000	51		5	7%	Objective 11		
Outstanding	0.350	5.000		5	5	7%	Objective 10	21%	KRA 4
Outstanding	0.315	4.500		ζī	4	7%	Objective 9		
Very Satisfactory	0.280	4.000	5		ω	7%	Objective 8		
Outstanding	0.350	5.000		5	5	7%	Objective 7	21%	KRA 3
Outstanding	0.350	5.000		5	5	7%	Objective 6		
Outstanding	0.315	4.500		5	4	7%	Objective 5	•	
Outstanding	0.315	4.500		5	4	7%	Objective 4	21%	KRA 2
Outstanding	0.315	4.500		5	4	7%	Objective 3		
Outstanding	0.350	5.000		5	5	7%	Objective 2		
Outstanding	0.350	5.000		5	5	7%	Objective 1	21%	KRA 1
Rating	20016	Ave	T	Е	D	Objective	Colouros	G Par	
Adjectival	0000		I Ratings	Numerical Ratings		Weight per	Objectives	Weight per KRA	KRA

Page 1 of 1

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.

1	Monitored and evaluated learner progress and achievement using learner attainment data (PPST 5.2.2)	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements (PPST 5.1.2)	Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts (PPST 4.1.2)	developmentally appropriate where the serving experiences to address to learning experiences to address to learner's gender, needs, strengths, interests and experiences (PPST 3.1.2)		ner		A. Functional Competencies	Strengths	
			OF EDUCATION	works/activities that contribute to the teaching learning process		opment Ilippine s for	Applied a personal philosophy of teaching that is learner-centered (PPST 7.1.2)	V	Development Needs	
Page 1 of 2			TION	works/activities that contribute to the teaching learning process.	To Perform various related	To set professional development goal based on the Philippines Professional Standards for	To monitor and evaluate learner progress and achievement using learner attainment data.		Actio (Recommended Devel Learning Objectives	
				developmentally approriate learning activities.	Research further differentiated,	Write checklist of professional development goal based the PPST.	Develop careful monitoring and evaluation system to ealuate learner progress.		Action Plan (Recommended Developmental Intervention) Intervention	
				3。	Year Round	Year Round	Year Round		Timeline	
			3		Internet connection	Checklists	Checklist Materials		Resources Needed	

Strengths	Development Needs	Actio (Recommended Devel	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	es				
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	Year Round	Calendar System
			to priority		
Results Focus	Results Focus	To make specific changes in the	To effect important changes	Year Round	None
		system			
Teamwork	Teamwork				
Service Orientation	Service Orientation				
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APRIL ASHMER C. ANTING

MONALISA S. BOHOL

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Rating Period: SY 2022-2023	Bureau/Center/Service/Division: Baganga National High School - Davao Oriental	Position: Teacher I	Name of Employee: APRIL JASHMER C. ANTING	The second secon
	h School - Davao Oriental		NTING	Section of the sectio
	Date of Review: July 7, 2023	Position:	Name of Rater:	office i canicio il moi i oliciolic om
	July 7, 2023	Position: Master Teacher I	Name of Rater: MONALISA S. BOHOL	Be

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As Objectives 1. Applied In Applied knowledge of coment within and across curriculum teaching strategies that enhance learner and numeracy stalls (PPST 1.1.2) 3. Applied a range of teaching strategies to develop critical and creative thinking stalls (PPST 1.5.2) 4. Managed deaseroom structure to engage learners, in meaningful exploration, discovery and				ACCRECATE VALUE OF	5															
and and lum in R signer sange and al and in R signer salls is signer.			KRAs		1. Content Knowledge and Pedagogy												2 Learning	Diversity of Learners		
			Objectives		1. Applied knowledge of content within and	teaching areas (PPST 1.12)			2. Used a range of	that enhance	achievementin	numeracy skills	(PPST 1.4.2)	3. Applied a range of teaching strategies to	creative thinking, as	order thinking skills (PPST 1.5.2)	4. Managed	to engage learners, individually or in	groups, in	exploration, discovery and
SY 2022- 2023 SY 2022- 2023 SY 2022- 2023 SY 2022- 2023			Timeline		SY 2022- 2023			•	SY 2022-	6707	3			SY 2022- 2023			SY 2022-	6707		
Weight per KRA 7.00% 7.00% 7.00%			Weight	per NKA	7.00%	?			7.00%					7.00%			7.00%			
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3. Curriculum and Planning Assessment and Reporting	!	
S. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (S. Used deferentiate) experiences to address learners' gender, needs, developmentally appropriate learning experiences to address learners' gender, needs, 7. Hanned, managed and implementally sequenced learning processes to meet curriculum learning processes to meet curriculum seculomentally sequenced learning processes to meet curriculum (S. Parficipated in collegial dearner feedback to learner feedback to earner feedback to enrich teaching and learning frecurrous, including ICT, to eddress learning 10. Designed, selected, organized and used appropriate teaching and learning resources, including ICT, to eddress learning 10. Designed, selected, organized and used appropriate searching practice (PPST 4.4.2)		
SY 2022- 2023 SY 2022- 2023 SY 2022- 2023 SY 2022- 2023 SY 2022- 2023 SY 2022- 2023		
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MFOs															
KRAs										5. Personal Growth and Professional Development					
Objectives		assessment strategies	11. Monitored and evaluated learner progress and achievement using learner attainment	data (PPST 5.2.2)	12 Communicated	prompty and dearly the learners' needs, progress and achievement	to key stakeholders,	parents/guardians	(PPSI 5.4.2)	13. Applied a personal philosophy of	teaching that is learner-centered (PPST 7.1.2)		14. Set professional development goals based on the Philippine	Professional Standards for	Teachers (PPST 7.5.2)
Timeline			SY 2022- 2023		SY 2022-	2023				SY 2022- 2023			SY 2022- 2023		
Weight	per KKA		7%		70%	-	S			7%			7%		
	OFT	Efficiency	Quality	Timeliness		Quality			Timeliness	OF ED	Quality	Timeliness	Quality	Efficiency	Timeliness
Outstanding	SI .	Objective was met within the allotted time	Involved learner/s in monitoring and evaluation of their own progress and achievement	Submitted MOV/s show/s monitoring and evaluation done across 4 quarters	Sustained engagement	through regular communication of learners' needs, progress and achevement to key	parents/guardians, as shown in the MOV submitted	Showed prompt communication of learners'	needs, progress and achievement across 4 quarters	Submitted MOV that details the consistent involvement of learning process resulting from	the application of a personal philosophy of teaching that is learner-centered	Applied a personal philosophy of teaching that is learner-centered across 4 quarters	Updated professional development goals during Phase II of the RPMS Cycle as evidenced by MOV 4	Submitted 4 acceptable MOV	All four (4) submitted MOVs were accomplished within the prescribed RPMS Phase
Very Satisfactory	4		Monitored and evaluated learner progress and achievement based on attainment data from an individual learner	Submitted MOV/s show/s monitoring and evaluation done across 3 quarters	Communicated promptly and	dearly using various tools and strategies learners' needs, progress and achievement to key stakeholders, induding anents/couerdans as shown	CHARLES SHOWING	Showed prompt communication of learners'	needs, progress and achievement across 3 quarters	Submitted MOV that reflects involvement of learners in the teaching-learning process in resulting from the application	of a personal phlosophy of teaching that is learner- centered	Applied a personal philosophy of teaching that is learner-centered across 3 quarters	Discussed progress on professional development goals with the rater during the mid-year review as evidenced by MOV 3	Submitted 3 acceptable MOV	Three (3) of the submitted MOVs were accomplished within the prescribed RPMS
Satisfactory	ယ	Objective was met but instruction exceeded the allotted time	Monitored and evaluated learner progress and achievement based on the dass attainment data	Submitted MOV/s show/s monitoring and evaluation done across 2 quarters	Communicated promptly and	dearly using only one (1) strategy learners' needs, progress and achievement to key stakeholders, induding anents/duardians, as show	in the MOV submitted	Showed prompt communication of learners	needs, progress and achievement across 2 quarters	Submitted MOV that shows the application of a personal philosophy of teaching that is learner-centered		Applied a personal philosoph of teaching that is learner- centered across 2 quarters	Set professional developmen goals based on e-SAT result as evidenced by MOV 2	Submitted 2 acceptable MOV	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS
Unsatisfactory	2		Monitored and evaluated learner progress and achievement based on an existing grade level / department / learning area report	Submitted MOV/s show/s monitoring and evaluation done in only 1 quarter	Communicated learners'			Showed prompt communication of learners'	needs, progress and achievement in only 1 quarter			Applied a personal philosophy of teaching that is learner- centered in only 1 quarter	Accomplished the e-SAT at the beginning of the school year as evidenced by MOV 1	Submitted 1 acceptable MOV	Only one (1) of the submitted MOVs was accomplished within the prescribed RPMS
Poor	-	No acceptable evidence was shown	No acceptable evidence was shown	No acceptable evidence was shown	No acceptable evidence was	shown	0	No acceptable evidence was shown					No acceptable exidence was shown	Shor	No acceptable evidence was shown
Actual Results			Involved learner's in monitoring and evaluation of their own progress and achievement	-	Sustained engagement	through regular communication of learners' needs, progress and achievement to key stakeholders, induding	parents/guardans, as shown in the NOV submitted	Showed prompt communication of learners	needs, progress and achievement across 4 quarters	and the same of th				Submitted 2 acceptable MOV	Two (2) of the submitted MOVs were accomplished within the prescribed RPMS.
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	Timeline Weight Outstanding Very Satisfactory Satisfactory Unsatisfactory Poor	KRAs Objectives Timeline Per KRA OET 5 4 3 2 1 Ave	KRAs Objectives Timeline Per KRA QET S 4 3 2 1 No acceptable evidence was met within the strategies Efficiency about a doubted time about the strategies and the strategies of	KRAs Objectives Timeline Weight OET 5 4 3 2 1 Mosatisfactory Poor Actual Results QET 5 4 3 2 1 Mosacipitation was met within the strategies 11. Monitored and SY 2022- 7% Involved learner progress and achievement using learner estainment of learner estainment and exhibition an	KRAs Objectives Timeline Weight OEF Cojective was matured to the composition of their own progress and achievement using learner estimament data from an achievement and eata (PPST 5.2.2) Timeliness condoining and evaluation concerns a matured to the composition of the compositi	KRAs Objectives Timeline Weight Der KRA OET 5 Satisfactory Satisfactory Satisfactory Satisfactory Unsatisfactory Unsatisfactory Poor Actual Results Q E T Ave acceptable evidence and settled time settled plants of the rown progress and achievement tasing death (PPST 5.2.2) Timeliness monitoring and evaluation considering and evaluation death (PPST 5.2.2) Timeliness Committees Monitored and evaluation of the rown progress and evaluation death (PPST 5.2.2) Timeliness Committees Monitoring and evaluation on across 4 quarters on achievement (also monitoring and evaluation of the own progress and evaluation death (progress) and evaluation of the own progress and evaluation of th	KRAa Objectives Trineline Weight OET Contraining Weight OET 5 4 3 2 1 1 Ave Sessement	Registration Communicated Express and calcular registration of biary gatabanders. Communication of the registration of biary gatabanders. Communication of the registration of the regist	Actual Results Copycian war met with mits seasoscreen. S	Actual Results Cobjectives Timeline por KRA. CEF Coptions set mit within the por KRA. Coptions set mit within the por KRA. Coptions set mit within the port KRA. Coptio	Actual Results Report MOA. CET Chiptique war mit within the port MOA. CET Chiptique war mit within the port MOA. CET Chiptique war mit within the port MOA. Chiptique war mit within the property and of whether the administration of whether the property and of whether the administration of whether the property and of whether the administration of whether the property and of whether the administration of whether the property and of whether the p	Reseasonment discoverent progress and seasonment size of the complete season of the complet	Methods Colpectives Timeline Weight Correct Colpective Timeline Colpective Col	Machiner of the property and control for the property of the	Actual Registration Contract Incidence Contract Registration Contract

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NTS Very Satisfactory	SINE	ACCOMPLISHME	RATING FOR OVERALL ACCOMPLISHMENTS										
arters	arters	Submitted MOVs were distributed across 2 quarters	No acceptable evidence was shown	Submitted MOV/s was/were completed in only 1 quarter	Submitted MOVs were distributed across 2 quarters	Submitted MOVs were distributed across 3 quarters	Submitted MOVs were distributed across 4 quarters	Timeliness					
station 3	5	Submitted MOV that shows reasonable interlap with the actual teaching-learning process, as ewdenced by the annotation provided.	No acceptable evidence was shown	Submitted MOV that shows considerable overlap with, hence significantly affecting the performance of the actual teaching-learning process.	Submitted MOV that shows reasonable interlap with the adual teaching-learning process, as ewdenced by the annotation provided.	Submitted MOV that details the perceived positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Submitted MOV that details the achieved positive contribution to the teaching-learning process, as evidenced by the annotation provided.	Efficiency					
4 8 4	4 8 4	Performed at least one (1) realised work / activity that contributed to the leaching-learning process within the learning area/department as evidenced by the submitted MCV.	No acoptable extence was shown	Performed at least one (1) related work / actively that countributed to the teaching-learning process within the dass as evidenced by the submitted MOV.	Performed at least one (1) related work / act/My that contributed to the teaching-learning process within the learning area/department as evidenced by the submitted MOV	Performed at least one (1) related work / activity that related work / activity that contributed to the leaching-learning process within the school / Community Learning Center (CLC) as evidenced by the submitted MOV.	Performed at least one (1) related work I activity that conhibuted to the teaching-learning process beyond the school / Cormunity Learning Center (CLC) as evidenced by the submitted MOV	Quality	2%	SY 2022- 2023	15. Performed various related works/activities that contribute to the teaching learning process (PPST 8.1)	Plus Factor	
Q m	-		-	2	3	4	5	E.	per NAV				
ifts	à l	Actual Results	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding	3	Weight	Timeline	Objectives	KRAs	MIFOs
					Performance Indicators	Perform							
TO BE FILLED OUT DURING EVALUATION	FILLED OU	TOBE				UNING	TO BE FILLED OUT DURING PLANNING	TOBER					
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PART I	PART II: COMPETENCIES	
Instructions. Please indicate the number of competency indicators that you demonstrated during the performance cycle	os cycle.	
CORE BEHAVIORAL COMPETENCIES		
Self-Man agement	Teamwork	
1. Sets personal goels and directions, needs and development.	1. Willingly does his/her share of responsibility.	
 Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization. 	Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	_
 Displays emotional maturity and enthusiasm for and is challenged by higher goals. 	3. Applies negotiation principles in arriving at win-win agreements.	1
 Prioritizes work tasks and schedules (through Gantt chants, checklists, etc.) to achieve goals. 	4. Drives consensus and team ownership of decisions.	
5. Sets high quality, challenging, realistic goals for self and others.	Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	
Professionalism and Ethics	Service Orientation	
 Demonstrates the values and behavior enstrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 	Can explain and articulate organizational directions, issues and problems.	
al behavior and conduct taking into account the impact of his/her actions and	Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	3. Initiates activities that promote advocacy for men and women empowerment.	4
4. Makes personal sacrifices to meet the organization's needs.	4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	
 Acts with a sense of urgancy and responsibility to meet the organization's needs, improve system and help others improve their effectiveness. 	Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	
Results Focus	Innovation	
1. Achieves results with optimal use of time and resources most of the time.	 Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests, better verys to do things (cost and/or operational efficiency). 	
 Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs 	Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	
3. Delivers emorfree outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very setisfactory quality work in terms of usefulness/acceptability and completeness	Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4
Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more	 Translates creative thinking into tangible changes and solutions that improve the work unit and organization. 	
precise ways of meeting goals set.		
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,	 Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal recommendations. 	
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without setting any specific goal.

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).