



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF CABUYAO
DISTRICT 4A
MARINIG SOUTH ELEMENTARY SCHOOL

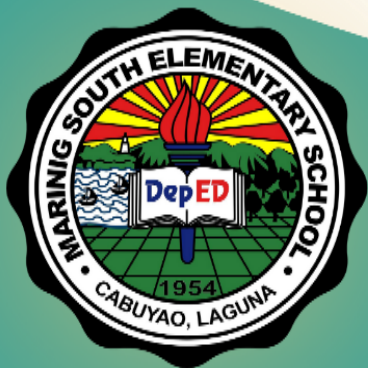
ELECTRONIC SELF-ASSESSMENT TOOL (E-SAT)

I. Introduction

The electronic Self – Assessment Tool or commonly known as e-SAT is a tool that helps teachers to reflect on the different objectives related to their professional work. The results of this self-assessment were intended to guide the teachers on which RPMS indicators they must improve and the areas where they need coaching and mentoring.

Specifically, participants will be able to:

- a. fill in the DepEd Prescribed e-SAT for teachers;
- b. determine what competencies to focus on; and
- c. make an individual development plan to improve teaching-learning process.



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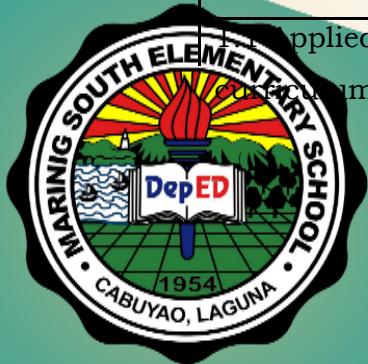
II. Data

The Electronic Self-Assessment Tool (e-SAT) is divided into two groups namely the proficient teachers and the highly proficient teachers.

Electronic Self-Assessment Tool (e-SAT)
Teacher I-III; SPET I-IV (Proficient Teachers)

PART II: OBJECTIVES

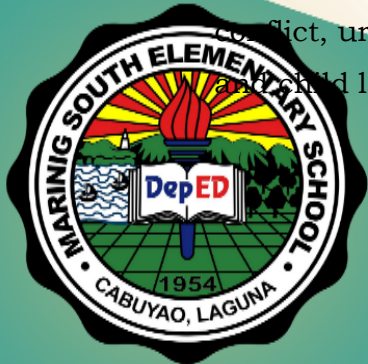
OBJECTIVES	Level of Capability				Priority for Development			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
1. Content Knowledge and Pedagogy (PPST Domain 1)								
Applied knowledge of content within and across content areas from teaching areas. (PPST Indicator 1.1.2)	41	22	15	4	9	6	21	5





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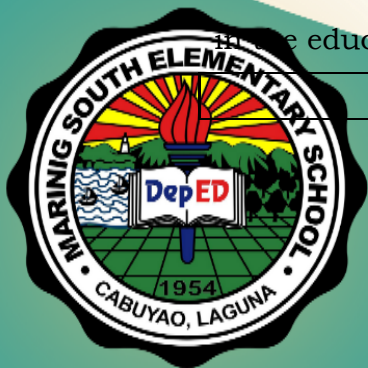
1.2 Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2)	3	18	20	-	5	10	14	6
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.2)	-	25	14	2	6	8	22	5
2. Diversity of Learners & Assessment and Reporting (PPST Domain 3 and Domain 5)								
2.1 Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST Indicator 3.2.2)	-	18	22	1	-	15	21	5
2.2 Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. (PPST Indicator 3.4.2)	-	20	19	2	1	12	21	7





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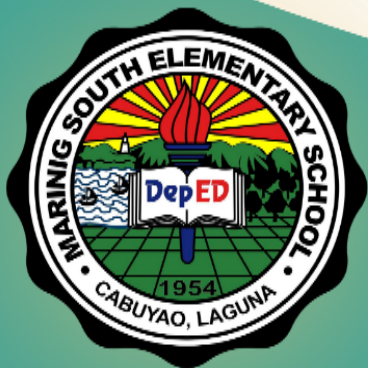
2.3 Used strategies for providing timely, accurate and constructive feedback to improve learner performance. (PPST Indicator 5.3.2)	-	17	22	2	2	11	22	5
3. Curriculum and Planning (PPST Domain 4)								
3.1 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST Indicator 4.5.2)	3	18	17	3	5	5	22	9
3.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST Indicator 4.2.2)	-	21	18	2	5	10	21	5
4. Community Linkages & Professional Engagement & Personal Growth & Professional Development (PPST Domain 6 & 7)								
4.1 Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educational process. (PPST Indicator 6.2.2)	-	15	23	3	6	10	20	5





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4.2 Participated in professional networks to share knowledge and to enhance practice. (PPST Indicator 7.3.2)	2	17	20	2	3	13	20	5
4.3 Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2)	-	14	21	6	5	15	18	9
5. PLUS FACTOR								
5.1 Performed various related works/activities that contribute to the teaching-learning process.	-	19	17	5	4	12	23	2



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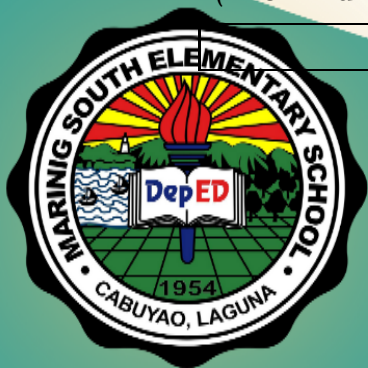


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Electronic Self-Assessment Tool (e-SAT)
SPET V; Master Teacher I-IV (Highly Proficient)

PART II: OBJECTIVES

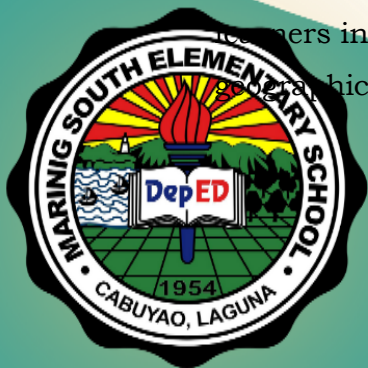
OBJECTIVES	Level of Capability					Priority for Development				
	Low	Moderate	High	Very High	Low	Moderate	High	Very High		
	1	2	3	4	1	2	3	4		
1. Content Knowledge and Pedagogy (PPST Domain 1)										
1.1 Modelled effective applications of content knowledge within and across curriculum teaching areas. (PPST Indicator 1.1.3)	-	-	3	-	-	2	-	1		





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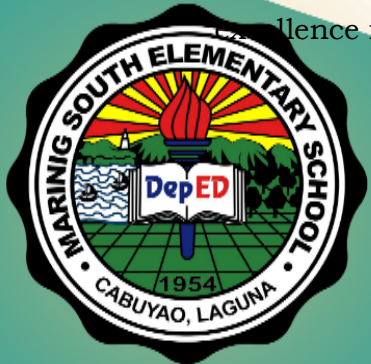
1.2 Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.3)	-	2	1	-	-	-	3	-
1.3 Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.3)	-	1	2	-	-	-	2	1
2. Diversity of Learners & Assessment and Reporting (PPST Domain 3 and Domain 5)								
2.1 Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds. (PPST Indicator 3.2.3)	-	2	1	-	-	-	1	2
2.2 Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: pandemic isolation; chronic illness; displacement due	-	2	1	-	-	-	2	1





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to armed conflict, urban resettlement or disasters; child abuse and child labor practices. (PPST Indicator 3.4.3)								
2.3 Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning. (PPST Indicator 5.3.3)	-	1	2	-	-	2	2	-
3. Curriculum and Planning (PPST Domain 4)								
3.1 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 Indicator 4.5.3)	-	1	2	-	-	1	1	1
3.2 Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners. (PPST Indicator 4.2.3)	-	1	2	-	-	1	1	1

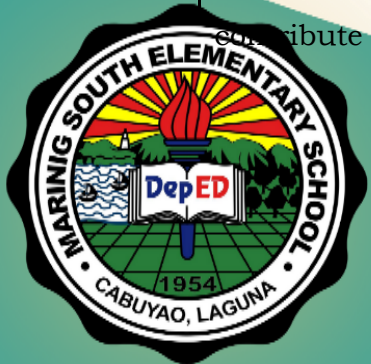




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4. Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domain 6 and 7)

4.1 Guided colleagues to strengthen relationships with parents/ guardians and the wider school community to maximize their involvement in the educative process (PPST Indicator 6.2.3)	-	-	3	-	-	1	2	-
4.2 Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice (PPST Indicator 7.3.3)	-	2	1	-	-	-	3	-
4.3 Initiated professional reflections and promote learning opportunities with colleagues to improve practice (PPST Indicator 7.4.3)	-	-	3	-	-	-	2	1
5. PLUS FACTOR								
5.1 Performed various related works/activities that contribute to the teaching-learning process.	-	-	2	1	-	-	2	1



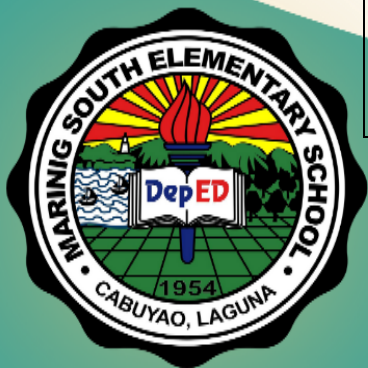


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III. Intervention

The following table shows the intervention activities given to help the teachers improve their teaching crafts.

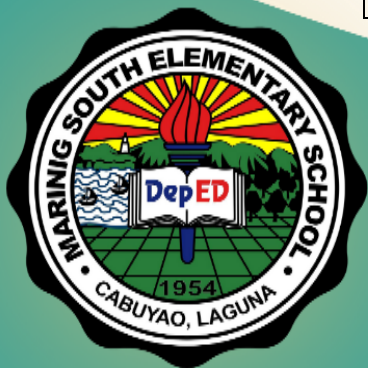
Activity	Output	Date of Implementation	Person Responsible
DLL checking using the monitoring tool	All teachers were checked and monitored	Year round	Teachers Master Teachers School Head
Giving technical assistance	100% done	Year round	Teachers Master Teachers School Head
SLAC on Assessment dealing with diversity of learners	All teachers attended the SLAC	Year round	Teachers Master Teachers School Head
Classroom Observation	All teachers are observed twice in	Year round	Teachers Master Teachers School Head





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	this school year 2022-2023		
Attend training workshops focuses on knowledge and pedagogy	100% teachers attended the Learning Workshop	Year round	Teachers Master Teachers School Head
Craft individual development plan	100% teachers were carfted the IDP	Year round	Teachers Master Teachers School Head
Communicate parents for feedbacking through PTA meetings	All teachers reach out pupil's parents/guardian	Year round	Teachers Master Teachers School Head
Attend graduate school program for professional development	All teachers are encouraged to attend	Year round	Teachers Master Teachers School Head



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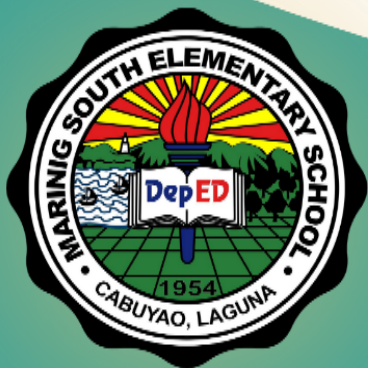


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Perform ancillary tasks	All teachers are willing to do extra work	Year round	Teachers Master Teachers School Head
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IV. Means of Verification (MOV)

Classroom Observation



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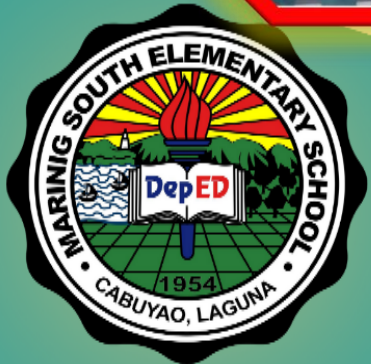
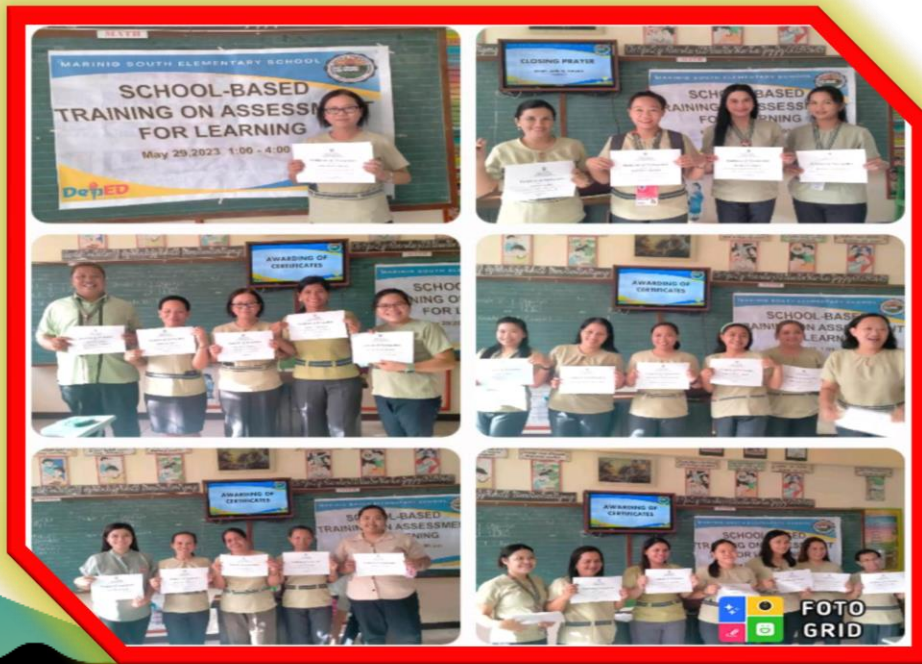




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SLAC on Assessment

Teachers conducted PTA meetings



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The principal and the master teachers provide technical assistance to the teachers.

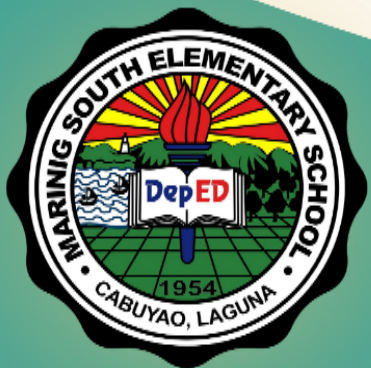


Prepared by:

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Teacher III

Noted by:

Emmanuel B. Cerda
EMMANUEL B. CERDA
Principal II



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