



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

RPMS – IPCRF MID – YEAR REVIEW

I. Introduction

Individual Performance Commitment and Review Form (IPCRF) is an assessment tool to rate the teachers' annual accomplishment. It is a shared undertaking between the School Head, Master Teachers and Teachers that allows an open discussion of course expectations, key results, objectives and how these things align to the departmental goals. It provides a venue for agreement on standards of performance and behaviors that lead to professional and personal growth in the organization.

Specifically, the members have the opportunities to:

- a. Link individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission.
- b. Promote individual and team growth, participation and commitment.
- c. Grow professionally and personally.

II. Data

The table below shows the summary of the four (4) Master Teachers' rating, per objective, during the IPCRF Mid – Year Review in Marinig South Elementary School for the School Year 2022 – 2023.

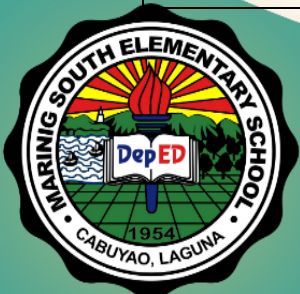
OBJECTIVES	RATING
1. Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2)	0.341
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (PPST 1.4.2)	0.271





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3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.2)	0.315
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. (PPST 2.3.2)	0.324
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. (PPST 2.6.2)	0.341
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. (PPST 3.1.2)	-
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. (PPST 4.1.2)	-
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice. (PPST 4.4.2)	0.263
9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST 4.5.2)	0.263
10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (PPST 5.1.2)	0.254



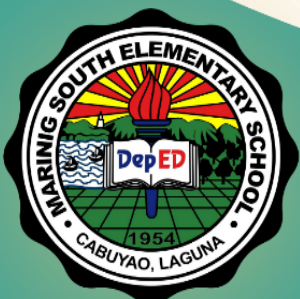


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11. Monitored and evaluated learner progress and achievement using learner attainment data. (PPST 5.2.2)	0.254
12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. (PPST 5.4.2)	0.254
13. Applied a personal philosophy of teaching that is learner-centered. (PPST 7.1.2)	0.228
14. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST 7.5.2)	0.222
15. Performed various related works/activities that contribute to the teaching-learning process.	0.085

The table below shows the summary of the thirty-nine (39) teachers' rating, per objective, during the IPCRF Mid – Year Review in Marinig South Elementary School for the School Year 2022 - 2023.

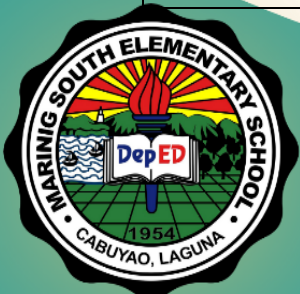
OBJECTIVES	RATING
1. Applied knowledge of content within and across curriculum teaching areas. (PPST 1.1.2)	0.316
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. (PPST 1.4.2)	0.309
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST 1.5.2)	0.304





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4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. (PPST 2.3.2)	0.602
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. (PPST 2.6.2)	0.613
6. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. (PPST 3.1.2)	0.613
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. (PPST 4.1.2)	-
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice. (PPST 4.4.2)	0.378
10. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST 4.5.2)	-
10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (PPST 5.1.2)	-
11. Monitored and evaluated learner progress and achievement using learner attainment data. (PPST 5.2.2)	0.470





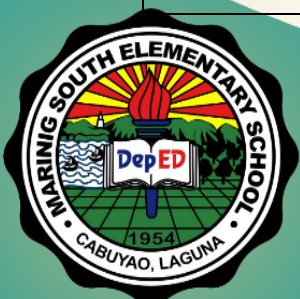
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13. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. (PPST 5.4.2)	0.464
13. Applied a personal philosophy of teaching that is learner-centered. (PPST 7.1.2)	0.406
14. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST 7.5.2)	0.431
15. Performed various related works/activities that contribute to the teaching-learning process.	0.125

III. Intervention

The following were the intervention activities used not only to mentor and coach the teachers but also to rate their performance during the Mid – Year IPCRF Review.

Activity	Output	Timeline	Participants
Classroom Observation	All Master Teachers and Teachers were observed	Year round	School Head Master Teachers Teachers
SLAC Session	All teachers attended the SLAC	Year round	School Head Master Teachers Teachers
Electronic Assessment Tool (E-sat)	All teachers submitted their E-sat	Year round	School Head Master Teachers Teachers



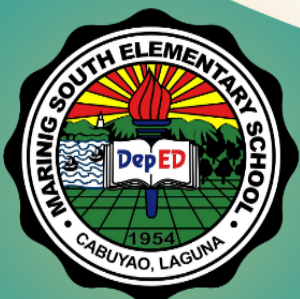


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Class/e-class record/grading sheets	All teachers submitted their Class Record	Year round	School Head Master Teachers Teachers
A reflection/ journal entry that highlights the application of a learner-centered teaching philosophy in the lesson plan or community work	All teachers made a reflection journal	Year Round	School Head Master Teachers Teachers
Individual Learning Monitoring Plan (ILMP)	All teachers submitted their ILMP	Year round	School Head Master Teachers Teachers
Conducting meeting with key stakeholders (e.g. PTA, SGC, SPT, CPC) with proof of attendance	Teachers and stakeholders attended the meeting	Year round	School Head Master Teachers Teachers Stakeholders

IV. Means of Verification (MOV)

The pictures that follow showed the coaching sessions done by the Master Teachers to the teachers assigned to them during the Mid – Year Review of IPCRF.





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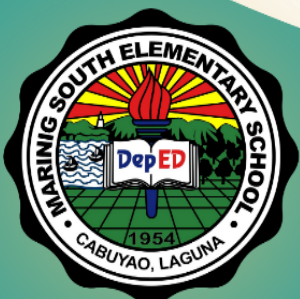
Mrs. Doris D. Herbosa



Mrs. Leila F. Javier



Mrs. Maria Eda C. Lapidez





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Mrs. Edelene T. Escalante

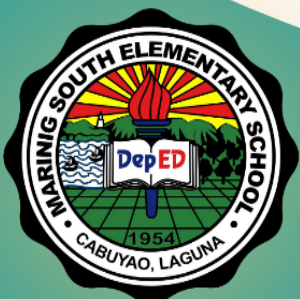


Prepared by:

D. Valencia R.
DYRILLE R. VALENCIA
Teacher I

Noted by:

Emmanuel B. Cerda
EMMANUEL B. CERDA
Principal II



MASIGASIG
Batang Timog Marinig





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Monitoring and Evaluation Report



Republic of the Philippines
DEPARTMENT OF EDUCATION
 Region IV-A, CALABARZON
CITY SCHOOLS DIVISION OF CABUYAO



Title of the Training Program: **RPMS-IPCRF MID-YEAR REVIEW**

Inclusive Dates: April 24 – 28,2023

Learning Service Provider: MARINIG SOUTH ELEMENTARY SCHOOL

Venue: MARINIG SOUTH ELEMENTARY SCHOOL – Grade 6 Yakal Classroom

Proponent: EMMANUEL B. CERDA, Doris Herbosa, Leila Javier, Maria Eda Lapidez, Edelene Escalante

Division/HEI: CITY SCHOOLS DIVISION OF CABUYAO

Date Monitored: April 24 – 28,2023

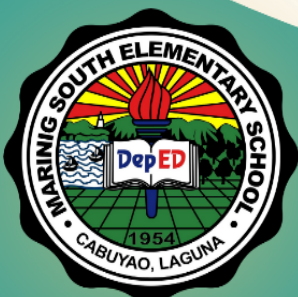
Name of Monitor: MARIETA C. TAYO

1. What is the daily overall rating of the activity?

Day	General Rating for Session	General Rating for Venue	General Rating for PMT	*Verbal Descriptor
1	3.73	3.53	3.65	
Verbal Descriptor	Very Satisfactory	Very Satisfactory	Very Satisfactory	Very Satisfactory
Gen. Ave. for Operations Verbar Descriptor:	3.64 Very Satisfactory			
Major Observations/Findings: Preferable delivery of over-all program operation.				

*1.00-1.44 (Very Unsatisfactory); 1.45-2.44 (Unsatisfactory); 2.45-3.44 (Satisfactory); 3.45-4.00 (Very Satisfactory)

Adapted from National Education Academy of the Philippines (NEAP) QAME ANALYSIS FORM 2: Summary of Daily Monitoring and Evaluation Report





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2. Are there critical incidents that should be addressed by the Training Program Provider/ Management?

Critical Incident/s Based on STAR	Action Taken	Status
Overlapping of the scheduled activities aside from the Mid- year review.	Adjustment of schedules was done.	solved

3. ANALYSIS OF THE END-PROGRAM EVALUATION

Top three (3) responses based on participants' feedback

SIGNIFICANT LEARNING (based on participants' feedback).

1. I consider that COT is important for me us a teacher 1
2. That we should always take pictures in every LAC Session whoever the facilitator is...
3. I learned what MOVs I can put in every KRA in order to increase the rating

LEARNING IMPACT/FURTHER LEARNING (based on participants' feedback):

1. Gathering movs quarterly.
2. Doing the best every COT.
3. Take photos for the MOVs.

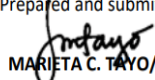
COMMENTS/SUGGESTIONS FOR PROGRAM IMPROVEMENT (based on participants' feedback):

1. Deep understanding about each objective under each KRAs
2. Magkaroon Sana Ng uniform na rules and regulations ang lahat Ng masters
3. Give more trainings similar to this.

RECOMMENDATION/S:


1. Clarifications about the MOVs and other documents to get the highest point should be discussed to the teachers.
2. Guiding the new teachers in preparing the RPMS must be done by the master teachers since this is new to them.
3. Following the set schedule for the review must be observed.

Prepared and submitted:


MARIETA C. TAYO/5-19-2023

Signature Over Printed Name/Designation/Date

Noted:


EMMANUEL B. CERDA

Signature Over Printed Name/Designation/Date

Adapted from National Education Academy of the Philippines (NEAP) QAME ANALYSIS FORM 2: Summary of Daily Monitoring and Evaluation Report

