

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Manila

September 10, 1981

MFC O R D E R
No. 46, s. 1981

PRESCRIBING A NEW PERFORMANCE APPRAISAL
SYSTEM FOR TEACHERS (PAST)

To: Bureau Directors
Regional Directors
Schools Superintendents
Vocational School Superintendents/Administrators

1. Responding to feedback on the difficulty of teachers in implementing the Model Performance Appraisal System (MPAS) prescribed by the Civil Service Commission in 1979, considering peculiarities inherent to the functions of teachers, the Ministry of Education and Culture has developed a Performance Appraisal System specifically for Teachers (PAST).
2. A set of this new instrument, consisting of a sample Rating Sheet, Instructions for Rating, and Guidelines for Rating, is inclosed with this Order.
3. This instrument, which has been approved by the Civil Service Commission in its Resolution No. 81-871, is being issued for general orientation or pilot try-out purposes this school year and for mandatory implementation starting next school year, 1982-1983.
4. In school divisions, however, specially those involved in the initial try-out of the instrument early this year, where the teachers and raters alike feel that they can confidently use this instrument, implementation may start immediately.
5. Initially, school divisions will be furnished sufficient copies of the rating sheet for every teacher. This Office will also send to school divisions, under separate cover, copies of the rating instructions and the guidelines on the basis of at least one copy for every school. to be increased in proportion to the number of teachers in a school.

6. It is suggested that the instructions and the guidelines be thoroughly studied by teachers and rating officials and discussed at length in meetings to clear up any misconstructions and thereby preclude imperfections in the implementation of the system.

7. The instrument was developed with the assistance of a Committee composed of school officials representing the different regions as follows:

Dr. Norma Abracia	- Asst. Supt. for Caloocan City
Mrs. Eulalia Basañes	- Asst. Supt. for Davao del Norte
Mrs. Cellie Bunagan	Asst. Supt. for Cagayan
Dr. Susana Cabahug	- Asst. Supt. for Mandawa City
Dr. Paulina Castaño	- Asst. Supt. for Manila
Dr. Purita Gavino	- NFTC, Manila
Mr. Simeon Guevarra	- Superintendent for Zambales
Mr. Diamar Kadon	- Asst. Supt. for Cotabato City
Dr. Pura Liban	- Asst. Director, Region III
Dr. Martha Mogol	- Superintendent for Masbate
Mrs. Feliciano Peñera	- Asst. Supt. for Baguio City
Mrs. Emma Perfecto	- Asst. Supt. OIC for Triiga City
Miss Paciencia Sagun	- Asst. Supt. for Dagupan City
Dr. Lourdes Sebastian	- Asst. Supt. for Zamboanga City
Dr. Ellenita Tumala	- Superintendent for Camiguin

8. The services of these committee members may be availed of in meetings to discuss the PAST.

9. Any queries, requests for further clarification or suggestions for further improvement specially during this orientation try-out period preparatory to the mandatory implementation of the system, may be submitted to this Office, Attention: Office of the Assistant Secretary for Personnel Management and Development.

(SGD.) ONOFRE D. COPPUZ
Minister of Education and Culture

Incl.:
As stated

Reference:
MFC Order: No. 2, s. 1979

Allotment: 1-2--(D.O. 1-76)

To be indicated in the Perpetual Index under the following subjects:

BUREAU'S & OFFICES	RATING	TEACHERS
OFFICIALS	RULES & REGULATIONS	

PERFORMANCE RATING SHEET FOR TEACHERS

Name _____ School _____
 Rating Period _____ District _____
 (School Year) _____ Division _____

I t e m s	Rating	Weight	Weighted Rating
<p>A. PUPIL/STUDENT ACHIEVEMENT (Skills and knowledge)</p> <p>1. <u>Achievement of knowledge and skills objective</u></p> <p>Target/s:</p> <p>_____</p> <p>_____</p> <p>Actual Achievement:</p> <p>_____</p> <p>_____</p>	<p>_____</p>	<p>4.00</p>	<p>_____</p>
<p>B. TEACHER COMPETENCE</p> <p>1. <u>Development of national consciousness and desirable values and habits</u></p> <p>Support statement for rating given:</p> <p>_____</p> <p>_____</p>	<p>_____</p>	<p>2.00</p>	<p>_____</p>
<p>2. <u>Preparation and utilization of instructional materials</u></p> <p>Support statement for rating given:</p> <p>_____</p> <p>_____</p>	<p>_____</p>	<p>1.00</p>	<p>_____</p>

I t e m s	Rating	Weight	Weighted Rating
TEACHER COMPETENCE (Continued)			
3. <u>Pupil Evaluation</u> Support statement for rating given: _____ _____ _____	_____	1.00	_____
4. <u>Professional Growth</u> Support statement for rating given: _____ _____ _____	_____	.25	_____
5. <u>Records and Report Management</u> Support statement for rating given: _____ _____ _____	_____	.25	_____
6. <u>Community and Allied Services</u> Support statement for rating given: _____ _____ _____	_____	.25	_____
7. <u>Punctuality and Attendance</u> Support statement for rating given: _____ _____ _____	_____	.25	_____

I t e m s	Rating	Weight	Weighted Rating
C. TEACHER PERSONALITY & HUMAN RELATIONS Support statement for rating given: _____ _____ _____ _____	_____ _____	1.00	_____ _____

Overall weighted rating -----
 (sum of column under weighted rating)

Average weighted rating -----
 (Overall weighted rating divided by 10)

D. **PLUS FACTORS (total not to exceed 1.00)**

Enter here whatever activities or accomplishments may be credited under Plus Factors and the corresponding credit points.

Items

Points Credit

Total for credit under Plus Factors -----

Final Numerical Rating -----

Descriptive equivalents of Numerical Ratings:

- 9.3 - above - Outstanding (O)
- 7.5 - 9.2 - Very satisfactory (VS)
- 5.0 - 7.4 - Satisfactory (S)
- 3.0 - 4.9 - Fair (F)
- 2.0 - 2.9 - Unsatisfactory (US)

S U M M A R Y

Final Numerical Rating _____

Descriptive Rating _____

Rated by:

(Sgd.) _____
Name & Designation

Shown to me and concurred in:

Reviewed by:

(Sgd.) _____
Teacher

(Sgd.) _____
Name & Designation

Date

Note: All signatures should be above printed name.

Any additional remarks:

Signature of Rating Official

INSTRUCTIONS ON THE USE OF THE PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (PAST)

INTRODUCTION

The Performance Appraisal System for Teachers (PAST) basically reflects the results or output orientation concept conformably to the New Performance Appraisal System (NPAS) prescribed by the Civil Service Commission in its Memorandum Circular No. 2, s.1978.

This instrument considers three aspects, namely: (1) learner's achievement which is the terminal goal of instruction; (2) teacher competence which can be evaluated on the basis of indicators or observable performance such as provision of appropriate lessons and activities for the development of national consciousness and desirable values and habits, development and use of instructional materials and teaching strategies, records management, punctuality, professional growth, community and allied services; and, (3) teacher personality and human relations.

To provide added incentives to teachers, credits for outstanding services rendered outside official time are given credit as plus factors.

In many of the items under Teacher Competence, the use of indicators or observable factors has been avoided of considering that, in the teaching/learning process, there are performance standards which cannot easily be stated in terms of measurable results.

This performance appraisal system is intended for elementary and secondary classroom teachers.

RATING PERIOD

Teachers shall be rated at the end of the school year. However, a preliminary rating may be made at the end of the first semester or at any other convenient time as a checkpoint to help the teacher achieve targets set.

WHO SHALL RATE

Teachers shall be rated by their immediate supervisor as follows:

1. All teachers in elementary schools shall be rated by the principal or by the head teacher, if the school is headed by a head teacher.

2. Teachers in secondary schools shall be rated by the principal assisted by the assistant principals and the department heads or head teachers if there are such officials in the school.
3. Teachers in elementary school headed by a teacher-in-charge shall be rated by the district supervisor or the principal who has administrative supervision over such schools.
4. In a vocational school headed by the vocational school superintendent/vocational school administrator with department heads/vocational instruction supervisors, the teachers shall be rated by their respective department heads/vocational instruction supervisors, to be reviewed by the superintendent/vocational school administrator.

The performance ratings of the teachers shall be reviewed by the next higher school official in line concerned and approved by the superintendent.

PROCEDURE

A. Rating under Pupil/Student Achievement

To determine the rating in A, Pupil/Student Achievement in skills and knowledge, at the start of the rating period, targets shall be set by the teacher and the rater on the number of pupils attaining the proficiency level indicated. The mastery level for each subject area on the elementary level may be derived from the criteria listed in MEC Order No. 25, s. 1978. On the secondary level, this may be determined by a division committee composed of division supervisors and heads/coordinators of subject areas pending issuance of the curriculum continuum for secondary schools. The targets should reflect what is deemed as a satisfactory level of performance for a teacher considering various factors.

In setting the targets, a number of factors like proficiency level of the class, books or instructional materials available to the class, and general conditions in the school or community, shall be taken into account. The targets, therefore, of a Grade II teacher teaching in a school provided with all necessary support materials, with a class of selected top-section pupils, will be very much higher both in number and in proficiency level, than the targets of a Grade II teacher teaching in a remote DDU school in an economically disadvantaged community.

The rating is based on the comparison of the actual achievement with the targets. If the accomplishment only meets the target, the rating is satisfactory (6). If accomplishment exceeds the targets, the rating is VS or (8) or Outstanding (10) depending on the percentage of increase.

The guidelines give in detail the computation of rating under this factor.

B. Rating under Teacher Competence

To determine the rating for items under Teacher Competence as well as Teacher Personality and Human Relations, reference shall be made to the indicators given in the Guidelines. It will be necessary for the rating official, in this regard, to keep records of classroom observations, attendance, and other observed activities of the teacher.

C. Explanatory Statement

The rating official shall give a statement in the appropriate space in the rating sheet to explain why the teacher was given such a rating. For example, if a teacher was rated 4 in Punctuality and Attendance, his support statement may be: Had been absent 7 times totalling 14 days during the year.

D. Weighting

The rating for each item shall be multiplied by the weight and the weighted rating entered in the column indicated. The sum of the ratings shall be taken to be divided by 10 to get the average weighted rating. The descriptive equivalent is given in the rating sheet.

E. Plus Factor

A new feature of this rating system is the bonus or Plus Factor which a teacher may gain for distinctive performance or activity accomplished in addition to or beyond his normal functions. Items creditable under Plus Factors are given in the Guidelines. Maximum points for Plus Factor, however, is only 1. Credits shall be given only to achievements during the rating period. A teacher may not use excess points earned in 1981-1982 for credit for his performance rating for 1982-1983.

F. Final Rating

If any credit has been earned under Plus Factors, this is added to the overall weighted rating to get the final rating of the teacher. If no credit under Plus Factor has been earned, the overall weighted rating shall be the final rating.

G. Teacher's Concurrence

The rating shall be shown to the teacher who shall indicate his concurrence by signing the rating sheet. Questions/complaints should be threshed

out. If the teacher does not concur with the rating official, he should indicate his non-concurrence but he should sign the rating sheet as an indication that it was shown to him.

H. Remarks

The rating official may indicate in the space under Remarks any entry about the teacher which may be useful for future reference. Such remarks may indicate certain desirable behaviors or qualities demonstrated by the teacher not otherwise included in any of the items for rating, or certain accomplishments that were notable but did not meet the standards for plus factors.

**GUIDELINES FOR RATING TEACHERS
IN THE ITEMS INDICATED**

**GUIDELINES FOR RATING TEACHERS
IN THE ITEMS INDICATED**

Guidelines for Rating Item A, Pupil Development

<u>Indicators</u>	<u>Rating</u>
A. Attained at least 25% increase over the targetted number of a class and at least 10% increase over the proficiency level set in the minimum essential for a grade/subject at the end of the school year.	10

Below are examples of cases that merit a rating of 10.

Example 1.

Target: 28 pupils out of 40 achieve 75% proficiency
Accomp: 35 pupils out of 40 achieve 85% proficiency

This accomplishment shows an increase over the target in number by 7 or 25% and in proficiency by 10% .

However, if the targetted number for a class is very high such that 25% increase is not possible, attaining the 100% in number is sufficient for a rating of 10, provided the increase in proficiency is more than 10% .

Example 2.

Target: 35 pupils out of 40 achieve 85% proficiency
Accomp: 40 pupils out of 40 achieve 95% proficiency

This accomplishment shows an increase over the target in number by 5 or 14% and in proficiency by 10% .

NOTE: It is impossible to achieve 25% increase in this case as the teacher has achieved her target of 40 out of 40 pupils or 100% already.

Indicators

Rating

Example 3.

Target: 40 pupils out of 40 achieve 75% proficiency
Accomp: 40 pupils out of 40 achieve 95% proficiency

This accomplishment shows target in number only met, no increase but an increase in proficiency by 20% was noted.

- B. Attained at least 10% increase over a targetted number of a class and/or a 10% increase over the 75% proficiency level.

Example 1.

Target: 28 pupils out of 40 achieve 75% proficiency
Accomp: 31 pupils out of 40 achieve 75% proficiency

Increase: 3 pupils or 10% and 0% proficiency

Example 2.

Target: 28 pupils out of 40 achieve 75% proficiency
Accomp: 28 pupils out of 40 achieve 85% proficiency

Increase: 0 pupils and 10% proficiency

Example 3.

Target: 30 pupils out of 40 achieve 75% proficiency
Accomp: 33 pupils out of 40 achieve 85% proficiency

Increase: 3 pupils or 10% and 10% proficiency

- C. Attained the targetted number in the class and the targetted proficiency level in the minimum requirements of the grade/subject.

Example 1.

Target: 24 pupils out of 40 achieve 75% proficiency
Accomp: 24 pupils out of 40 achieve 75% proficiency

Increase: 0 pupils and 0% proficiency

Indicators

Rating

Example 2.

Target: 30 pupils out of 40 achieve 85% proficiency
Accomp: 30 pupils out of 40 achieve 85% proficiency

Increase: 0 pupils and 0% proficiency

- D. Failed to attain the targetted number of a class and/or the targetted proficiency level in the minimum essentials for the grade/subject by at least 5%

Example 1.

Target: 30 pupils out of 40 achieve 75% proficiency
Accomp: 28 pupils out of 40 achieve 75% proficiency

Deficiency: 2 pupils or 5% and 0% proficiency

Example 2.

Target: 30 pupils out of 40 achieve 85% proficiency
Accomp: 30 pupils out of 40 achieve 80% proficiency

Deficiency: 0 pupils and 5% proficiency

Example 3.

Target: 30 pupils out of 40 achieve 75% proficiency
Accomp: 28 pupils out of 40 achieve 70% proficiency

Deficiency: 2 pupils or 5% and 5% proficiency

- E. Failed to attain the targetted number of the class and/or the targetted proficiency level by at least 20%

Example 1.

Target: 24 pupils out of 40 achieve 75% proficiency
Accomp: 16 pupils out of 40 achieve 75% proficiency

Deficiency: 8 pupils or 20% and 0% proficiency

Example 2.

Target: 30 pupils out of 40 achieve 80% proficiency
Accomp: 30 pupils out of 40 achieve 60% proficiency

Deficiency: 0 pupils and 20% proficiency

The following guide table gives in summary form the ratings for increases/deficiencies over target.

GUIDE TABLE

Rating	Increase over or Deficiency in Targetted No. of Class	Increase over or Deficiency from Targetted Proficiency Level
10	At least 25% increase Less than 25% increase (provided 100% is achieved)	At least 10% increase At least 10% increase
8	At least 10% increase 0% (no increase/deficiency) At least 10% increase	0% (no increase/deficiency) At least 10% increase At least 10% increase
6	0 (no increase/deficiency)	0% (no increase/deficiency)
4	At least 5% deficiency 0% increase/deficiency At least 5% deficiency	0% (no increase/deficiency) At least 5% deficiency At least 5% deficiency
2	At least 20% deficiency 0% (no increase/deficiency) At least 20% deficiency	0% (no increase/deficiency) At least 20% deficiency At least 20% deficiency

- NOTE:**
1. Proficiency level shall be based on the ability level of the class.
 2. The proficiency level shall be determined by the results of the pre-test administered at the start of the school year. The results thereon shall be used in determining the targetted proficiency level of a particular class or subject.
 3. Minimum requirements of a grade are relative to the ability of the class as diagnosed by the teacher at the start of the school year.

**Guidelines for Rating Item B (Teacher Competence),
No. 1, Development of National Consciousness and Desirable
Values and Habits**

The following indicators should be noted:

- A. Provided lessons and/or activities appropriate for the grade/year level of learners for the development of national consciousness such as:
1. Lessons/activities on development of love for one's country.
 2. Lessons/activities on development of a deep sense of commitment to use one's talents and capabilities to advance the country's progress.
 3. Study of the lives of national heroes and other Filipinos worthy of emulation, particularly those who have made significant contribution to the country's development such as scientists, inventors, successful farmers, cottage industry workers, etc.
 4. Observance of significant national celebrations and events.
 5. Appreciation and preservation of Filipino cultural heritage (e.g. folk arts, music and literature), national symbols and desirable customs and traditions.
 6. Utilization and preservation of natural resources.
 7. Patronizing Philippine-made products and promotion of local industries.
 8. Inculcation of brotherhood and understanding as well as sharing with fellowmen regardless of status, religion and cultural differences.
 9. Visitation to and observation of local historical places and shrines within the municipality, city or province.
 10. Construction/undertaking of activities or projects with historical or socio-economic significance.
 11. Tie-up of lessons with current local/national situations/problems and thrusts.
 12. Provision of story/situational problems particularly in mathematics and science, related to national development.

4. Adjustments in the targetted number of a class may decrease as many as there are dropouts in the class. Likewise, adjustments in the targetted number of a class may increase by as many as there are transferees from other schools.

5. A teacher shall have as many targets under Pupil/Student Achievement as the number of classes/subjects she handles or areas of her concern.

For example, a teacher who handles Communication Arts, English, and acts as part-time librarian shall have separate targets for her class in Communication Arts and for her work as librarian. A teacher who teaches two (2) subjects in the intermediate grades like Social Studies and Pilipino shall have separate targets in these subjects/classes. The rating shall be the average of the ratings of all her targets.

B. Undertook the following activities within the level and experience of the learners:

1. Provided lessons/opportunities/situations for the development and practice of self-discipline, self-reliance, self-control and tolerance.
2. Provided lessons/opportunities/situations for the development and practice of sense of responsibility, leadership/fellowship and dependability.
3. Provided lessons/opportunities/situations for the development and practice of courtesy and respect for instituted authority elders and peers.
4. Provided lessons/opportunities/situations for the development and practice of cooperation, helpfulness and industry.
5. Provided lessons/opportunities/situations for the development and practice of honesty and truthfulness.
6. Provided lessons/opportunities/situations for the development and practice of initiative, creativity, resourcefulness and productivity.
7. Provided lessons/opportunities/situations for the development and practice of habits of personal cleanliness, thrift and wise use of leisure.
8. Provided lessons/opportunities/situations for the development and practice of performance of civic duties and obligations.

C. Instituted measures and adopted strategies for the application and internalization of desirable values and habits particularly national consciousness and those listed in B, inside and outside of the classroom, such as:

1. Demonstrating desirable values and habits as example to the learners.
2. Setting standards of pupil/student behavior.
3. Consistent follow-up of learner's behavior particularly through consultation with parents/guardian, other teachers and peers.
4. Adopting a system of rewards for good behavior and sanctions for misbehavior.

5. Keeping a profile of learner's behavior and checklist of habits.
6. Displaying maxims, proverbs, mottoes, adages, posters and other visuals with focus on desirable values and habits.
7. Adopting a system of peaceful and orderly conduct of routine and other activities in the classroom.
8. Providing opportunities/situations for values clarification.

Rating shall be in accordance with the following:

	<u>Rating</u>
A. Demonstration of at least 6 items each in A, B, and C.	10
B. Demonstration of 5 items each in A, B, and C.	8
C. Demonstration of 4 items each in A, B, and C.	6
D. Demonstration of 3 items each in A, B, and C.	4
E. Demonstration of less than 3 items each in A, B, and C.	2

**Guidelines for Rating Item B, (Teacher Competence)
No. 2, Preparation and Utilization of Instructional Materials**

<u>Indicators</u>	<u>Rating</u>
A. Always had well prepared lesson plans* availed of appropriate teaching techniques, and utilized necessary support teaching aids/materials	10
B. Had well prepared lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed twice in any or all of these,	8
C. Generally had well prepared lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed three or four times in any or all of these	6
D. Had well prepared complete lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed five times in any or all of these	4
E. Prepared complete lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed more than seven times in any or all of these	2

* A well prepared lesson plan is complete with:

- a. Specific objectives expressed in behavioral terms.
- b. Necessary support teaching aids/materials.
- c. Appropriate activities/teaching strategies/approaches.
- d. Evaluation (check-up, assessment, quiz, etc.).
- e. Assignment/homework/agreement as needed.

**Guidelines for Rating Item B, (Teacher Competence)
No. 3, Pupil/Student Evaluation**

<u>Indicators</u>	<u>Rating</u>
<p>In addition to various forms of daily evaluation, the teacher administered:</p>	
<p>A. One periodic test and at least ten (10) other written/performance tests every rating period for each class/subject and with at least three (3) evidences of utilization of test results, such as:</p> <ol style="list-style-type: none"> 1. presented graphically pupils' /students' progress. 2. utilized multi-level instructional materials 3. provided remedial instruction to overcome weaknesses discovered 4. regrouped pupils/students and conducted appropriate group activities 	<p>10</p>
<p>B. One periodic test and at least eight (8) other written/performance tests every rating period for each class/subject and with two evidences of utilization of test results as indicated in <u>A</u> above</p>	<p>8</p>
<p>C. Other periodic test and at least six (6) other written/performance tests every rating period for each class/subject and with one evidence of utilization of test results as indicated in <u>A</u> above.....</p>	<p>6</p>
<p>D. One periodic test and at least four (4) other written/performance tests every rating period for each class/subject</p>	<p>4</p>
<p>E. No periodic test and less than four (4) other written/performance tests every rating period for each class/subject</p>	<p>2</p>

Explanatory Note:

Daily evaluation refers to any of the following:

- a. day-to-day appraisal of what pupils/students have learned at the end of a lesson/class recitation.
- b. an observation of pupil/student behavior in general.
- c. check-up of homework/assignments.
- d. health inspection.
- e. keeping records of pupils' /students' progress

Tests measure the attainment of the objectives.

Periodic test refers to the test administered at the end of the rating period.

Written tests refer to quizzes, reviews, unit or summative tests which are administered within the rating period.

Performance test includes judging/evaluating of a finished product, project, or activity which could be an oral or an actual demonstration of a skill.

The number of other written/performance tests refers to the aggregate of tests in the different subject areas during the rating period in a one-teacher one-class set up. The number of other written/performance tests refers to the aggregate of tests in each subject area in a departmentalized set up.

**Guidelines for Rating Item B, (Teacher Competence)
No. 4, Professional Growth**

<u>Indicators</u>	<u>Rating</u>
A. Participated in all required in-service trainings, plus any of the following: 1. earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal. 2. participated in relevant in-service training activities of not less than 24 hours. 3. attended special courses relevant to his teaching assignment with an aggregate of at least 162 hours. 4. shared or discussed educational article/professional book review in a district meeting at least two times a year. (This is particularly for those who have had no opportunities to enrol in graduate courses).	10
B. Participated in 90% of all required in-service trainings plus any of the items 1 to 4 listed in A. 1. earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses. 2. participated in relevant in-service training activities of not less than 24 hours. 3. attended special courses of not less than one year related to his teaching assignment. 4. shared or discussed educational article/professional book review in a district meeting at least two times a year.	8

- C. Participated in not less than 70 % of all required in-service trainings, plus any of the following:
1. earned at least six (6) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal.
 2. participated in relevant in-service activities not less than 15 hours.
 3. attended special courses relevant to his teaching assignment with an aggregate of not less than 108 hours.
 4. shared or discussed educational article/professional book review in a district meeting at least two times a year. 6
- D. Participated in not less than 50 % of all required in-service training, plus any of the following:
1. earned at least three (3) units in relevant undergraduate/graduate/post graduate courses.
 2. participated in relevant in-service activities of not less than 12 hours. 4
- E. Participated in less than 50% of all required in-service trainings. 2

Explanatory Notes:

1. Required in-service trainings may be any of the following:
 - a. School level or district level demonstration lessons which a teacher is supposed to attend.
 - b. School faculty meetings.
 - c. District meetings.
 - d. In-service activities in any curricular or co-curricular areas on the school/district level.
2. Relevant in-service activities refer to meetings, seminars, workshops where attendance is optional or selective.

NOTE on rating

For example, the total number of in-service training activities during the whole school year a teacher is required to attend is 15 broken down as follows:

7 district meetings

2 demonstration lessons, district/school level

6 faculty meetings/conferences

15 total

70 % of 15 = 11

To earn a rating of 6 a teacher must have attended 11 of the 15 required in-service training activities and must have met one of the items listed under C.

**Guidelines for Rating Item B, (Teacher Competence)
Records and Report Management**

<u>Indicators</u>	<u>Rating</u>
Keeps complete, accurate, neat and up-to-date records and submits neat and accurate reports and forms before the due dates.	10
Keeps complete and up-to-date records except for one or 2 instances of delayed entries and submits neat reports on dates due with not more than 2 errors in all forms/reports during the year.	8
Keeps complete and up-to-date records except for not more than 4 instances of delayed entries and submits reports on dates due with not more than one instance of report delayed by one day, and one revision of reports and 4 errors in all forms/reports during the school year.	6
Records generally up-to-date with 5 or 7 instances of delayed entries and reports submitted 2-4 days after due dates and with a total of 2-3 revisions and 5-10 errors in all forms/reports during the school year.	4
Does not keep up to date records with 8 or more instances of delayed entries and submits reports one week later with more than 10 errors in all forms/reports during the school year.	2

NOTE:

1. "Delayed entries" means failure to record the needed data promptly and regularly as in the case of Forms 1, 2, 137, 138, Grading Sheets, and 18 and other required reports.
2. Revision would mean a major change in the form or report submitted.

**Guidelines for Rating Item B, (Teacher Competence)
No. 6, Community and Allied Services ***

<u>Indicators</u>	<u>Rating</u>
A. Participated actively in at least four (4) activities with a role as chairman/coordinator in one.	10
B. Participated actively in at least three (3) activities.	8
C. Participated actively in at least two (2) activities.	6
D. Participated actively in at least one (1) activity.	4
E. Did not participate in any activity.	2

*Community activities refer to activities done in the community without sacrificing teaching functions for the following purposes:

1. school-community programs and fairs like PTA activities/projects, fiesta celebrations, community fairs, and the like.
2. information drives.

Allied services include activities initiated and undertaken by other agencies soliciting the participation of teachers like the following:

1. plebiscite/referendum/election
2. alay lakad
3. CSC/PRC examinations
4. Red Cross/MSSD relief operations
5. programs and projects of other agencies

Evidences such as letter of request, copy of the program, pictures, and the like attesting to the teacher's participation in the community and allied services should be submitted for rating purposes.

**Guidelines for Rating Item B, (Teacher Competence)
No. 7, Punctuality and Attendance**

<u>Indicators</u>	<u>Rating</u>
<p>A. Had no absence, leaves, tardiness or undertime, during the year, in class or other required school activities like meetings, programs or assemblies.</p> <p>Arrived in school or in place of activity at least 15 minutes before official time and left only after the end of the class or school activity.</p> <p>Voluntarily rendered service beyond official time whenever there was a need for such service.</p> <p>NOTE: All these indicators should be present to merit a rating of 10.</p>	10
<p>B. Did not have more than 2 instances of absence the total number of days not to exceed 5 and not more than 5 instances of tardiness during the year; or had one instance of justified leave of absence such as maternity or sick leave provided such maternity leave did not exceed 60 calendar days or such sick leave did not exceed 20 working days.</p> <p>Was noted leaving classes or other school activities at least two times before they were over.</p> <p>Rendered service beyond official time only when asked.</p> <p>NOTE: The observation of even only one of these infractions is sufficient for a rating of 8. If all 3 had been observed the rating is still 8.</p>	8

- C. Did not have more than 3 instances of absence, the total number of days not to exceed 10 and not more than 10 instances of tardiness/undertime, during the school year, in class or other school activities where attendance was required; or, had one instance of justified leave of absence such as maternity leave where such leave exceeded 60 days but not beyond 70 calendar days; or sick leave not exceeding 30 working days. 6

Was noted leaving classes and/or other school activities at least 4 times before they were over.

Failed or refused to render needed service beyond official time at least once during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 6. If all 3 had been observed the rating is still 6.

- D. Did not have more than 4 instances of absence the total number of days not exceeding 12 or not more than 12 tardiness/undertime, during the school year, in class or other school activities in which attendance was required; or had an instance of justified leave of absence (maternity or sick leave) with such maternity leave exceeding 70 calendar days but not beyond 80, or such sick leave exceeding 30 but not beyond 40 working days. 4

Was noted leaving classes and/or other school activities at least five times before they were over.

Refused or failed to render needed service beyond official time at least 3 times during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 4. If all 3 had been observed the rating is still 4.

E. Had 5 or more instances of absence the total number of days exceeding 12 and more than 12 instances of tardiness/undertime, during the school year, in class, or other required school activities; or had one instance of justified leave (maternity or sick) with such maternity leave exceeding 80 calendar days or such sick leave exceeding 40 working days. 2

Was noted leaving classes and/or school activities more than 5 times before they were over.

Failed or refused to render needed service beyond official time more than 3 times during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 2. If all 3 had been observed, the rating is still 2.

Guidelines for Rating Item C - Teacher Personality and Human Relations

The following indicators shall be considered in rating under this item:

Morality and Integrity

1. Observes the highest standard of morality.
2. Strictly observes rules and regulations affecting public service.
3. Is of unquestioned honesty and integrity.

Personal Characteristics

4. Exemplifies sound physical and mental health.
5. Observes proper grooming and attire.
6. Demonstrates a sense of responsibility, self-confidence and self-reliance.
7. Demonstrates stress and frustration tolerance.
8. Exercises self-control.
9. Makes sound decisions.
10. Displays reasonable independence of mind and conviction.

Human Relations

11. Exhibits open-mindedness to suggestions and criticisms.
12. Maintains harmonious relationship with people he deals with.
13. Enjoys the esteem and respect of the community of his service area.
14. Manifests love and concern for pupils/students.

Rating Scale

<u>Description</u>	<u>Rating</u>
A. Manifestations of items 1-3 and eight (8) others	10
B. Manifestations of items 1-3 and at least six (6) others.	8
C. Manifestations of items 1-3 and at least four (4) others.	6
D. With an infraction of any of the items 1-3 but with manifestations of any four (4) others.	4
E. With an infraction of any of the items 1-3 but with manifestations of at least two (2) others.	2

NOTE: It should be noted here that items 1-3 are musts and should be observed for a satisfactory rating. Even if items 4-14 are observed if an infraction of any of items 1-3 has been noted, no satisfactory rating under this item may be given.

Guidelines for Giving Credits Under Plus Factors*

(Maximum number of points - 1.00)

In addition to the teacher's average weighted rating, the teacher may earn additional points not exceeding 1.00 for his achievement in any of the following items:

<u>Items</u>	<u>Points</u>
I. Research	
a. Conducted at least one case study on a behavioral problem in his class.	0.25
b. Analyzed test results and utilized data to plan and carry out at least one action research to overcome an identified teaching-learning problem in the class.	0.50
c. Introduced at least one innovative technique of teaching which has been tried out in the whole school, kept records and made a formal report of the results for publication.	1.00
II. Leadership	
a. Organized, trained and conducted at least one cultural and/or sports group (e.g. rondalla, choir, dramatic club, dance troupe, writers club, forensic club) with at least two presentations and won any of the first three major prizes in a competition.	1.00

*All these activities are in addition to the regular teaching load/assignment of a teacher. If a teacher is relieved of teaching load to undertake these activities no credit for Plus Factors shall be given.

**Only activities undertaken during the rating period shall be credited. Those performed one or two years before shall not be counted.

- b. Organized at least one youth/adult organization such as community scouting and undertook at least one activity resulting in improvement of community. 0.50
- c. Served at least 5 times during the year in any of the following roles: resource speaker, discussant, demonstration teacher, or trainor of community activities, in any school, barangay, municipality, city, provincial level. 0.50
- d. Assumed leadership in the production of at least one workbook/set of practice exercises for one subject area. 0.50

III. Dedicated Service

- a. Accepted teaching assignment/special service in areas where peace and order was critical or where station was not accessible to transportation and where travel was hazardous. 1.00
- b. Rendered service in times of emergency and disasters. 0.25
- c. Rendered service beyond the call of duty even in the face of great risks. 1.00
- d. Demonstrated personal sacrifices for the good of the service regardless of costs in terms of time, effort, money and personal convenience. 1.00
- e. Had no drop-out in his class during the school year. 0.25

IV. Special Projects

- a. Organized a special remedial program in one subject area for at least 15 slow learners and raised their level of achievement by at least 20 over the baseline. 1.00

- b. Introduced an innovative work procedure, method/
device that resulted in benefits in terms of greater
effectiveness, economy of time, cost and effort. 1.00
- c. Participated in the implementation of a major edu-
cational innovation designed to respond to critical
educational problems, such as Project IMPACT
and IS-OSA. 1.00
- d. Initiated and conducted at least one in-service
training program for teachers in any of the
following levels:
 - school level 0.25
 - district level 0.50
- e. Sole authorship of one resource material/work-
book adopted by the district. 1.00

V. Public Relations

- a. Projects a very good image of the school through
certain activities like school publications, school
assemblies or keeping the public informed of the
objectives, programs, projects and activities of
the school. 0.25
- b. Instrumental in getting public support for major
school needs (such as stage, facilities, equipment,
and supplies) worth no less than:
 - ₱ 5,000 ₱ 9,999 0.25
 - 10,000 14,999 0.50
 - 15,000 19,999 0.75
 - 20,000 or more 1.00