



RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS

SELF-ASSESSMENT TOOL FOR TEACHER I-III (Proficient Teachers) for SY 2021-2022 in the time of COVID-19

The passage of the K to 12 Law (R.A. 10533) in May 2013 as a response to the changes and challenges of the modern world has changed the landscape of teacher quality requirements in the Philippines. The current reform calls for teachers to critically reflect on their roles and the expectations of them in the context of K to 12 Education.

This tool is designed for you to reflect on the different objectives related to your professional work. It consists of 19 items that you will analyze and rate according to your level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and reflective of international teacher standards.

You should accomplish this tool prior to the beginning of the school year and use to reflect on your performance throughout the RPMS cycle. The result of your self-assessment will guide you on which RPMS objectives to improve and on what areas you need coaching and mentoring.

Other school personnel, including the School Head, are not allowed to see the results of this tool. However, you can discuss with them your IPCRF-Development Plan (IPCRF-DP) based on your self-assessment.

PLEASE READ THE INSTRUCTIONS

This tool has three parts: Part I: Demographic Profile; Part II: Objectives; and Part III: Core Behavioral Competencies.

For Part I: Demographic Profile, please shade the circle of the demographic information applicable to you.

For Part II: Objectives, please shade the circle that corresponds to how you rate the objectives based on: (1) level of capability and (2) level of priority for development. At the bottom of each page, there is the opportunity to write about any aspects that you feel are relevant to the objectives on that page.

For Part III: Core Behavioral Competencies, please shade the circle of the behavioral indicators that you demonstrated during the performance cycle.

PART I: DEMOGRAPHIC PROFILE

Please shade the circle that is applicable to you.

1. Age

- Under 25 41-45
 25-30 46-50
 31-35 51-55
 36-40 Over 55

2. Sex

- Male Female

3. Employment Status

- Regular Permanent Substitute
 Provisional Contractual

4. Position

- Teacher I SPED Teacher I
 Teacher II SPED Teacher II
 Teacher III SPED Teacher III
 Special Science SPED Teacher IV
 Teacher I

5. Total Number of Years in Teaching

(Private and Public)

- 0-3 years
 4-10 years
 More than 10 years

6. Highest Degree Obtained

- Bachelor's Degree _____
 Master's Degree _____
 Doctorate Degree _____

7. Area of Specialization

- English Values Education
 Filipino SPED
 Mathematics Music
 General Science Arts
 Biology Physical Health
 Chemistry Health
 Physics TLE/ TVL
 Social Sciences Others (Specify)
 Early Childhood _____
 Education

8. Subject(s) Taught

- Mother Tongue MAPEH
 Filipino Technology
 English and Livelihood
 Mathematics Edukasyong
 Science Pantahanan at
 Araling Panlipunan Pangkabuhayan
 Edukasyon sa Others (Specify)
 Pagpapakatao _____

9. Grade Level Taught

- Kindergarten
 Elementary
 Junior High School
 Senior High School
 Others (Specify) _____

10. Curricular Classification of the School

- Kindergarten
 Kinder, Grade 1-6
 Kinder, Grade 1-6, Grade 7-10
 Kinder, Grade 1-6, Grade 7-10,
 Grade 11-12
 Kinder, Grade 1-6, Grade 11-12
 Kinder, Grade 1-6, Grade 7-10
 attached to Tertiary
 Kinder, Grade 1-6, Grade 7-10,
 Grade 11-12 attached to Tertiary
 Kinder, Grade 7-10
 Kinder, Grade 7-10, Grade 11-12
 Kinder, Grade 11-12
 Grade 1-6
 Grade 1-6 and Grade 7-10
 Grade 1-6 and Grade 11-12
 Grade 1-6, Grade 7-10 and Grade 11-12
 Grade 7-10
 Grade 7-10 and Grade 11-12
 Grade 11-12
 Community-based Learning Center

11. Region

Luzon

- National Capital Region
 Cordillera Administrative Region
 I - Ilocos
 II - Cagayan Valley
 III - Central Luzon
 IV-A - CALABARZON
 IV-B - MIMAROPA
 V - Bicol

Visayas

- VI - Western Visayas
 VII - Central Visayas
 VIII - Eastern Visayas

Mindanao

- IX - Zamboanga Peninsula
 X - Northern Mindanao
 XI - Davao Region
 XII - SOCCSKSARGEN
 XIII - Caraga
 Bangsamoro Autonomous Region in Muslim
 Mindanao

PART II: OBJECTIVES

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate your (1) **level of capability** and (2) **priority for development** for each objective.

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	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 Applied knowledge of content within and across curriculum teaching areas. <i>(PPST Indicator 1.1.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Used research-based knowledge and principles of teaching and learning to enhance professional practice. <i>(PPST Indicator 1.2.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. <i>(PPST Indicator 1.6.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. <i>(PPST Indicator 1.7.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning Environment (PPST Domain 2)								
2.1 Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. <i>(PPST Indicator 2.1.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Maintained learning environments that promote fairness, respect and care to encourage learning. <i>(PPST Indicator 2.2.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
2. Learning Environment (PPST Domain 2) - continuation								
2.3 Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. (PPST Indicator 2.5.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Diversity of Learners, Curriculum and Planning, & Assessment and Reporting (PPST Domains 3, 4, and 5)								
3.1 Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (PPST Indicator 3.5.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. (PPST Indicator 4.3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Utilized assessment data to inform the modification of teaching and learning practices and programs. (PPST Indicator 5.5.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

OBJECTIVES	Level of Capability				Priority Areas to be Addressed			
	Low	Moderate	High	Very High	Low	Moderate	High	Very High
	1	2	3	4	1	2	3	4
4. Community Linkages and Professional Engagement & Personal Growth and Professional Development (PPST Domains 6 & 7)								
4.1 Maintained learning environments that are responsive to community contexts. <i>(PPST Indicator 6.1.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. <i>(PPST Indicator 6.3.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. <i>(PPST Indicator 6.4.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Apply a personal philosophy of teaching that is learner-centered. <i>(PPST Indicator 7.1.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity. <i>(PPST Indicator 7.2.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Set professional development goals based on the Philippine Professional Standards for Teachers. <i>(PPST Indicator 7.5.2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plus Factor								
Performed various related works/activities that contribute to the teaching-learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional: In the space provided, you may want to make some personal comments about your practice and the objectives on this page.

PART III: CORE BEHAVIORAL COMPETENCIES

Please shade the circle of the competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES		Total
1. Self-Management		
<input type="radio"/>	1. Sets personal goals and directions, needs and development.	
<input type="radio"/>	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.	
<input type="radio"/>	3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	
<input type="radio"/>	4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	
<input type="radio"/>	5. Sets high quality, challenging, realistic goals for self and others.	
2. Professionalism and Ethics		
<input type="radio"/>	1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	
<input type="radio"/>	2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	
<input type="radio"/>	3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	
<input type="radio"/>	4. Makes personal sacrifices to meet the organization's needs.	
<input type="radio"/>	5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	
3. Results Focus		
<input type="radio"/>	1. Achieves results with optimal use of time and resources most of the time.	
<input type="radio"/>	2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	
<input type="radio"/>	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.	
<input type="radio"/>	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.	
<input type="radio"/>	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.	

CORE BEHAVIORAL COMPETENCIES		Total
4. Teamwork		
<input type="radio"/>	1. Willingly does his/her share of responsibility.	
<input type="radio"/>	2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	
<input type="radio"/>	3. Applies negotiation principles in arriving at win-win agreements.	
<input type="radio"/>	4. Drives consensus and team ownership of decisions.	
<input type="radio"/>	5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	
5. Service Orientation		
<input type="radio"/>	1. Can explain and articulate organizational directions, issues and problems.	
<input type="radio"/>	2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	
<input type="radio"/>	3. Initiates activities that promote advocacy for men and women empowerment.	
<input type="radio"/>	4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.	
<input type="radio"/>	5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	
6. Innovation		
<input type="radio"/>	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).	
<input type="radio"/>	2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	
<input type="radio"/>	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	
<input type="radio"/>	4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	
<input type="radio"/>	5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	

5 (Role model) - If all behavioral indicators had been demonstrated

4 (Consistently demonstrates) - If four behavioral indicators had been demonstrated

3 (Most of the time demonstrates) - If three behavioral indicators had been demonstrated

2 (Sometimes demonstrates) - If two behavioral indicators had been demonstrated

1 (Rarely demonstrates) - If only one behavioral indicator had been demonstrated