



## **RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) FOR TEACHERS**

### **SELF-ASSESSMENT TOOL FOR MASTER TEACHER I-IV (Highly 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**

- Master Teacher I       Master Teacher IV  
 Master Teacher II       SPED Teacher V  
 Master Teacher III

### **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
<b>1. Content Knowledge and Pedagogy (PPST Domain 1)</b>								
1.1 Modelled effective applications of content knowledge within and across curriculum teaching areas. (PPST Indicator 1.1.3)	<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 Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy. (PPST Indicator 1.4.3)	<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 Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture. (PPST Indicator 1.6.3)	<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 Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Learning Environment (PPST Domain 2)</b>								
2.1 Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.3)	<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 Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.3)	<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.*

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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
<b>2. Learning Environment (PPST Domain 2) - continuation</b>								
2.3 Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.3)	<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 Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning. (PPST Indicator 2.5.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Diversity of Learners, Curriculum and Planning, &amp; Assessment and Reporting (PPST Domains 3, 4, and 5)</b>								
3.1 Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.3)	<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. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups. (PPST Indicator 3.5.3)	<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 Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels. (PPST Indicator 4.3.3)	<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 Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement. (PPST Indicator 5.5.3)	<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.*

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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
<b>4. Community Linkages and Professional Engagement &amp; Personal Growth and Professional Development (PPST Domains 6 &amp; 7)</b>								
4.1 Reflect on and evaluate learning environments that are responsive to community contexts. <i>(PPST Indicator 6.1.3)</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 Discuss with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers. <i>(PPST Indicator 6.3.3)</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 Exhibit commitment to and support teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders. <i>(PPST Indicator 6.4.3)</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 Manifest a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy. <i>(PPST Indicator 7.1.3)</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 Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice. <i>(PPST Indicator 7.2.3)</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 Reflect on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals. <i>(PPST Indicator 7.5.3)</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"/>
<b>5. Plus Factor</b>								
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.*

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### **PART III: CORE BEHAVIORAL COMPETENCIES**

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

<b>CORE BEHAVIORAL COMPETENCIES</b>		<b>Total</b>
<b>1. Self-Management</b>		
<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.	
<b>2. Professionalism and Ethics</b>		
<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.	
<b>3. Results Focus</b>		
<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
<b>4. Teamwork</b>		
<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.	
<b>5. Service Orientation</b>		
<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.	
<b>6. Innovation</b>		
<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