



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

### **SELF-ASSESSMENT TOOL FOR TEACHER I-III (Proficient Teachers) for SY 2020-2021 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 13 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 Teacher I      ☐ SPED Teacher IV

### **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 Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<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. Diversity of Learners &amp; Assessment and Reporting (PPST Domain 2 and Domain 5)</b>								
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)	<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 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Used strategies for providing timely, accurate and constructive feedback to improve learner performance. (PPST Indicator 5.3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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>3. Curriculum and Planning (PPST Domain 4)</b>								
3.1 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals. (PPST Indicator 4.5.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST Indicator 4.2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Community Linkages and Professional Engagement &amp; Personal Growth and Professional Development (PPST Domain 6 and 7)</b>								
4.1 Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process. (PPST Indicator 6.2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Participated in professional networks to share knowledge and to enhance practice. (PPST Indicator 7.3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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
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