



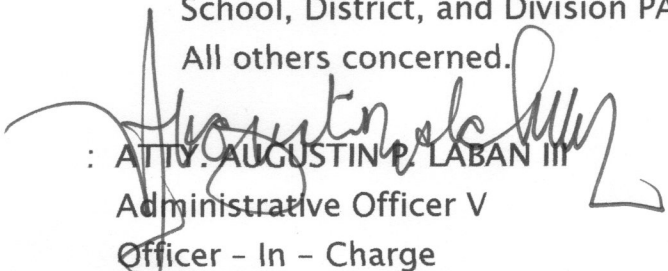
Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Cordillera Administrative Region  
DIVISION OF BAGUIO CITY  
Upper Session Road, Military Cut-Off, Baguio City  
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DIVISION MEMORANDUM

No.: 159, Series of 2012

To : All Division Promotional Staff;  
Public Schools District Supervisors;  
Secondary School Principals;  
Elementary School Principals;  
Teachers - In - Charge;  
School, District, and Division PARC; and  
All others concerned.

From :   
ATTY. AUGUSTIN P. LABAN III  
Administrative Officer V  
Officer - In - Charge

Subject : GUIDE ON THE ACCOMPLISHMENT OF THE PERFORMANCE  
APPRAISAL SYSTEM FOR THE SCHOOL HEADS (PSSH)

Date : 26 November 2012

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01. For purposes of uniformity, fairness, and in order to facilitate the accomplishment of the Performance Appraisal System for School Heads, attached is a guide to be followed both by the ratee and the rater in assessing their performance for a given period.
  02. As was presented, critiqued, and revised during the training of school heads held at El Cielito Inn, Baguio City on November 14, 2012, the attached guide (revised version) shall be used for the second semester of this year and the rating periods thereafter.
  03. For the department heads (secondary schools) who are not heading a school, the performance appraisal system currently being used shall remain.
  04. Immediate dissemination of this Memorandum and compliance of all concerned is enjoined.

**GUIDELINES IN THE ACCOMPLISHMENT OF THE  
PERFORMANCE APPRAISAL SYSTEM FOR SCHOOL HEADS (PASSH)**

Name	Position	Rating Period	
Region	Division		
<b>I</b>	<b>OCCUPATIONAL COMPETENCE (70%)</b>	<b>SUPPORTING DOCUMENT/EXPLANATION TO RATING GIVEN</b>	<b>RATING</b>
<b>A</b>	<b>INSTRUCTIONAL LEADERSHIP</b>		
<b>1</b>	<b>PREPARES SCHOOL DEVELOPMENT PLAN &amp; INSTRUCTIONAL SUPERVISORY PLAN</b>		<b>6</b>
a	SIP with AIP, Financial Plan and M& E	*Submitted on or before the 5 <sup>th</sup> day of the 1st month of the rating period * Approved by the ASDS/SDS without revisions	
b	Instructional Supervisory Plan		
c	Individual Work Plan (IWP)		
d	MOOE Annual Procurement Plan		
	<b>Agreement: No SIP, Rating = 2; With SIP but one (any of the other requirements) lacking, Rating = 4</b> Other development plans (related to learners development) over and above the requirement may warrant a rating higher than 6.		
<b>2</b>	<b>IMPLEMENTS INSTRUCTIONAL SUPERVISORY PLAN</b>		
a	Teachers were oriented before the implementation of the plan	Copy of the observation plan provided to every teacher  ( At least 5 Scheduled monthly Instructional Supervision) * Copy of accomplished observation forms * Monthly instructional supervisory report	
b	Plan was prepared for each teacher		
c	Regular classroom observations were conducted		
	-Instructional Supervision Form 1 (Pre-Observation Information)		
	-Instructional Supervision Form 3A (Teacher Observation Guide for Educational Competence)		
	-Instructional Supervision Form 2 (Post-Observation Information)		
d.	Feedbacks on observations made was provided to the teacher		
e.	Follow-up observation to ensure needs were addressed		
<b>B</b>	<b>DEVELOPMENT/IMPLEMENTATION OF EDUCATIONAL PROGRAMS</b>		
<b>B.1</b>	<b>PUPIL DEVELOPMENT</b>		
<b>3</b>	<b>INCREASE SCHOOL MPS IN THE NAT (To be considered for the Rating Period, July-December)</b>	With increase	<b>8</b>
		75 and beyond NAT MPS	<b>10</b>
<b>4</b>	<b>DECREASE DROP-OUT RATE /INCREASE RETENTION RATE</b>	Zero Drop-out Rate/100% Retention Rate	<b>10</b>
		With decrease/increase	<b>8</b>
		No decrease/increase	<b>6</b>
<b>5</b>	<b>SUSTAINED PARTICIPATION/NET ENROLMENT RATE (It shall not be considered in the computation of rating, however it shall be maintained as a concern and to be addressed by the School Head)</b>	Teacher/class-Student Ratio Textbook-Student Ratio Toilet-Male/Female Student Ratio	
<b>6</b>	<b>DECREASE FAILURE RATE , INCREASE PROMOTION AND GRADUATION RATE</b>	With decrease/increase	<b>8</b>
		No decrease/increase	<b>6</b>
<b>7</b>	<b>INCREASE COHORT-SURVIVAL RATE</b>	With increase	<b>8</b>
		No increase	<b>6</b>
	<b>NOTE: DOCUMENTS TO SUPPORT INCREASE/DECREASE</b> Attach programs pursued/implemented to rescue children at risk/DORP/Other related programs		
<b>8</b>	<b>HEALTH AND NUTRITION SERVICES ARE MADE AVAILABLE</b>	No impact	<b>6</b>
		With documented reports	<b>8-10</b>
<b>9</b>	<b>CURRICULUM INNOVATIONS/DEVELOPMENT</b>		
<b>B.2</b>	<b>PROVIDES LEADERSHIP IN THE DESIGNING OF INSTRUCTIONAL ASSESSMENT PROGRAM</b>		
a	Conducts curricular review: localization and enrichment of the curriculum	Accomplishment report of the activities conducted	
b	Conducts assessment on SBM practices	Initial Self-Survey Report for the Rating Period July –Dec. 2012	
c	Conducts MPRE and Year End Review and Evaluation	October and April report on conduct of evaluation	
d	Construction of quarterly tests	Table of specifications	
<b>B.3</b>	<b>MONITORS THE IMPLEMENTATION OF THE INSTRUCTIONAL ASSESSMENT PROGRAM</b>		
a.	Prototype-formative paper-pencil test	Teacher-made tests	
b.	Prototype non-traditional/alternative assessment measures – Rubrics and portfolio	Observed project type assessment measures	
c.	Prototype summative/ quarterly/ achievement tests with Table of Specifications	Noted and approved by the SH	
<b>B.4</b>	<b>FORMULATES POLICIES/PLANS/PROGRAMS FOR THE IMPROVEMENT OF TEACHING AND LEARNING</b>		
a	School Calendar of Activities	Copy of School Calendar of Activities/ Monthly Accomplishment Report	
b	BEC Budget of Work by learning area	Approved by the SH	
c	Teacher's CB-PAST IWP		
d	Teacher's/Classroom Program		
e	School Handbook	Guidelines on enrolment, school discipline and contributions	
<b>C</b>	<b>STAFF DEVELOPMENT</b>		
<b>10</b>	<b>ASSESSES TRAINING NEEDS OF TEACHERS</b>	Summary of the teachers' IPPD	
<b>11</b>	<b>PREPARES SCHOOL BASED TRAINING DESIGNS</b>	Copy of School-Based training matrix prepared / approved by the SDS/Memo to conduct training	
<b>12</b>	<b>CONDUCTS INSET, EVALUATES AND PROVIDE FEEDBACKS</b>	Copy of INSET conducted	

<b>13</b>	<b>PROVIDES OPPORTUNITIES FOR PROFESSIONAL / PERSONAL ENHANCEMENT OPPORTUNITIES</b>		
a	Training sources were identified and potential trainees were recommended	* Proof of allocation and recommendation *Report on trainings/seminars attended by the teachers	
b	Training opportunities were equitably allocated and qualified trainees were recommended		
c	Consultancy, mentoring and coaching provided to teachers	Copy of action research conducted by teachers Reports on mentoring and coaching conducted	
<b>D</b>	<b>ADMINISTRATIVE MANAGEMENT</b>		
<b>D.1</b>	<b>RESOURCE MANAGEMENT</b>		
<b>14</b>	<b>MANAGEMENT OF HUMAN RESOURCES</b>		<b>6</b>
a	Inventory and utilization of available expertise/potential	Trained staff / Master Teachers capability and expertise were tapped	
b	Sustains high performance	PHIL-IRI, Quarterly and achievement tests analyzed by teachers for instructional development	
c	Pursues program for human resource growth and development	Approved ERF implemented	
d	Conducts periodic monitoring on human resource	Attendance and punctuality, Time-on-Task	
<b>15</b>	<b>MANAGEMENT OF PHYSICAL FACILITIES</b>		
a	Prepares updated inventory of school facilities	Copy of updated BEIS and eBEIS data /Established SBMIS	
b	Identifies / prioritizes facilities needed by the school	SIP priority programs pursued	
c	Acquires purchases needed facilities		
d	Maintains records of school facilities	Inventory of School Facilities	
<b>16</b>	<b>FISCAL MANAGEMENT</b>		<b>6</b>
a	SCHOOL MOOE	Maximum utilization of resources/ properly liquidated and audited	
b	SBM GRANT		
c	SBMRS		
d	Canteen Fund		
<b>17</b>	<b>DATA MANAGEMENT</b>		
a	NAT MPS, Achievement and Quarterly Test Results	* Data processing and organization *Data analysis *Dissemination of findings *Utilization of Results	
b	School Performance Indicators – Participation Rate, Cohort Survival Rate, Retention Rate		
c	School Reading Profile – PHIL-IRI		
d	Form 3, Form 137 and 138, Form 86, Form 48		
<b>18</b>	<b>CONFLICT MANAGEMENT</b>		<b>6</b>
a	School complaint/grievance committee was organized	Copy and report on the organization of the School Grievance Committee	
b	Issues and problems were acted on time	Copy and report of complaints and appropriate action taken by the School Grievance Committee	
c	Facts were gathered and verified/ Parties were encourage to discuss differences to arrive at a settlement		
d	Appropriate action was taken		
<b>19</b>	<b>LINKAGE MANAGEMENT</b>		
a	Involvement of GOs and NGOs to school activities was elicited and collaborative relation sustained	Report and pictures of PTA, SGC, Brigada Eskwela, etc. collaborative activities	
b	The community and other link groups were informed of school performance and activities	Report on PTA Forums conducted	
c	The support contribution of link groups/ partners were acknowledge	Copy of Acknowledgment and liquidation reports on donations and contributions	
<b>20</b>	<b>RESEARCH</b>	Copy of approved, on-going and/or implementation and adaptation of the research conducted	
<b>21</b>	<b>PERFORMANCE ASSESSMENT</b>		
a	Teachers were oriented on the process of targeting	Copy of CB-PAST – IWP of teachers approved by the SH	
b	Performance targets were discussed and agreed upon		
c	Periodic meeting was conducted to monitor status of performance based on targets	Record of consultation/meetings conducted	
d	Self-rating of assessment was discussed and appraised against targets and accomplishments	Copy of Summarized CB- PAST vis-a- vis targets and accomplishments	
<b>II</b>	<b>PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS (20%)</b>		
<b>1</b>	<b>DECISIVENESS/COMMUNICATION</b>		
a	Implements policies, guidelines, orders, memorandums		
b	Communicates effectively to staff and other stakeholders in both oral and written reports.		
c	Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.		
<b>2</b>	<b>HONESTY/INTEGRITY</b>		
a	Truthfulness to self and others		
b	Observes Award System and a system of assistance for teachers staff to sustain integrity and honesty in all school practices		
c	Demonstrates integrity and honesty in all his dealings and transactions		
d	Is accountable for ones actions and decisions		

<b>3</b>	<b>DEDICATION/COMMITMENT</b>	
a	Does work to meet standards within or beyond office hours if deemed necessary	
b	Places public service above self	
<b>4</b>	<b>INITIATIVE/RESOURCEFULNESS</b>	
	Maximum utilization of resources and make remedies to meet necessities and needs	
<b>5</b>	<b>COURTESY</b>	
	Respect people at all times	
<b>6</b>	<b>HUMAN RELATIONS/INTERPERSONAL SENSITIVITY</b>	
a	Maintains good relationship and develops rapport with co-workers and publics	
b	Interacts appropriately with a variety of audiences	
c	Demonstrate ability to empathize with others	
<b>7</b>	<b>LEADERSHIP/ PROFESSIONALISM</b>	
a	Manifests genuine enthusiasm and pride in the nobility of the teaching profession	
b	Observes and demonstrates desirable personal and professional behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times (RA 6713 & Code of Ethics RA 7836)	
c	Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders	
d	Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service.	
e	Maintains good reputation with respect to financial matters, such as the settlement of debts, loans and other financial affairs.	
f	Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	
g	Set things under control/provides professional leadership among peers and subordinates	
<b>8</b>	<b>STRESS TOLERANCE</b>	
	Accept things happen for several reasons	
<b>9</b>	<b>FAIRNESS/JUSTICE</b>	
a	Rate self and others according to set guidelines	
b	Makes individuals accountable for their actions	
<b>10</b>	<b>PROPER ATTIRE/GOOD GROOMING</b>	
	Wear uniforms, decent and appropriate attires	
<b>III</b>	<b>PUNCTUALITY AND ATTENDANCE (10%)</b>	
<b>1</b>	<b>PUNCTUALITY</b>	<b>6</b>
	No. of times tardy during the rating period (workdays including meetings, gatherings, programs)	
<b>2</b>	<b>ATTENDANCE</b>	<b>6</b>
	No. of Leave of absence without pay during the rating period (Workdays and active participation relative to DepEd activities - meetings, gatherings, programs)	
	<b>PLUS FACTOR (0.5 score for every factor but not to exceed 1.0 for the total.)</b>	
1	Chaired technical committee in the district, division and regional level	Certificate of Recognition with memorandum/permit/authority to travel signed by proper authorities
2	Acted as trainer/resource speaker in the district, division and regional level	
3	Performed multiple higher functions	Designation signed by the SDS
4	Acquired resources and/or assistance for the school (at least P50 000 or more)	Accomplishment and Liquidation Report Submitted to the Division Office

**NOTE:**

1. The Monthly Accomplishment Report supports/documents the IWP
2. The Monthly Instructional Supervisory Report supports/documents the Instructional Supervisory Plan

<b>RATING STANDARDS</b>		
<b>NUMERICAL</b>	<b>ACCOMPLISHMENT</b>	<b>REQUIREMENT</b>
<b>10</b>	<b>150%</b>	<b>50% accomplishment beyond the minimum requirement</b>
<b>8</b>	<b>125%</b>	<b>25% accomplishment beyond the minimum requirement</b>
<b>6</b>	<b>100%</b>	<b>100% accomplishment of the basic requirement</b>
<b>4</b>	<b>75%</b>	<b>25% accomplishment below the minimum requirement</b>
<b>2</b>	<b>50%</b>	<b>50% accomplishment below the minimum requirement</b>

**KEY TO DESCRIPTIVE RATING**

<b>NUMERICAL RATING</b>	<b>DESCRIPTIVE RATING</b>
<b>8.60 – 10.00</b>	<b>Outstanding</b>
<b>6.60 – 8.59</b>	<b>Very Satisfactory</b>
<b>4.60 -6.59</b>	<b>Satisfactory</b>
<b>2.60 -4.59</b>	<b>Unsatisfactory</b>
<b>Below-2.59</b>	<b>Poor</b>