

APPENDIX A

CB-PAST FORM 1

COMPETENCY-BASED PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (CB-PAST)

Name _____ Position Title _____ Appointment Status _____
School _____
District _____ Division _____ Region _____
School Year _____ First Semester _____ Second Semester _____

To Teachers:

For **Part I**, use a rating scale with 1 as lowest and 4 as the highest Rate yourself along the indicators under each performance standard. Encircle the appropriate rating that applies to you in every item. For clearer understanding, refer to the expanded rubrics for the holistic description/interpretation of the rating values.

4 – Highly Proficient (HP)

Teacher performance consistently exceeds expectations. Displays at all time, a consistently high level of performance related skills, abilities, attributes, initiatives and productivity. All assignments/responsible are completed beyond the level of expectation. Self-direction of the teacher is evident.

3 – Proficient (P)

Teacher performance often exceeds expectations. Displays a high level of competency related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas.

2 – Basic (B)

Teacher performance meets basic expectations based on standards. Displays basic level of work and performance outputs as required outcomes or expectations of the job.

1 – Below Basic (BB)

Teacher performance on the job and outputs frequently fail below standard. Work outputs consistently low, regularly fails to meet required outcomes needing repletion of duty or by completion of others. The teacher may need immediate instructional support.

PART II, The PLUS FACTOR shall be used for Summative Appraisal at the end of the school year. It is a list of performance beyond the call of duty which are not included in the indicators of Part I. Every Plus Factor item has a value of .04 and a teacher may earn a maximum of 4 point during the summative appraisal period. Check the item being claimed. Duly certified evidences of the plus factor claimed should be found in your Teacher's Portfolio.

PART I – COMPONENTS AND PERFORMANCE STANDARDS

I. INSTRUCTIONAL COMPETENCE

Rating Legend: BB – Below Basic; B-Basic; P-Proficient; HP-Highly Proficient

A. Diversity of Learners

<i>Within the appraisal period, I...</i>	Appraisal Rating			
	BB	B	P	HP
1. set objectives that are within the experiences and capabilities of learners	1	2	3	4
2. utilized varied designs, techniques and activities suited to the different kinds of learners.	1	2	3	4
3. paced lessons appropriate to the needs and difficulties of learners	1	2	3	4
4. provided appropriate intervention activities for learners at risks.	1	2	3	4
5. recognized multi-cultural background of learners when providing learning opportunities.	1	2	3	4
6. adopted strategies to address needs of differently-able learners.	1	2	3	4
7. showed fairness and consideration to all learners, regardless of socio-economic backgrounds.	1	2	3	4

B. Curriculum Content and Pedagogy

<i>Within the appraisal period, I...</i>	Appraisal Rating			
	BB	B	P	HP
1. delivered accurate and updated content knowledge using appropriate methodologies, approaches, and strategies	1	2	3	4
2. used integration of language, literacy, numeracy skills and value in teaching	1	2	3	4
3. explained learning goals, instructional procedures, and content clearly and accurately to students	1	2	3	4
4. linked the current content with past and future lessons.	1	2	3	4
5. aligned the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	1	2	3	4
6. created situations that encourage learners to use higher order thinking skills through the use of the local language among others if needed.	1	2	3	4
7. engaged and sustained learner's interest in the subject by making content meaningful and relevant to them.	1	2	3	4
8. integrated scholarly works and ideas to enrich the lesson	1	2	3	4
established routines and procedures to maximize instructional time.	1	2	3	4
9. selected prepared and utilized available technology and other instructional materials appropriate to the learners and the learning objectives	1	2	3	4
10. provided appropriate learning tasks, portfolio and projects that support development of good study habits.	1	2	3	4
11. used Information and Communication Technology (ICT) resources for planning and designing teaching learning activities.	1	2	3	4
12. used available ICT resources for planning and designing teaching-learning activities	1	2	3	4

C. Planning, Assessing, and Reporting

<i>Within the appraisal period I...</i>	Appraisal Rating			
	BB	B	P	HP
1. constructed valid and reliable formative and summative tests.	1	2	3	4
2. used appropriate non-traditional assessment techniques (portfolios, journals, rubrics, etc.)	1	2	3	4
3. interpreted and used test results to improve teaching and learning.	1	2	3	4
4. identified teaching-learning difficulties and possible causes.	1	2	3	4
5. managed learning remediation activities	1	2	3	4
6. used tools for assessing authentic learning	1	2	3	4
7. provided timely and accurate feedback to learners to encourage them to monitor and reflect on their own learning growth	1	2	3	4
8. kept accurate records of grades/performance levels of learners	1	2	3	4
9. conducted regular meetings with learners and parents to report learners' progress.	1	2	3	4

II. SCHOOL, HOME, COMMUNITY LINKAGES

Rating Legend: BB – Below Basic; B-Basic; P-Proficient; HP-Highly Proficient

D. Learning Environment

<i>Within the appraisal period I...</i>	Appraisal Rating			
	BB	B	P	HP
1. provided equal opportunities for all learners regardless of gender	1	2	3	4
2. maintained a safe and orderly classroom free from distractions.	1	2	3	4
3. used individual and cooperative learning activities to improve capabilities of learners for higher learning	1	2	3	4
4. inspired learners to value and set high performance targets for themselves	1	2	3	4
5. handled behaviour problems quickly and with due respect to children's rights	1	2	3	4
6. created situation that develop a positive attitude among learners towards their subject and the teacher.	1	2	3	4

E. Community Linkages

<i>Within the appraisal period I...</i>	Appraisal Rating			
	BB	B	P	HP
1. involved parents/community in sharing accountability for learners' achievement	1	2	3	4
2. used varied and available community resources (human, materials) to support learning	1	2	3	4
3. used community as a laboratory for learning	1	2	3	4
4. got involved in / shared community information of school and achievements.	1	2	3	4
5. led students to apply classroom learning to the community	1	2	3	4
6. informed learners, parents, and other stakeholders regarding school policies and procedures				

III. PERSONAL, SOCIAL GROWTH, AND PROFESSIONAL CHARACTERISTICS

Rating Legend: BB – Below Basic; B-Basic; P-Proficient; HP-Highly Proficient

F. Social Regard for Learning

<i>Within the appraisal period I...</i>	Appraisal Rating			
	BB	B	P	HP
1. abide by and implemented school policies and procedures.	1	2	3	4
2. demonstrated punctuality in accomplishing tasks and attendance on all occasions.	1	2	3	4
3. maintained appropriate appearance and decorum at all times.	1	2	3	4
4. demonstrated appropriate behaviour in dealing with students, peers, and superiors	1	2	3	4

G. Personal, Social, Growth and Professional Development

<i>Within the appraisal period I...</i>	Appraisal Rating			
	BB	B	P	HP
1. maintained stature and behaviour that upheld the dignity of teaching	1	2	3	4
2. manifested personal qualities like enthusiasm, flexibility, caring attitude collegiality among others.	1	2	3	4
3. demonstrated my educational philosophy of teaching in classroom	1	2	3	4
4. updated myself with recent developments in education	1	2	3	4
5. participated actively in professional organizations.	1	2	3	4
6. reflected on the quality of my own teaching	1	2	3	4
7. improved my teaching performance based on feedback from the mentors, students, peers, superiors and others.	1	2	3	4
8. used self-assessment to enhance strengths and correct my weaknesses	1	2	3	4
9. accepted accountability for learners outcomes	1	2	3	4
10. abide by the Code of Ethics for Professional Teachers	1	2	3	4

PART II-THE PLUS FACTOR

The Plus Factor shall be claimed at the end of the school year for the summative appraisal. Items claimed in the current appraisal period will not be credited in the succeeding appraisal period.

Teachers who are dedicated in their profession perform some jobs beyond what are required of them. Most of these are voluntary in nature, thus acknowledging the added performance, certain reward in the form of the Plus Factor is provided in this appraisal system.

Each item in the list is equivalent to **.04** and a teacher who accomplishes a maximum of **10 items** during the appraisal period gets a maximum value of 4. The maximum value of .4 shall be added to the total weighted average on the CB-PAST for the overall rating of the teacher performance. The three components shall have a maximum number of items to be accomplished and claimed by the Teacher to wit: Instructional Competence – any four (4) items; I. School, Home, Community Linkages- any three (3) items; and III. Personal, Social Growth and Professional Development – any three (3) items.

Only teachers who have an overall rating description of **Highly Proficient, Proficient, or Basic** shall claim for the Plus Factor component in the appraisal system.

I. Plus Factor for Instructional Competence

- _____ 1. Acted as a mentor/coach in professional development to at least 2 peers.
- _____ 2. Served as a demonstration teacher at least once in a rating period, for peers, cooperating teachers resources teachers in the in-service and, pre-service students on innovative teaching strategies, classroom management.
- _____ 3. Conducted one (1) action research whose findings and recommendations have been adopted by the school (district or division)
- _____ 4. Acted as coordinator, chairperson in activities, projects that relate to instructional competence
- _____ 5. Innovated teaching strategies, classroom management and assessment to enhance learning.
- _____ 6. Increased the difference in the achievement rate of division post test over the pretest by 2.5% or higher on all classes taught.
- _____ 7. Maintained zero drop-out rate of reduced drop out late in the class.

II. Plus Factor for School, Home, Community Linkages

- _____ 1. Organized and implemented at least one (1) home-school-implemented-community project in rating period which resulted to enhance resulting outcomes
- _____ 2. Established a model that exemplifies a learning environment conducive to teaching and learning (i.e. Science Gardens, Mathematics laboratory, model classroom, others)
- _____ 3. Made at least one (1) best practices on how to involve majority of the parents in the education of their children.
- _____ 4. Conducted at least one action research and shared results to peers on problems related to learning environment, home, school, community involvement.
- _____ 5. Conducted at least two home visitations to encourage parents to support their children in their school activities, to reduce absenteeism and tardiness.
- _____ 6. Others not included but related to school, home, and community involvement.

III. Plus Factor for Personal, Social Growth and Professional Characteristics

- _____ 1. Received award for recognition as exemplary personal and professional attributes such as honesty and integrity, leadership, dedication, initiative, courtesy, fairness of an outstanding teacher from recognized academic institutions and other award giving bodies.
- _____ 2. Acted as coach or trainer to award winning students or group of students in academic and in non-academic contests recognized at least at the division level.
- _____ 3. Earned relevant professional trainings (an aggregate of at least 60 hours) or graduated from a higher relevant degree.
- _____ 4. Received scholarship awards, educational exchange, educational observation, study tour and the like which have competitive screening process. (Claim can only be made after the award has been enjoyed)
- _____ 5. Other not mentioned but related to personal and professional characteristics.

END of the CB-PAST FORM 1

CP-PAST MT Summary of Ratings Template

Criteria	Assigned Weight	No. of Items	Score	Mean (Score + no. of Items)	Description of the TPI	Weighted Average (Mean x Weight)
I. Instructional Competence		60%				
A. Diversity of Learners	10%	7				
B. Curriculum Content and Pedagogy	30%	12				
C. Planning, Assessing and Reporting	20%	9				
<i>Sum of Weighted Average of A, B & C</i>						
II. Home, School & Community Involvement		20%				
D. Learning Environment	10%	6				
E. Community Linkages	10%	6				
<i>Sum of Weighted Average of D & E</i>						
III. Personal Growth & Professional Development		20%				
F. Social Regard for Learning	10%	4				
G. Personal, Social Growth & Professional Development	10%	10				
<i>Sum of Weighted Average of F & G</i>						
Formative Performance Rating (Sum of the Total Weighted Average of I, II, & III)						
Descriptive for Overall Performance Rating in TPI for Formative Appraisal						
Plus Factor (for the Summative Appraisal) Each item gets 0.04. A maximum of 0.4 will be added to the Total Weighted Average)						
Summative Performance Rating (Sum of the Total Weighted Mean from I, II, III, and the Plus Factor earned)						
Description of Overall Performance Rating with critical requirement for Summative Appraisal						

TEACHER PERFORMANCE INDEX (TPI)

3.51-4.00-Highly Proficient. Teacher performance consistently exceeds expectations. Displays at all time, a consistently high level of performance related skills, abilities, attributed, initiatives and productivity. All assignments/responsibilities are completed beyond the level of expectation. Self-direction of the teacher is evident.

2.51-3.50-Proficient. Teacher performance often exceeds expectations. Displays a high level of competency related skills abilities, initiatives and productivity, exceeding requirements in many of the areas.

1.51-2.50-Basic. Teacher performance meets basic expectations based on standards. Displays basic level of work and performance outputs as required outcomes or expectations of the job.

1.00-1.50-Below Basic. Teacher performance on the job and outputs frequently fall below standard. Work outputs consistently low, regularly fails to meet required outcomes needing repetition of duty or by completion of others. The teachers may need immediate instructional support.

Overall Performance Rating Description and Critical Requirements for the Summative Appraisal

Description of Overall Performance Rating	<p align="center">CRITICAL REQUIREMENTS</p> <p align="center">Note: A teacher who does NOT meet the critical requirement will get the next lower level of the overall performance rating.</p>
Outstanding	3.51 or higher and no performance index value of below proficient in any of the standards.
Very Satisfactory	2.51 or higher and no performance index value of below basic in any of the standards.
Satisfactory	1.51-2.50 and no performance index value of below basic in any of the standards.
Below Basic	1.00 or higher with at least one performance index values below basic in any of the standards.

Remarks: _____

Agreements: _____

I hereby certify that my self-ratings reflect the true and honest evaluation for my teaching performance.

Ratee: _____
Teacher (Name & Signature)

Date: _____

Conferred with: _____
School Head (Name & Signature)

Date: _____

Recommending Approval: _____
Name & Signature

Date: _____

Approved by: _____
Name & Signature

Date: _____