

APPENDIX B

CB-PAST FORM 2

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

For Master 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>	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
8. mentored peers in the grade/year level of the area of specialization in using strategies that address diversity of learners.	1	2	3	4

B. Curriculum Content and Pedagogy

<i>Within the appraisal period...</i>	Appraisal Rating			
	BB	B	P	HP
1. Delivered accurate and updated content knowledge using appropriate methodologies, approaches, and strategies				
2. Developed and/or implemented innovative and functional teaching approaches and strategies every year as follows. MT I – II: at least one MT III – IV: at least two				
3. Used integrative approaches in teaching such as Content Based Instruction (CBI), Multiple Intelligence Learning Approach (MILA), and multidisciplinary approach, among others.				
4. Explained learning goals, instructional procedure				
5. Linked the current content with past and future lessons.				
6. Aligned the lesson objectives, teaching methods, learning activities and instructional material or resource appropriate to the learners.				
7. Created situations that encourage learners to use higher order thinking skills through the use of the local language among others if needed.				
8. engaged and sustained learner's interest in the subject by making content meaningful and relevant to them.				
9. integrated scholarly works and ideas to enrich the lesson				
10. established routines and procedures to maximize instructional time.				
11. selected prepared and utilized available technology and other instructional materials appropriate to the learners and the learning objectives				
12. Provided appropriate learning tasks, portfolio and projects that support development of good study habits.				
13. used Information and Communication Technology (ICT) resources for planning and designing teaching learning activities.				
14. Served as demonstration teacher and/or consultant MT I: at least school and district level MT II: school, district and division levels MT III: school, district, division and regional levels MT IV: school, district, division, regional and national tasks				
15. Assumed leadership in the improvement of instructional program MT I: in at least two grade/year levels MT II: in at least three grade/year levels				

MT III: in at least four grade/three year levels MT IV: in all grade/year levels				
16. conducted classroom observations MT I: in at least two grade/year levels MT II: in at least three grade/year levels MT III: in at least four grade/three year levels MT IV: in all grade/year levels				
17. conducted instructional training programs in the school, district, or division				
18. mentored a peer on how to plan and conduct action research				

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.				
2. used appropriate non-traditional assessment techniques (portfolios, journals, rubrics, etc.)				
3. interpreted and used test results to improve teaching and learning.				
4. Identified teaching-learning difficulties and possible causes.				
5. managed learning remediation activities				
6. used tools for assessing authentic learning				
7. provide timely and accurate feedback to learners to encourage them to monitor and reflect on their own learning growth				
8. kept accurate records of grades/performance levels of learners				
9. conducted regular meetings with learners and parents to report learners' progress.				
10. led in the analysis and utilization of test results MT I: in at least two grade/year levels MT II: in at least three grade/year levels MT III: in at least four grade/three year levels MT IV: in all grade/year levels				

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 gender fair opportunities for learning				
2. maintained a safe and orderly classroom free from distractions.				
3. used individual and cooperative learning activities to improve capabilities of learners for higher learning				
4. inspired learners to value and set high performance targets for themselves				
5. handled behaviour problems quickly and with due respect to children's rights				
6. created situation that develop a positive attitude among learners towards their subject and the teacher.				
7. maintained a model classroom, which is no conducive to teaching and learning.				

E. Community Linkages

<i>Within the appraisal period I...</i>	Appraisal Rating			
	BB	B	P	HP
1. involved the home/community in sharing accountability for learners' achievement				
2. used varied and available community resources (human, materials) to support learning				
3. used community as a laboratory for learning				
4. got involved in community information of school and achievements.				
5. shared to the community information on school events and achievements.				
6. led learners to apply classroom learning to the home and community				
7. informed learners, parents and other stakeholders regarding school policies and procedures				
8. planned, organized and led a school-community activity as a model for peers such as Clean and Green, Brigada Eskwela, sports clinic, waste management etc.				

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. followed and implemented school policies and procedures				
2. demonstrated punctuality in accomplishing tasks and attendance on all occasions.				
3. maintained appropriate appearance and decorum at all times.				
4. demonstrated appropriate behaviour in dealing with students, peers, superiors and other stakeholders				
5. maintained oneself as a role model of students and peers.				

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				
2. manifested personal qualities like enthusiasm, flexibility, caring attitude and others.				
3. demonstrated personal educational philosophy of teaching in classroom				
4. updated myself with recent developments in education through readings, attendance in continuing professional education, or trainings/seminars and similar activities.				
5. participated actively in professional organizations.				
6. reflected on the quality of my own teaching				
7. improved my teaching performance based on feedback from the mentors, students, peers, superiors and others.				
8. used self-assessment to enhance strengths and correct my weaknesses				
9. accepted accountability for learners outcomes				
10. abide by the Code of Ethics for Professional Teachers				
11. organized and implemented activities with peers for personal growth and professional development like educational tours, school visit retreats, conference etc.				

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 4 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 or a fraction thereof, shall be added to the overall rating of the teacher performance on the CB-PAST. Each component shall have a maximum number of items to be accomplished and claimed by the Teacher to wit i. Instructional Competence – any five (5) items and III. Personal, Social Growth and Professional Development – any five (5) 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. Conducted meetings/home visitations of students at least four (4) times to improve teaching learning situations.
- _____ 2. Acted as resource person in at least four (4) professional development activities (i.e. seminar, workshop, trainings, conference) in either pre-service or in-service trainings in the school, district or division.
- _____ 3. Provided professional assistance to peers on how to plan and conduct action research.
- _____ 4. Initiated, organized and conducted a training program for teachers.
- _____ 5. Designed evaluation and monitoring program for the school, district or division.
- _____ 6. Conducted curricular review or similar activity in the school, district or division.
- _____ 7. Increased the difference in the achievement rate or the division post test over the pre test by 5% or higher in all classes taught.
- _____ 8. No dropout rate during the appraisal period.
- _____ 9. Others related to Instructional Competence (specify)

II. NO PLUS FACTOR FOR SCHOOL, HOME COMMUNITY LINKAGES (All items are included as required)

III. PLUS FACTOR FOR PERSONAL, SOCIAL GROWTH, AND PROFESSIONAL DEVELOPMENT CHARACTERISTICS

- _____ 1. Received award for recognition as exemplary teacher for both personal and professional attributes by a recognized body or agency at the school, district, division, regional and national level.
- _____ 2. Earned a higher relevant degree.
- _____ 3. Published at least one (1) article in professional magazines/periodicals related to the field of specialization.
- _____ 4. Published at least one (1) article in professional magazines/periodicals related to the field of specialization.
- _____ 5. Received a scholarship/fellowships/travel/research/observation grant or secondment of not less than one (1) year, through a competitive selection. The credit shall be earned after the scholarship/grant/secondment has been finished. If less than one year, it shall be prorated in months.
- _____ 6. represented the DepEd in the regional, national, or international forum related to the current assignment.
- _____ 7. others related to Personal Growth and Professional Development Characteristics (Please specify)

END of the CB-PAST FORM 2 for MASTER TEACHER

CP-PAST MT Summary of Ratings Template

Criteria	Assigned Weight	No. of Items	Score	Mean (Score + no. of Items)	Description of the TBI	Weighted Average (Mean x Weight)
I. Instructional Competence 60%						
A. Diversity of Learners	10%	8				
B. Curriculum Content and Pedagogy	30%	18				
C. Planning, Assessing and Reporting	20%	10				
<i>Sum of Weighted Average of A, B & C</i>						
II. Home, School, and Community Involvement 20%						
A. Learning Environment	10%	7				
B. Community Linkages	10%	8				
<i>Sum of Weighted Average of D & E</i>						
III. Personal Growth and Professional Development 20%						
A. Social Regard for Learning	10%	5				
B. Personal, Social Growth & Professional Development	10%	11				
<i>Sum of Weighted Average of F & G</i>						
Formative Performance Rating						
(Sum of the Total Weighted Mean from A to G only for Formative Appraisal)						
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 A to G 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	CRITICAL REQUIREMENTS Note: A teacher who does NOT meet the critical requirement will get the next lower level of the overall performance rating.
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: _____

