



Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

PERFORMANCE MANAGEMENT POLICY GUIDELINES



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I. GENERAL POLICIES

1. Consistent with the RPMS cycle, all raters shall conduct performance planning, commitment and target setting with their ratees in all governance levels based on the schedule stipulated in the calendar of activities.
 - 1.1. For *non-teaching personnel*, the rater and the ratee shall agree on the specific objectives and customized indicators aligned to the KRA of the ratee's position and unique job assignment.
 - 1.2. For *Teachers*, the standardized IPCRF based on RPMS-PPST shall be adopted.
 - 1.3. For *School Heads*, the standardized OPCRF based on DepEd Order No. 24, series 2020 shall be adopted.
 - 1.4. For *Head Teachers/Department Heads* in the secondary schools, the customized IPCRF aligned to the OPCRF of school heads shall be utilized. Those who have teaching loads shall be included under Plus Factor.
 - 1.5. For *Supervisors*, the standardized IPCRF based on DepEd Order No. 25, series 2020 shall be adopted.
3. All raters are mandated to provide technical assistance to their ratees in the form of mentoring, coaching and/or counselling using the prescribed form attached as *Annex B* anytime within the rating period.
4. On performance review and evaluation, all raters shall meet their ratees to evaluate/validate individual/organizational performance based on the portfolio of MOVs presented and identify developmental needs with the appropriate learning and development interventions following the guidelines on the preparation of *Individual Development Plan (IDP)*. The final rating shall be based solely on the accomplishment of specific objectives as measured in the performance indicators. The OPCRF and IPCRF shall be accomplished and completed by the rater and ratee to:
 - i. Reflect actual accomplishments and results;
 - ii. Rate each of the objectives;
 - iii. Compute the score per objective;
 - iv. Determine the overall rating for accomplishments;
 - v. Reach and agreement; and
 - vi. Assess the competencies
5. Initial self-rating is encouraged prior to the rater-ratee discussion in accordance with established rating standards previously agreed upon

by the rater and ratee, reviewed by the PMT and duly approved by the SDS;

- 5.1 For *Teachers*, the school heads are directed to consolidate the IDP and the results of the electronic Self-Assessment Tool (eSAT) as basis for the preparation of the School Personnel Development Plan (SPDP) and the conduct of In-Service Training (INSET) and School Learning Action Cell (SLAC). Further, the findings of CID monitoring and evaluation, and the results of the Training Needs Analysis (TNA) are inputs to the Division Human Resource Development Plan which shall be the basis for the conduct of appropriate training programs;
 - 5.2. For *Non-Teaching and Teaching-Related Personnel*, the SGOD-HRD shall consolidate their OPD, IPD and TNA. The results shall be the basis in the preparation of Human Resource Development Plan
 - 5.3. The HRDC and HRD Section shall monitor and coordinate with training providers and disseminate available training or scholarship opportunities through the issuance of advisories to address their development needs.
6. On performance rewarding, the Office shall automatically recognize the top 5% high performing employees at the end of the performance cycle. All governance levels shall conduct awarding ceremonies within their area of jurisdiction (Division/ District/School).
 7. The Performance Management Team (PMT) shall ensure proper documentation and storage of all performance management data to be managed by the Personnel Section.

II. CALENDAR OF ACTIVITIES

School-Based Personnel:

Phases of RPMS Cycle	Tasks/ Activities	Person/s Responsible	Schedule
<i>Phase I:</i> Performance Planning and Commitment	Self- assessment and development planning	Ratee	A week prior to the performance cycle
	Performance planning and commitment setting	Ratee, Rater, Approving Authority	A week prior to the performance cycle
<i>Phase II:</i> Performance Monitoring and Coaching	Monitoring and Coaching	Ratee, Rater, Field Technical Assistance Providers	Entire rating period
<i>Phase III:</i> Performance Review and Evaluation	Mid-year review with development planning	Rater, Ratee	One (1) week after the culmination of the 2nd quarter
	Year-end performance review and assessment, evaluation of portfolio and computation of final rating	Rater, Ratee, Approving Authority	Within two (2) weeks after end of the rating period
	Preparation of schedule of validation of Outstanding IPCRF/ OPCRf rating	Planning Officer III, PMT	One (1) week after year-end performance assessment and evaluation
	Validation of Outstanding IPCRF/ OPCRf rating	Ratee, Rater, PMT Approving Authority	One (1) week after the issuance of validation schedule
	Submission of all rated IPCRF/ OPCRf for approval	Rater, Planning Officer III	One (1) week after the OPCRf rating is ready for approval after year-end evaluation and validation
<i>Phase IV:</i> Performance Rewarding	Ways forward and development planning	Ratee, Rater	One (1) week after the final rating has been made
	IPCRf/OPCRf Data Collection	Rater, Personnel Section, HRD	One (1) month after the release of final rating

Non-School-Based Personnel:

Phases of RPMS Cycle	Tasks/ Activities	Person/s Responsible	Schedule	Date of Submission
<i>Phase I:</i> Performance Planning and Commitment	Self-assessment and development planning	Ratee	One week prior to the performance cycle or earlier	Every 3 rd Friday of January
	Performance planning and commitment setting	Ratee, Rater, Approving Authority	A week prior to the performance cycle	Every 3 rd Friday of January
<i>Phase II:</i> Performance Monitoring and Coaching	Monitoring and Coaching	Ratee, Rater, Field Technical Assistance Providers	Entire rating period	
<i>Phase III:</i> Performance Review and Evaluation	Mid-year review	Ratee, Rater	One (1) week after the end of 1 st semester	Within 2 weeks after end of 1 st semester
	Year-end performance review and assessment, evaluation of portfolio and computation of final rating	Ratee, Rater, Approving Authority	Within 2 weeks after the end of performance cycle	By the 15 th working day of January
	Preparation of schedule of validation of Outstanding IPCRF/OPCRF rating	Planning Officer III, PMT	One (1) week after year-end performance assessment and evaluation	
	Validation of Outstanding IPCRF/OPCRF rating	Ratee, Rater, PMT Approving Authority	One (1) week after the issuance of validation schedule	
<i>Phase IV:</i> Performance Rewarding and Development Planning	Ways forward and development planning	Ratee, Rater	One (1) week after the final rating has been made	
	IPCRF/OPCRF Data Collection	School Head, Rater, Personnel Section, HRD	One (1) month after the release of final rating	

III. THE PERFORMANCE MANAGEMENT TEAM (PMT)

The Performance Management Team (PMT) in the SDO shall be constituted with the following composition:

<i>Chair</i>	:	Assistant Schools Division Superintendent
<i>Vice Chairs</i>	:	Chiefs of SGOD and CID
<i>Members</i>	:	Representative from the Planning Section*
		Representative from the Accounting Section*
		Highest Administrative Officer
		In-Charge of Monitoring and Evaluation*
		One (1) Education Program Supervisor*
		Representative from Elementary School Principals*
		Representative from Secondary School Principals*
		Representative from Teachers' Association**
		Representative from the NEU Division Chapter**
<i>Secretariat</i>	:	Administrative Office/Personnel Section
<i>Observer</i>	:	Representative from the PTA Division Federation

*To be selected by the Schools Division Superintendent

**To be selected by the association/Division Chapter

The PMT shall perform the functions in page 13, part VII (*Monitoring and Evaluation*) of the Enclosure to DepEd Order No. 2, s. 2015, thus:

- a. Recommend approval of the office performance commitment and rating to the Schools Division Superintendent;
- b. Adopt its own internal rules, procedures and strategies in carrying out the above responsibilities including schedule of meetings and deliberations and delegation of authority to representatives in case of absence of its members;
- c. The *Secretariat* shall set consultation meetings of all Heads of Offices for the purpose of discussing the targets set in the Office Performance Commitment and Rating Form (OPCRF);
- d. The *Personnel Section* shall identify top performers and provide inputs to the PRAISE Committee for grant of awards and incentives.

As supplement to DepEd Order, the following are the responsibilities of the following offices/RPMS key players:

1. The Schools Division Superintendent including designated officials in an Acting or Officer-In-Charge (OIC) capacity
 - 1.1. Assume primary responsibility for performance management in his/her Office;

- 1.2. Conduct strategic planning session with the Chiefs of functional divisions and section/unit heads and agree on the outputs that should be accomplished based on the goals/objectives of the organization and submits the Office Performance Commitment and Review Form to the Planning and Research Section;
 - 1.3. Review and approve individual employee's Performance Commitment and Review Form for submission to Personnel Section before the start of the performance period;
 - 1.4. Initially assess the office's performance using the approved Office Performance Commitment and Review Form;
 - 1.5. Determine the final assessment of performance level of the individual employees in his/her office based on proof of performance;
 - 1.6. Inform employees of the final rating and identified necessary interventions to employees based on the assessment of developmental needs;
 - 1.7. Recommend and discuss a development plan with the subordinates who obtain Unsatisfactory performance during the rating period not later than one month after the end of the said period and prepare written performance through the Personnel Section not earlier than the third notice/advice to subordinates that a succeeding Unsatisfactory performance shall warrant administrative action; and
 - 1.8. Provide preliminary ratings to subordinates showing Poor performance through the Personnel Section not earlier than the third month of the rating period. A development plan shall be discussed with the concerned subordinate through the HRD Section and issue a written notice that failure to improve their performance shall warrant administrative action.
2. Planning and Research Section
- 2.1. Ensure that office performance targets and measures, as well as the budget, are aligned with those of the agency and that work distribution of Offices/Units is rationalized;
 - 2.2. Conduct an agency performance planning and review conference annually in collaboration with Monitoring and Evaluation Section, to discuss the Office assessment for the

preceding performance period and plans for the succeeding rating period with concerned Heads of Sections/Units not later than 30 days before the next performance cycle; *(This shall include the participation of the Financial Office as regards budget utilization.)*

- 2.3. Monitor and evaluates the submission of OPCRf and schedule the review/evaluation of Office Commitments by the PMT at each level before the start of a performance period;
- 2.4. Consolidate, review, validate and evaluate the initial performance assessment of the Heads of sections/units based on reported Office accomplishments against success indicators, and allotted budget against actual expenses; *(The result of the assessment shall be the basis of PMT's recommendation to the Schools Division Superintendent who shall determine the final Office rating.); and*
- 2.5. Provide each section/unit with the final Office Assessment to serve as the basis of section/unit in the assessment of individual staff members.

3. Human Resource Development Section

- 3.1. Monitor submission of OPCRf by Chiefs of functional divisions and IPCRF of heads of sections/units in coordination with Personnel Section;
- 3.2. Review the Summary List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the PMT and approved by the *Schools Division Superintendent*;

- 3.3. Provide analytical data on retention, skill/competency gaps, and talent development plans that align with strategic plans; and
 - 3.4. Coordinate with the Chiefs of functional divisions and Section Heads the development interventions that will form part of the HR plan.
4. Section Chiefs/Unit Heads
- 4.1. Assume joint responsibility with the Schools Division Superintendent in ensuring the attainment of performance objectives and targets;
 - 4.2. Rationalize distribution of targets/tasks;
 - 4.3. Monitor closely the status of the performance of their subordinates and provide support and assistance through the conduct of coaching, for the attainment of targets set by the Division/Unit and the individual employee;
 - 4.4. Assess individual employees' performance; and
 - 4.5. Recommend development intervention.
5. Individual employees shall act as partners of management and their co-employees in meeting organizational performance goals.

In addition to the aforementioned functions and responsibilities, the PMT shall provide coaching, mentoring, and counseling as needed based on the Goals, Reality, Options, Wrap-up (GROW) principle and as part of the Monitoring and Coaching process of the Performance Management System. Pls refer to the Guidelines on PM Forms on Coaching, Mentoring, Counselling and Other Instruments.

IV. PERFORMANCE STANDARDS FOR TEACHING PERSONNEL

The performance standards for teaching personnel provided for in DepEd Order No. 2, s. 2015, are hereby adopted in its entirety.

V. PERFORMANCE STANDARDS FOR NON-TEACHING PERSONNEL

1. Taking into account job titles, job descriptions and job assignments, non-teaching personnel shall be categorized, as follows:
 - a. Division Office-Based Non-Teaching Personnel
 - b. School-Based Non-Teaching Personnel
 - c. Senior High School-Based Non-Teaching Personnel

2. Key Result Areas (KRAs) that are culled from the duties **and** functions of the respective employees shall have the Distributed Weighted Average below. Additional points may likewise be granted as a plus factor for extraordinary functions performed or accomplishments, as may be determined by the immediate supervisor, evaluated by the PMT and duly approved by the Head of Agency.

2.1. Those with at least 4 Key Result Areas

40%	–	<i>Key Result Area No. 1</i>
25%	–	<i>Key Result Area No. 2</i>
20%	–	<i>Key Result Area No. 3</i>
10%	–	<i>Key Result Area No. 4</i>
5%	–	<i>Plus Factor (Other Functions)</i>

2.2. Those with 5 Key Result Areas

35%	–	<i>Key Result Area No. 1</i>
20%	–	<i>Key Result Area No. 2</i>
20%	–	<i>Key Result Area No. 3</i>
10%	–	<i>Key Result Area No. 4</i>
10%	–	<i>Key Result Area No. 5</i>
5%	–	<i>Plus Factor (Other Functions)</i>

3. The following shall serve as general rating standards:

Rating	Efficiency	Timeliness
5	<i>100% of MOVs achieved; 100% Complete documents</i>	<i>Submitted/ Completed 5 working days prior to due date</i>
4	<i>90%-99% of MOVs achieved; Lacking 1-2 documents</i>	<i>Submitted/ Completed on due date</i>
3	<i>80%-89% of MOVs achieved; Lacking 3-5 documents</i>	<i>Submitted/ Completed 1-5 days after due date</i>
2	<i>70%-79% of MOVs achieved; Lacking 5-10 documents</i>	<i>Submitted/ Completed 6-10 days after due date</i>
1	<i>Below 70% MOVs achieved; Lacking more than 10 documents</i>	<i>Submitted/ Completed more 10 days after due date</i>

4. General rating standards shall likewise be provided for the categories of non-teaching personnel enumerated above, thus:

a. Division Office-Based¹

- a.1. School Nurse*
- a.2. Administrative Officer II*
- a.3. Registrar I*
- a.4. Administrative Assistant III (Bookkeeper)*
- a.5. Administrative Assistant II (Disbursing Officer)*
- a.6. Administrative Assistant I*
- a.7. Administrative Aide VI*
- a.8. Administrative Aide IV*

b. School-Based²

- b.1. School Nurse*
- b.2. Guidance Counselor II*
- b.3. Guidance Counselor I*
- b.4. Administrative Officer II*
- b.5. Administrative Assistant III (Bookkeeper)*
- b.6. Administrative Assistant II (Disbursing Officer)*
- b.7. Administrative Aide IV*

¹ Based on existing staffing plan. Additional rating standards shall be provided for any new positions that may be created

² Based on existing staffing plan. Additional rating standards shall be provided for any new positions that may be created

b.8. Administrative Aide III

b.9. Administrative Aide I

c. Senior High School-Based³

c.1. School Nurse

c.2. Administrative Officer II

c.3. Registrar I

c.4. Administrative Assistant II (General Administrative Support)

Annex F provides for a sample set of general rating standards for a non-teaching position.

VI. MAINTAINING PERFORMANCE MANAGEMENT RECORDS

1. All performance management records shall be in the custody of the PMT Secretariat and shall be placed in a designated area, categorized by school level – Elementary, Junior High School and Senior High School.

Printed copies of Division Memos, Notices of Meeting, Minutes of Meeting, Monitoring and Evaluation Reports, Attendance Sheets shall be filed in specially labeled folders and envelopes and stored in areas that are kept safe from fire, flood, rodents, termites and other risks.

A Google Drive shall be created as storage of electronic copies of the same documents.

2. Printed copies of IPCRs shall be submitted to the Personnel Section, while OPCR shall be submitted to the Planning Section. Electronic copies thereof shall be uploaded to the eIPCR tool managed by HRD.
3. The PMT Secretariat shall consolidate and prepare a Summary of Ratings and stored in a Google Drive, organized by year, name and school level.
4. OPCR/OPCRFs shall be stored in the Personnel Section for reference. HRD Section with the assistance of the Information Technology Office shall manage and maintain the functionality of the database.

³ *Based on existing staffing plan. Additional rating standards shall be provided for any new positions that may be created*

VII. THE INDIVIDUAL DEVELOPMENT PLAN (IDP)

1. Individual Development Plan (IDP) is *Part IV-Development Plans* of the IPCRF which is based on the discussion and qualitative comments, observations and recommended development intervention in the individual employee's performance commitment, competency assessment and significant incidents which are written in the strengths and development needs column.
2. The Steps in development planning shall include the following:
 - a. Identify the development needs
 - b. Set goals for meeting the development needs
 - c. Prepare action plan for meeting the development needs, such as list of learning activities, resources and support, measures of success, among other needs
 - d. Implement Action Plans; and
 - e. Evaluate.
3. In the light of the shared responsibility for employee development, the IDP shall be presented to and agreed upon by the individual employee and the School Head/Section Head/Division Chief together with the IPCRF before the start of the rating period.
4. IDPs for the current rating period shall be consolidated by the School Head/Section Head/Division Chief and shall be the basis for development planning across all levels.
5. Development Action Plans may include the following activities:
 - a. Self-managed learning
 - b. Benchmarking
 - c. Assignment to Task Forces/Committees/Special Projects
 - d. Job Enrichments/Redesign
 - e. Functional cross-posting
 - f. Regional cross-posting
 - g. Seminar/Workshops
 - h. Formal Education/Classes
 - i. Developmental/Lateral Career Moves
 - j. Coaching/Counseling
6. To ensure that the action plans and interventions are met, midyear/year-end review of the IDPs shall be conducted within fifteen (15) days following the end of the reference semester. Enhanced IDPs shall be presented within 5 working days to the School Heads/Section Heads/Division Chiefs and subsequently submitted to the HRD for the analysis and recommendation to the Schools Division Superintendent for approval.

VIII. ACCOMPLISHING THE PERFORMANCE MANAGEMENT FORMS – COACHING, MENTORING, COUNSELING AND OTHER INSTRUMENTS

1. Performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, objectives and performance indicators, and correspondingly sign the OPCRf and IPCRF.
2. Performance monitoring and coaching shall be done throughout the rating period using the prescribed forms for coaching, mentoring, counseling and other instruments applicable in the monitoring of the employee's job performance.
3. It shall be the responsibility of both the rater/coach and the ratee/coachee to agree, track and record significant incidents through the use of the Performance Monitoring and Coaching Form (PMCF) and Coaching Journal Report (CJR) which capture actual events and behaviors both positive and negative performances as observed and documented.
4. The PMCF and CJR (*Annex B*) shall be the primary monitoring forms to be used in conducting the monitoring and coaching of the employees throughout the rating period. If ever the ratee requests for coaching, a Coaching Request Form (CRF) (*Annex C*) shall be filled out by the ratee and submit it to the rater to enable scheduling of the coaching session.
5. The pertinent forms shall be in the custody of the rater and shall be used anytime during the rating period or as the need arises.
6. After the monitoring and coaching session, the rater shall document all incidents as well as agreements using the monitoring and coaching form. These could be the basis for giving further coaching and mentoring as well as in giving performance rating. A copy shall be provided to the ratee.
7. At the end of the rating period, the rater and ratee shall meet for the validation of the rating. The ratee shall bring to the meeting all the needed documents to support his/her rating.
8. The results of the validation of the ratings will serve as the final rating of the ratee in the OPCRf/IPCRf and such results shall be submitted to the Personnel Section after all signatures have been affixed.

IX. REPEALING CLAUSE

The guidelines herein set forth shall hereinafter be the basis in the implementation of performance management and evaluation in the SDO. All other guidelines and issuances inconsistent herewith shall be deemed amended.

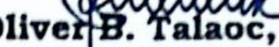
X. EFFECTIVITY

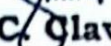
These guidelines shall take effect immediately after the same has been duly approved by the Schools Division Superintendent.


October 05, 2022, Ipil, Zamboanga Sibugay.

RECOMMENDING APPROVAL:

PERFORMANCE MANAGEMENT TEAM (PMT)

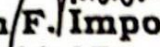

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

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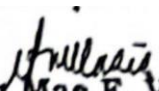

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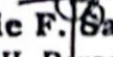

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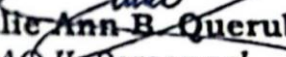

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Annex A

RPMS Tool for Teacher I-III (Proficient Teachers) in the time of COVID-19 S.Y. 2021-2022

 Department of Education	POSITION AND COMPETENCY PROFILE		PCP No. _____	Revision Code: 00
	Position Title	Teacher I - III	Salary Grade	
Parentetical Title		Effectivity Date		
Office Unit		Pages		
Reports to	Principal / School Heads			
Position Supervised				
JOB SUMMARY				
QUALIFICATION STANDARDS				
A. CSC Prescribed Qualifications (For Senior High School Teachers, please refer to: DO 3, s. 2016; DO 27, s. 2016; and DO 51, s. 2017)				
Position Title	Teacher I	Teacher II	Teacher III	
Education	For Elementary School – Bachelor of Elementary Education (BEEd) or Bachelor's degree plus 18 professional units in Education, or Bachelor in Secondary Education, or its equivalent			
	For Secondary School – Bachelor of Secondary Education (BSEd) or Bachelor's degree plus 18 professional units in Education with appropriate major or Bachelor in Secondary Education, or its equivalent			
Experience	None required	1 year relevant experience	2 years relevant experience	
Eligibility	RA 1080	RA 1080	RA 1080	
Trainings	None required	None required	None required	
B. Preferred Qualifications				
Education	BSE/BSEEd/College Graduate with Education units (18-21), at least 18 MA units			
Experience				
Eligibility	PBET/LET/BLEPT Passer			
Trainings	In-service training			

RPMS Tool for S.Y. 2021-2022 | Proficient Teachers

1

DUTIES AND RESPONSIBILITIES

1. Applies mastery of content knowledge and its application across learning areas
2. Facilitates learning using appropriate and innovative teaching strategies and classroom management practices
3. Manages an environment conducive to learning
4. Addresses learner diversity
5. Implements and supervises curricular and co-curricular programs to support learning
6. Monitors and evaluates learner progress and undertakes activities to improve learner performance
7. Maintains updated records of learners' progress
8. Counsels and guides learners
9. Works with relevant stakeholders, both internal and external, to promote learning and improve school performance
10. Undertakes activities towards personal and professional growth
11. Does related work

KRA 1: Content Knowledge and Pedagogy

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR					
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)
1. Applied knowledge of content within and across curriculum teaching areas	Classroom Observation Tool (COT) rating sheet or inter-observer agreement form from 1. an observation of synchronous teaching (limited face-to-face teaching, online teaching, or two-way radio instruction) 2. if option 1 is not possible, an observation of a recorded video lesson or audio lesson that is SLM-based or MELC-aligned 3. if options 1 and 2 are not possible, an observation of a demonstration teaching ¹ via LAC	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown

¹For modular approach, demonstration teaching via LAC must reflect the teaching-learning process in the said modality. The MOV (COT rating sheet or inter-observer agreement form) shall also be complemented with any annotated document (e.g., module, screenshot of instant messaging, note/s showing instructions, narrative) indicating occurrence of follow through, monitoring, etc.

Note: For this objective, two MOVs are required for the entire school year. In computing the rating for Quality: (i) get the corresponding RPMS 5-point scale rating of each COT rating; (ii) calculate the average of the RPMS ratings; and (iii) find the transmuted RPMS rating. See sample computation below:

Means of Verification	COT Rating	RPMS 5-point Scale Rating	Average	RPMS Rating for Quality
COT Rating Sheet 1	5	4	3.500	4 (Very Satisfactory)
COT Rating Sheet 2	5	3		

RPMS Rating Transmutation Table	
Outstanding (5)	4.500-5.000
Very Satisfactory (4)	3.500-4.499
Satisfactory (3)	2.500-3.499
Unsatisfactory (2)	1.500-2.499
Poor (1)	1.000-1.499

RPMS Tool for S.Y. 2021-2022 | Proficient Teachers

3

Annex B

PERFORMANCE MONITORING AND COACHING FORM (PMCF)

<i>Ratee:</i>	<i>Rater:</i>
<i>Position:</i>	<i>Position:</i>
<i>Division/Section/School:</i>	
<i>Rating Period:</i>	<i>Year:</i> <input type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2

Date	Critical Incidence Description	Output	Impact on Job/Action Plan	Name and Signature of Rater and Ratee
June 2022- July 2023	Some of the teachers failed to prepare log plans or lesson plans on time and failed to prepare instructional materials in some of the classes due to the following: <ul style="list-style-type: none"> ▪ <i>Lack of time management</i> ▪ <i>Lots of LPs to prepare</i> ▪ <i>Teachers only prepare LPs in their field of specialization or in some of their subject handled</i> 	Failure to assess and evaluate the learning of students	<ul style="list-style-type: none"> ▪ Low achievement ▪ Time Management ▪ Motivate teacher to prepare daily LPs, and instructional materials 	
Coach ing Notes				
Coach ing Plan				

Prepared by: _____
Signature over Printed Name

Annex C
COACHING JOURNAL REPORT

<i>Date of Coaching:</i>	<i>Time of Coaching:</i>
Coach <i>Signature over printed name</i>	Coachee <i>Signature over printed name</i>

AGENDA/OBJECTIVES:	
Goal <i>What do you want to accomplish?</i> <i>How will you know when it is achieved?</i>	
Reality <i>What's happening now in terms of the goal?</i> <i>How far I am away from the goal?</i>	
Options <i>What options do I have to resolve the issues or obstacles?</i>	
Way Forward <i>Which option will I commit to?</i>	

Annex D
COACHING REQUEST FORM

<i>Ratee/Coachee:</i>	<i>Date:</i>
<i>Position:</i>	
<i>Division/Section/School:</i>	
<i>Preferred Coach:</i>	

Please accurately provide the information requested in this form.

Reason/broad objective of the Coaching

Please provide a high-level reason why you are requesting coaching support for your personal development and details of what you hope to achieve from the coaching, remembering to make this measurable. This information will help us vital in identifying the appropriate coach.

Any other relevant information?

Any other Information that you wish us to bear in mind when matching you to your coach.

I understand that undertaking coaching requires a minimum commitment of at least 30 minutes to 1 hour per coaching session per month for 4-6 months.

Requested by: _____
Signature over printed name

Annex E
ANNUAL TERMINAL REPORT

I. EXECUTIVE SUMMARY

<i>What activities were conducted by the PMT?</i>	
<i>What were the significance of the implemented activities?</i>	
<i>What happened in the implementation of the activities?</i>	
<i>What are the highlights of the activities?</i>	
<i>What is the overall result in the implementation of the performance management activities?</i>	

II. OBJECTIVES

III. MONITORING

A. Monitoring on the Implementation of Performance Management Activities

Activities	Target Date	Date of Implementation	Implemented?		Remarks
			Yes	No	
1. Meeting/ Conferences					

2. Capacity Development					
3. Conduct of Performance Planning and Commitment					
4. Gather Performance commitment					
5. Conduct of Mid-Year Assessment and Review					
6. Conduct of Performance Coaching and Mentoring					
7. Conduct of Revalida on the outstanding OPCRF and IPCRF rating					
8. Gather and consolidate OPCRF result					
9. Gather and consolidate IPCRF result					
10. Top performers are identified and recommended to PRAISE Committee for grant of awards and incentives					
11. Conduct of Rewards and Recognition					
12. Process and Finalize PBB documents and rating					

B. Tracking of Budget Allocation and Utilization

Activities / Program	Allocation	Actual Utilization	Remarks
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

IV. Result of Monitoring

V. Findings and Recommendations

Prepared by:

ANGELITO A. ABALLE
SEPS, SMM&E

LLOYD I. RODRIGUEZ
EPS II, SMM&E

Noted by:

ROSMINDO L. ANCHETA, JR.
EPS, SGOD

DR. OLIVER B. TALAOC
Chief, SGOD

Annex F



29 Jan 2024

DIVISION MEMORANDUM

No. 057, s. 2024

RECONSTITUTION OF DIVISION PERFORMANCE MANAGEMENT TEAM (DPMT) AND ARTICULATION OF THE RESPONSIBILITIES OF RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) KEY PLAYERS IN COMPLIANCE WITH DEPED ORDER NO. 002, s. 2015

To: Assistant Schools Division Superintendent
SGOD and CID Chiefs
Education Program Supervisors
All Public Schools District Supervisors/Districts In-Charge
All Division Office Section Heads
Public Elementary and Secondary Heads
All Others Concerned
This Division

1. In the interest of the service and to ensure efficient implementation of the Results-based Performance Management System pursuant to DepEd Order No. 002, s. 2015, the **Performance Management Team** of the Division of Zamboanga Sibugay is hereby reconstituted as follows:

Chair: **Ma. Colleen L. Emoricha**, EdD, CESO VI, ASDS

Vice-Chairs: **Oliver B. Talaoc**, EdD, SGOD Chief
Evelyn F. Importante, OIC, CID Chief

Members: **Glorife C. Clavero**, SEPS, Planning & Research
Mary Beneth G. Lagroma, Accountant III
Grace R. Jugno, Administrative Officer V
Renz Roy A. Ramos, Administrative Officer IV
Rosmindo L. Ancheta, Jr., EPS, SGOD
Rose Marie E. Diocares, EPS
Ariel M. Eraldo, ESP IV, PESPA Representative
Salvador D. Arquilita, SSP IV, NAPSSHIL Representative
Michael Bacerra, MT-II, Teachers' Association Representative
Alma Fraulein M. Garcia, EdD., SEPS-HRD
Lloyd I. Rodriguez, EPS II, M & E

Observer: **Hon. Ida Mel O. Caperig**, Division Federated PTA President

Secretariat: **Ellen Mae F. Villasis**, EPS II-HRD
Helen Grace P. Am-is, AO II
Claudia Luz A. Calizar, ADAS III
Ivy E. Advento, AO II
Rosalie F. Sandiego, AO II



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2. The following are the functions and responsibilities of the Division PMT as contained on page 13, part VII (*Monitoring and Evaluation*) of the Enclosure to DepEd Order No. 2, s. 2015:
 - a. The Secretariat sets consultation meeting of all Heads of Offices for the purpose of discussing the targets set in the Office Performance Commitment and Rating Form (OPCRF);
 - b. The Planning and Research Section shall ensure that Office performance targets and measures, as well as the budget, are aligned with those of the agency and that work distribution of Offices/Units is rationalized;
 - c. PMT recommends approval of the office performance commitment and rating to the Schools Division Superintendent;
 - d. HRD in coordination with Personnel Section identifies potential top performers and provide inputs to the PRAISE Committee for grant of awards and incentives; and
 - e. The PMT at each level shall validate the Outstanding Performance Ratings and shall recommend employees for performance-based awards; and
 - f. PMT adopts its own internal rules, procedures, and strategies in carrying out the above responsibilities including schedule of meetings and deliberations and delegation of authority to representatives in case of absence of its members.

3. As articulated in the same DepEd Order, the following are the responsibilities of the following offices/RPMS key players:

I. Planning and Research Section:

- a. Conduct an agency performance planning, target setting and review conference annually in collaboration with Monitoring and Evaluation Section, to discuss the Office assessment for the preceding performance period and plans for the succeeding rating period with concerned Heads of Sections/Units two weeks before the start of the rating period; *(This shall include the participation of the Financial Office as regards budget utilization.)*
- b. Monitor and evaluates the submission of OPCRf and schedule the review/evaluation of Office Commitments by the PMT at each level before the start of a performance period;
- c. Consolidate, review, validate and evaluate the initial performance assessment of the Heads of Sections/Units based on reported Office accomplishments against success indicators, and allotted budget against actual expenses; *(The result of the assessment shall be the basis of PMT's recommendation to the Schools Division Superintendent who shall determine the final Office rating.) and*
- d. Provide each section/unit with the final Office Assessment to serve as the basis of section/unit in the assessment of individual staff members.

II. Human Resource Development Section:

- a. Monitor submission of IPCRf of heads of sections/units and other RPMS tools such as Performance Monitoring and Coaching Form (PMCF) and electronic Self-Assessment Tool (eSAT) in coordination with Personnel Section;



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- b. Review the Summary List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the PMT and approved by the Schools Division Superintendent.
- c. Provide analytical data on retention, skill/competency gaps, and talent development plans that align with strategic plans for appropriate L&D interventions; and
- d. Coordinate with the Chiefs of functional divisions and Section Heads the development interventions that will form part of the HR plan.

III. Schools Division Superintendent including designated officials in an Acting or Officer-In-Charge (OIC) capacity:

- a. Assume primary responsibility for performance management in his/her Office;
- b. Conduct strategic planning session with the Chiefs of functional divisions and section/unit heads and agree on the outputs that should be accomplished based on the goals/objectives of the organization and submits the Office Performance Commitment and Review Form to Planning and Research Section;
- c. Review and approve individual employee's Performance Commitment and Review Form for submission to Personnel Section five (5 days) before the start of the performance period;
- d. Initially assess the office's performance using the approved Office Performance Commitment and Review Form;
- f. Determine the final assessment of performance level of the individual employees in his/her office based on proof of performance;
- g. Inform employees of the final rating and identified necessary interventions to employees based on the assessment of developmental needs;
- h. Recommend and discuss a development plan with the subordinates who obtain Unsatisfactory performance during the rating period not later than one month after the end of the said period and prepare written performance through the Personnel Section not earlier than the third notice/advice to subordinates that a succeeding Unsatisfactory performance shall warrant administrative action; and
- i. Provide preliminary ratings to subordinates showing Poor Performance through the Personnel Section not earlier than the last month of the quarter of the rating period. A development plan shall be discussed with the concerned subordinate through the HRD Section and issue a written notice that failure to improve their performance shall warrant administrative action.

IV. Section Chief/Unit Head:

- a. Assume joint responsibility with the Schools Division Superintendent in ensuring the attainment of performance objectives and targets;
- b. Rationalize distribution of targets/tasks;
- c. Monitor closely the status of the performance of their subordinates and provide support and assistance through the conduct of coaching, for the attainment of targets set by the Division/Unit and the individual employee;
- d. Assess individual employees' performance; and
- e. Recommend development intervention.

V. Individual Employees:



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- a. Act as partners of management and their co-employees in meeting organizational performance goals.

4. In addition to the aforementioned functions and responsibilities, the PMT shall provide coaching, mentoring, and counseling as needed based on the Goals, Reality, Options, Wrap-up (GROW) principle and as part of the Monitoring and Coaching process of the Performance Management System. Please refer to the Guidelines on PM Forms on Coaching, Mentoring, Counselling and Other Instruments.

5. This Memorandum supersedes previous issuances and shall take effect immediately.

VIRGILIO P. BATAN, JR., CESO V
Schools Division Superintendent 

Encl.: As stated

Reference: DepEd Order No. 002, s 2015

To be included in the perpetual index under the subject:

DPMT POLICY

ZS-DM-SGOD-HRD-2024-01-015-0

AMG-20240129



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Annex G
Sample Rating Standards
(Division and School-Based Administrative Assistant III)

Rating	Quality	Efficiency	Timeliness
5	<i>No errors</i>	<i>100% Complete documents</i>	<i>Submitted/ Completed 5 working days prior to due date</i>
4	<i>With 1-2 errors</i>	<i>Lacking 1-2 documents</i>	<i>Submitted/ Completed on due date</i>
3	<i>With 3-5 errors</i>	<i>Lacking 3-5 documents</i>	<i>Submitted/ Completed 1-5 days after due date</i>
2	<i>With 6-10 errors</i>	<i>Lacking 5-10 documents</i>	<i>Submitted/ Completed 6-10 days after due date</i>
1	<i>With more than 10 errors</i>	<i>Lacking more than 10 documents</i>	<i>Submitted/ Completed more 10 days after due date</i>

Note: Administrative Assistants who do not perform functions indicated in the Position Description Form (PDF) shall indicate KRAs aligned to their actual duties and responsibilities.



Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY



1 February 2024

DIVISION MEMORANDUM
NO. 00 s. 2024

**REITERATING STRICT COMPLIANCE ON PROPER ATTENDANCE
RECORDING OF OFFICIALS, TEACHERS AND EMPLOYEES
AND ITS TIMELY SUBMISSION**

**TO: All District Supervisors/DICs
School Heads, Elementary/Secondary
Administrative Officers II
Other Non-teaching Personnel and Teachers
All Others Concerned**

1. It has been observed that the daily time record of attendance (DTR) of our teachers and employees have not been properly recorded and submitted on time.
2. Pursuant to existing CSC rules and regulations and to ensure complete, accurate and valid recording of attendance of all teachers and other employees and its timely submission, this Office hereby reiterates compliance of the following:
 - 2.1 The Daily Time Record (DTR) must be regularly filled out thru the use of the biometric machine using the CSC Form 48 (sample is enclosed) for uniformity and as prescribed.
 - 2.2 Only third level officials are exempted on the use of the Biometric Machine, hence, from PSDS and to the last level of employees must record their attendance thru the Biometric Machine. In case of services rendered outside the proper station, non-biometric entries shall be supported with valid and official documents like:
 - 2.2.1 Travel order with Certificate of Appearance
 - 2.2.2 Locator slip with Certificate of Appearance
 - 2.2.3 Certificate of Attendance/Participation/Travel Order
 - 2.2.4 Logbook (in case of power outage)
 - 2.2.5 Form 6
 - 2.2.6 Accomplishment Report
 - 2.2.7 Other valid documents
 - 2.3 In any instance where the Biometric Machine is out of order, the School Head must attach a certification but ensure immediate repair of the machine.
3. On the timely submission, School Heads and/or Administrative Officer II or other non-teaching staff in charge of the DTR must comply with the following timetable, to wit:
 - 3.1 First week of every month must be the schedule for the concerned employee to prepare and submit their DTRs for signature of School Head.



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- 3.2 Second week of every month is the consolidation and submission to the district.
- 3.3 Third week of the month, the Administrative Officer II in charge of the DTR in the district shall comply with the following:
 - 3.3.1 Consolidate the DTR of the schools
 - 3.3.2 Consolidate the Form 7 (reflecting all records of attendance, absences and tardiness)
 - 3.3.3 Submit to the Division Office together with the duly signed payroll
 - 3.3.4 Only authorized liaison officer be allowed to claim and handcarry the payrolls and payslips of their respective schools/districts.
4. Failure to comply with the above cited instructions shall render the employees "inactive" in the payroll.
5. Widest dissemination on the contents of the memorandum is enjoined.


VIRGILIO P. BATAN., JR. CESO V
Schools Division Superintendent

Reference: Omnibus Rules on Leave
CSC Rules and Laws
Executive Order 212 (Book V)

To be indicated in the perpetual index under the following subjects

Attendance
Authority
Employees
Leave
Policy
Reports
School Heads
Teachers

ZS-DM-OSDS-PER-2024-02 - *GM-D*
GRJ-20240201



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