

SUPERVISORY PROGRAM

INTRODUCTION

The realization of the school mission, goals and objective is the primary concern of every educational community. This can be achieved through the effective implementation of the different programs for human formation, efficient curriculum management and improvement of the quality of instruction. The High School Department of Lourdes School of Mandaluyong, therefore adopts an organized supervisory program in order to help teachers deal with teaching and learning challenges, issues and concerns and develop better materials and methods.

RATIONALE

LSM envisions itself as a center of excellence in basic education. To attain this, quality instruction is a primary concern.

There are varied factors that affect the quality of the teaching-learning process. The teacher, the students, the classroom and school environment, the different subject area programs, administrative factors like scheduling, loading, and even the method of communicating and collaborating with parents. These factors are subject to study, supervision and evaluation.

The High School Supervisory Program is focused on the supervision and evaluation of teachers. To achieve quality instruction, LSM needs quality and effective teachers. According to Drake "learning is the primary goal of the school and instruction is the force that facilitates the learning process." Thus, the teacher becomes the primary agent for improvement of instruction. Individually, teachers need the creativity, knowledge, skill and initiative to improve but collectively, they need the encouragement, support, stimulation and help from fellow teachers, support staff and administration. Teamwork is the major ingredient of instructional improvement. The supervisor has the responsibility to develop a staff that acts and thinks like a team.

The supervisor extends quality supervision to the teachers. They collaborate with teachers, empower them to teach what they are experts in, provide valid and reliable evaluation process that assesses strengths and weaknesses and feedback which can improve the instructional management skills of teachers.

BACKGROUND AND CONDITIONS

1. The administrative and supervisory functions are vested upon the High School Principal, the Assistant Principal for Academics, the Assistant Principal for Discipline, the Subject Area Coordinators, the Senior High School Coordinator, the Institutional Coordinators for Sports, Library/IMC, Social Action Program, Guidance and Coordinator for Student Activities.
2. The Assistant Principal for Academics with the High School Principal and Subject Area Coordinators implement the Supervisory Program. There is an assistant principal for academics for JHS and another for SHS.

3. Each subject area is directly supervised by a Subject Area Coordinator who is also assigned one teaching load. There are eight subject area coordinators in-charge of both the Junior High School and Senior High School levels.
4. The Assistant Principals for Discipline, one for Grades 7- 9 and one for Grades 10 – 12 are in charge of the over-all conduct of the students and supervises the implementation of the Discipline Program. The APD conducts grade level meetings with subject teachers to discuss matters concerning students' conduct and deportment. A Grade Level Chairperson is assigned to assist the Assistant Principal for Discipline in performing specific tasks.
5. The Coordinator for Student Activities is in charge of the supervision of clubs and other extra- curricular activities. The Coordinator for Student Activities also acts as Student Government adviser.
6. The Institutional Coordinator for Library/ IMC assists the teachers in the preparation, selection and use of audio-visual materials and supervises both the Junior High School and Senior High School libraries.
7. The Homeroom Program is being supervised by the Guidance Office Coordinator with the help of the two Guidance Counselors. Career Guidance Program is also under this office.
8. The Institutional Coordinator for Sports is responsible for the Varsity Program of the school and with the help of the Coordinator for M.A.P.E.H. supervises the school's intramurals.
9. The Social Action Program is integrated and coordinated with the CLVE program and Campus Ministry Program. Solidarity activities are being arranged and supervised by the SAP Coordinator.
10. Academic Council meetings by the Principal and meeting with the Subject Area Coordinators by the Assistant Principal for Academics are conducted every month to discuss important academic concerns. The principal also holds meetings with the Assistant Principals to discuss matters concerning the department's general operations.
11. There are twenty-four sections in all: four sections each from Grades 7-12.

OBJECTIVES

The main goal of the High School Supervisory Program is to ensure the effective implementation of the curriculum and the delivery of quality instruction. Likewise, it seeks to foster the development of the administrative and teaching staff for the attainment of the school's mission and vision. Therefore, it hopes to accomplish the following objectives:

1. Provide an objective evaluation of the strengths and weaknesses of the teachers;
2. Provide an opportunity to harmonize and realize the institutional goals and objectives;
3. Reinforce the principle of solidarity and subsidiarity;
4. Increase self-awareness, clarify aims and priorities to attain a clearer view of responsibilities.
5. Promote an intellectual climate harmonious with achievement standards.

STRATEGIES

1. Preparation of Artifacts of Teachers

Artifacts of teaching or instructional materials are prepared and revised under the supervision of the Subject Area Coordinators (SACs) in consultation with the Assistant Principal for Academics (APA) and with the approval of the Principal. These sources of data are indicative of teacher's performance and growth.

The artifacts include the following: curriculum map, daily lesson plans, periodical tests, notebook, quiz notebook, project/research plans and record of student performance.

The lesson plans are submitted to the SAC once a week for comments and suggestions based on the guidelines and policies set by the school. The Assistant Principal for Academics and the Principal also review the lesson plans.

2. Meetings and Coordination

1.1 Subject Area Meetings

Area meetings with the teachers are conducted by the SAC at least once a week. The APD, APA and Principal also meet the teachers at least once a quarter and whenever the need arises.

1.2 Dialogue/ Conference

The SAC initiates dialogues or conferences with the teachers as often as necessary. The SAC confers with each teacher at least every week. The teacher may also initiate the dialogue.

2. Classroom Observation

This strategy is for purposes of supervision of teachers in actual classroom situation to improve instruction and reinforce successful patterns in the teaching-learning process. The teacher goes through a formal supervision cycle alongside pop-in visits and informal observations. The number of times a teacher is observed is based on the status of the teacher.

2.1 Pop-in Observation

This is an unannounced classroom visit, which is short in duration and lasts for about 15 minutes. The visit is usually focused on only one purpose, such as an observation of the routine activities of the teacher or an observation of the classroom management and discipline. The Principal, Assistant Principal for Academics, Assistant Principal for Discipline and the Subject Area Coordinators may conduct said visit. Classroom Observation - Form 1 is used for this purpose.

The observer is expected to discuss to the teacher his/ her strengths and make suggestions for improvement of his/her weaknesses. Such visit is a way of preparing the teacher for the formal visit/s.

2.2 Informal Observation

This may be an announced or unannounced classroom visit that lasts the entire period. The visit may be formative in nature or may be made to validate what has been agreed upon between the SAC and the teacher during a dialogue or a conference. Classroom Observation- Form 3 is used for this purpose.

2.3 Formal Observation

The Formal Observation is announced. The visit lasts the entire period. The SAC shall conduct the formal visit following certain procedures.

2.3.1 Notice of Observation

The SAC gives the teacher the notice of observation duly noted by the APA at least three to five days before the actual observation.

2.3.2 Pre-Observation Conference

A pre-observation conference is held at least two days before the classroom observation. During the conference the teacher presents his/her plan of the lesson to be observed. Some items in the lesson plan may be clarified during the conference. The teacher and the SAC make suggestions to ensure the success of the observation.

2.3.3 Observation Proper

The SAC shall observe the teacher on the agreed schedule for this purpose. The totality of the teaching learning process is evaluated during the formal visit.

2.3.4 Post Observation Conference

The SAC and the teacher shall discuss the results of the observation. The strengths and weaknesses of the teaching-learning process shall be identified. The teacher with the help of the SAC will analyze the observation data based on agreed set of standards. The SAC will suggest areas for improvement. The post conference should be scheduled two days after the formal observation.

3. Clinical Supervision

Some teachers may need more supervision than the regular classroom observation provides. In such cases the SAC may initiate and with the teacher plan a clinical type of supervision.

The Clinical Supervision is an important tool in improving quality instruction. It produces self-directed teachers who analyze and seek solutions to their instructional problems with the help of the supervisor.

Clinical supervision emphasizes teacher growth wherein the SAC confers with the teacher as a colleague to identify and clarify problems in the teaching-learning process. The SAC observes the teacher in a classroom situation then provides feedback to arrive at possible solutions to the problems identified.

In clinical supervision, the teacher with the help of the SAC develops his/her own needs assessment and work out a plan on how to address and satisfy the said needs. The clinical observation is not rated unlike the formal observations.

The five steps in clinical supervision by Drake and Gold hammer shall be adopted:

1. Planning Conference/Pre-Observation Conference

The planning conference is to determine with the teacher the focus of the supervisory activity. Arrange necessary logistics such as the details and goals of the observation, lesson to be taught, nature and characteristics of the class and strategy to be used.

2. Data Generation / Observation

Data generation would ordinarily occur in the observation process. However, other tools may be used to generate data such as recording or videotaping and gathering related materials. The purpose of this step is to have a set of data that the SAC and the teacher may use for analysis purposes.

3. Analysis and Strategy for Feedback

This is the SAC and the teacher's preparation for the conference. What were learned? What were the strengths and weaknesses of the teaching learning process? What changes should be adopted based on the data gathered?

4. Teacher/ SAC Conference/ Supervision Conference

The teacher and SAC conference will focus on the results of the analyzed data. Based on these data, they will plan for the action/s to take.

5. Analysis and Planning /Post- Conference Analysis

The analysis and planning step following the conference includes the SAC's self-analysis of his/her role effectiveness in the clinical experience. What needed to be done differently? What resources might be brought to bear on the needs identified? What goal/s should be reached in the next clinical episode?

Other types of Observation: Self and Peer-Observation

CLASSROOM OBSERVATION SCHEME
(Indicates the Minimum number of observations)

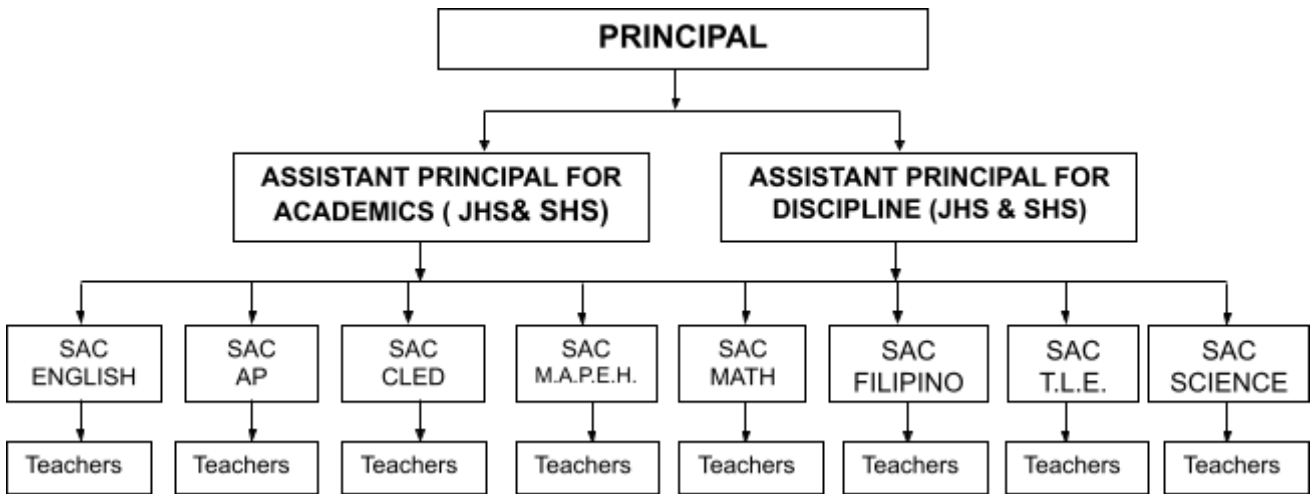
STATUS OF TEACHER	POP-IN OBSERVATION	INFORMAL OBSERVATION	FORMAL OBSERVATION
PROBATIONARY CATEGORY (1-3 years)	At least once a quarter	Twice a quarter	Twice a year
PERMANENT TEACHER CATEGORY (4 years)	Once a quarter	Once a quarter	Twice a year
PERMANENT TEACHER CATEGORY (5 years and above)	Once a quarter	Once a semester	Once a year

The above scheme does not include the visits of the Assistant Principal for Discipline, Assistant Principal for Academics and the Principal nor the Clinical Supervision. The classroom observation scheme for a probationary teacher is also implemented for a teacher who has just been promoted to a permanent status to ensure teaching effectiveness. The purpose of classroom observation depends on the needs of individual teachers and may focus on any part of the following aspects:

- Classroom Management and Discipline
- Teacher’s Personality Traits
- Planning Skills
- Teaching Strategy
- Facilitating/ Questioning Skills
- Classroom Interaction
- Evaluation Skills

PERSONS RESPONSIBLE AND RESPONSIBILITIES

The flow of responsibility is shown on the chart below:



Personnel Involved

Principal

1. Provides adequate and continuous leadership in the attainment of department goals through supervision, interviews, meetings, etc.
2. Helps formulate educational policies and issues rules and regulations for their effective implementation.
3. Enforces the approved curriculum in the department.
4. Issues guidelines for the implementation of the curriculum.
5. Evaluates and approves programs of supervision for efficient functioning of the department.
6. Monitors over-all academic and disciplinary programs in the department.
7. Organizes yearly academic and co-curricular programs of the department.
8. Determines the faculty loads of teachers.
9. Approves the class programs.
10. Plans, in consultation with other department administrators, the department's calendar of activities.
11. Endorses to the Director for Administration and Finance the supplies, materials and equipment needed by the department.
12. Keeps custody and control of all records, documents, materials and equipment and other similar items of the department.
13. Communicates all changes, policies, procedures, rules and regulations which pertain to the department.
14. Investigates infractions of the rules and regulations as contained which pertain to the department.
15. Plans and evaluates the Faculty Development Program.
16. Chairs the evaluation of teachers on their competency (Level 1) and submits a report thereof.
17. Sits as member of the performance evaluation committee in Levels 2.
18. Checks the consolidated grading sheets and the report cards of the students.
19. Conducts departmental meetings as chair of the Academic Council for planning and evaluation of departmental activities.
20. Plans and conducts general orientation meetings for faculty and students.
21. Represents the department in all school functions and signs all official communications of the departments.
22. Recommends to the Rector teacher's attendance in off-campus activities and enrollments in further academic studies.
23. Plans activities for closer coordination between the high school and the grade school departments.
24. Visits classes to keep in touch with the implementation of the supervisory and instructional management program.
25. Performs other functions assigned by the Rector.

Assistant Principal for Academics

1. Helps in the planning, organization, implementation and supervision and evaluation of all academic matters in the department.
2. Appraises the principal regularly on the status of all academic programs of the department.
3. Plans and prepares the Supervisory Program of the department in academics.
4. Sees to it that the philosophy, goals and objectives of the institution are achieved by supervising syllabi preparation, revision, and implementation and by observing classroom instruction.
5. Plans and prepares the Supervisory Program of the department of academics.
6. Helps monitor student progress and academic achievement.
7. Suggest and recommends faculty loads and class programs.
8. Suggests and recommends activities in the department's calendar of activities.
9. Consolidates the requests of supplies materials, equipment needed in the department and submits the same to the Principal for endorsement.
10. Creates committees per subject area for the textbook evaluation and submits the recommendation to the Principal.
11. Conducts supervisory activities for teachers and gives suggestions for improvement.
12. Conducts periodic meetings with the Subject Area Coordinators for the planning and evaluation of the academic programs.
13. Coordinates with the Principal as to assignment of teachers to seminars and conferences.
14. As delegated by the Principal, takes charge of all tests intended to diagnose or evaluate academic performance and competence.
15. Periodically confirms teachers' checking of quizzes, seat works, notebooks, periodical tests, etc.
16. Assists in the orientation of new teachers and students.
17. Helps and maintain the good morale, close rapport, camaraderie and cooperation in the LSM community.
18. Performs other functions assigned by the Principal.

Assistant Principal for Discipline

1. Plans and prepares the supervisory program and action plans regarding student discipline.
2. Submits to the Principal office's request for supplies, materials and equipment.
3. Takes care of the general order and discipline of students particularly during recess and lunch breaks, before classes begin and during dismissal time.
4. Chairs the Student Disciplinary Board and convenes it to decide on cases of infraction of the student handbook.
5. Investigates cases of infractions of the Student Handbook by students.
6. Recommends on appropriate sanctions (as stipulated in the student handbook) to the Principal for infractions committed by students
7. Issues admission slips for tardiness and permission slips for leaving the campus.
8. Confers with parents on students department problems.
9. Consolidates students' absences and tardiness and keeps record thereof.
10. Evaluates teachers on their classroom management.

11. Conducts periodic meetings with the SACs and teachers for planning, evaluating student disciplinary concerns.
12. Conducts orientation meetings regarding Student Handbook.
13. Sits as member of the department's Academic Council.

Subject Area Coordinator

1. Assists in the planning and implementation of the program and course objectives, and course syllabi of the assigned subject area.
2. Oversees the integration of content and activities in the subject area.
3. Checks the curriculum map, syllabi, content outline, project plans, class records and tentative grading sheets of teachers.
4. Prepares action plans based on the approved academic and supervisory program.
5. Supervises teachers on students' activities in the subject area.
6. Visits classes according to the approved supervisory program.
7. Prepares and submits to the APA the subject area's consolidated requests for supplies, materials and equipment.
8. Heads committees for the area to evaluate textbooks and other instructional materials to be used in the classroom.
9. Orients faculty members in the subject area.
10. Assists in the improvement of teaching techniques and methodology.
11. Conducts area meeting with teachers for planning and evaluating action plans in the subject area.
12. Evaluates teachers on their teaching ability and competence.
13. Communicates to teachers policies and procedures agreed upon by the Academic Council.
14. Conducts area meeting with teachers for planning and evaluating action plans in the subject area.
15. Sits as member of the Academic Council.
16. Acts as official chaperon to students in academic contests and similar activities.
17. Informs the APA regarding plans, activities and needs in the subject area.
18. Coordinates with other offices regarding plans, activities and needs in the subject area.
19. Assigns substitute teachers for teachers who are absent or who are assigned to other duties.
20. Helps promote and maintain good morale, close rapport and camaraderie and cooperation in the LSM community.
21. Supervises all activities of teachers related to test construction and evaluation of test materials.

Subject Area Teacher

1. Translates the philosophy, goals, objectives and trust of LSM's secondary education in classroom instruction.
2. Actualizes the methods and techniques of classroom management and teaching acquired through meetings, conferences, workshops, seminars and others.
3. Prepares lesson plans and other related materials that are necessary in the execution of daily lessons and activities.

4. Evaluates the success of their lessons/activities in terms of students' performance in the classroom using authentic and performance based evaluation instruments.
5. Adopts innovative techniques in classroom management.
6. Updates oneself with current techniques and approaches related to the respective areas of concern.
7. Prepares and submits on time subject and department requirements.

EVALUATION

1. Periodic Performance Assessment Conferences

Pre deliberation meetings are conducted to assess the teacher's performance. The teacher and the SAC sit down to assess the strengths and areas for improvement of the teacher. The goals that the teacher needs to accomplish before the year end, are also set. This strategy shall help the teacher to target improvements with the help of the SAC.

2. Year-end Evaluation

This is the culmination the quarterly evaluation. It is expected that the teacher has attained his/her target improvements. Based on the Subject Area Coordinator's evaluation of the teacher's performance with the rest of the administrative staff, APD, APA and HSP, instructional competency and effectiveness of each teacher is assessed.

The High School Supervisory Program will also be evaluated by:

- a. the Academic Council
- b. the Faculty using Faculty-Supervisory evaluation tool
- c. reviewing the existing evaluation scheme and observation instruments.

SUCCESS INDICATORS

1. Teachers manifesting attitudes and values aligned with the school's mission-vision both in and out of the classroom.
2. Supervisors and teachers manifesting shared responsibility and collective accountability.
3. Improved teaching competence
4. Improved students' academic performance
5. Improved students behavior; less disciplinary problems
6. Teachers properly trained about instructional and non-instructional responsibilities.
7. A classroom atmosphere conducive to the teaching-learning process.
8. Properly addressed needs of teachers and students.
9. At least 80% level and rank promotion rate of teachers in the permanent category.
10. At least 90% rate of retention of teachers in the probationary category.

LOURDES SCHOOL OF MANDALUYONG
HIGH SCHOOL DEPARTMENT

FACULTY PERFORMANCE EVALUATION

The department adopts a systematic scheme of evaluation of faculty performance. Initial assessments are conducted by subject area coordinators at the onset of the school year to identify areas which need focus and attention. The teacher's individual progress in the different aspects of work is assessed by conducting different types of classroom observation such as pop-in visit, informal observation and clinical observations which are formative in nature. The teacher's progress is monitored and necessary interventions are provided to help those teachers identified with concerns in the teaching –learning process improve on identified areas or competencies.

Summative evaluation on the other hand is conducted to establish teacher's overall effectiveness in carrying out his academic responsibilities and in determining professional competence and personal competence. This summative evaluation is presented by the subject area coordinator to the Academic Council for deliberation during the consensus rating period.

In the consensus performance deliberation, the teacher's overall institutional citizenship and other matters pertaining to the teacher's discharge of duties and responsibilities are looked into using evidences of performance. The Academic Council makes the final decision on the performance rating of individual teachers. After the consensus rating process, the final evaluation report on the teacher's performance is prepared by the subject area coordinator concerned. The results of performance evaluation are presented by the principal to the Committee on Appointments and Promotions and Executive Council for approval. The outcome of the performance evaluation is discussed with the teacher and it serves as basis in the preparation of individual action plan both for professional and personal growth. This action plan is included in the teacher's portfolio.

Performance Evaluation Tool for Teachers

LOURDES SCHOOL OF MANDALUYONG
High School Department
Academic Year _____

Teacher _____ Evaluator _____
Status _____ Teaching Assignment _____
Rank _____

1.ACADEMIC COMPETENCE

1. PLANNING SKILLS (.35)

	a. Operational Definition – Preparation and organization of academic plans
	b. Criterion: Prepares well written and well-organized lesson plans, syllabus and course outline
	c. Behavioral Indicators:
	c.1. Formulates clear objectives (SMART)
	c.2. Has logical sequence of lesson
	c.3. Aligned to the school vision-mission (values integration/valuing activity)

	c.4. Has varied and appropriate activities and strategies
	c.5. Provides student-centered activities
	c.6. Has appropriate evaluation
	c.7. Contains information on the learning styles, multiple intelligences and needs of learners*
	c.8. Paces lessons appropriate to the needs and/or difficulties of learners*

_____ x .35 = _____

2. MASTERY OF THE SUBJECT MATTER (.35)

	a. Operational Definition – Comprehensive, thorough, in-depth knowledge
	b. Criterion: Manifests In-depth knowledge of one’s subject matter
	c. Behavioral Indicators:
	c.1. Has accurate, updated*, relevant and thorough knowledge/organized knowledge
	c.2. Links current content with past and future lessons*
	c.3. Integrates across disciplines
	c.4. Develops HOTS / Formulates HOTS questions

_____ x .35 = _____

3. USE OF TEACHING SKILLS (.35)

	a. Operational Definition – Use of appropriate, interactive strategies, appealing to the senses, application of learning to real-life situation
	b. Criterion 1: Uses appropriate and varied teaching strategies
	c. Behavioral Indicators for C1:
	c.1. Has creative and innovative strategies
	c.2. Uses community resources (human and material)
	c.3. Integrates across disciplines (knowledge, learning, activities)
	d. Criterion 2: Uses engaging student-centered activities
	e. Behavioral Indicators for C2:
	e.1. Uses multiple intelligences
	e.2. Uses differentiated and varied enrichment activities
	e.3. Uses technology as a tool for instruction to facilitate learning
	f. Criterion 3: Facilitates learning all the time
	g. Behavioral Indicators for C3:
	g.1. Exhibits questioning skills (developing HOTS)
	g.2. Encourages students to ask questions*
	g.3. Able to handle student responses
	g.4. Communicates and maintains high standards of learning performance*
	g.5. Cultivates good study habits through appropriate assignments and projects

_____ x .35 = _____

4.COMMUNICATION SKILLS (.35)

	a. Operational Definition – Use of language to facilitate learning
	b. Criterion: Manifests Proficiency in English/Filipino and Written and oral communication
	c. Behavioral Indicators:
	c.1. Facilitates classroom discussion and activities effectively using the medium of instruction (grade: 3.5)
	c.2. Uses the language suited to the level of the learners
	c.3. Uses English/Filipino in the context in which it is required

_____ x .35 = _____

5.EVALUATION SKILLS (.35)

	a. Operational Definition – Use of appropriate performance assessment tools (non-traditional/traditional)
	b. Criterion 1: Constructs appropriate formative and summative performance evaluation tools
	c. Behavioral Indicators C1: c.1. Prepares assessment tools (traditional and non-traditional)* congruent to the objectives
	c.2. Develops evaluation tools that measures HOTS
	d. Criterion 2: Monitors students' progress and performance
	e. Behavioral Indicators for C2: e.1. Provides timely feedback on the results of assessments to the students and/or parents
	e.2. Utilizes results for feed-backing and improvement of instruction

_____ x .35 = _____

II.CLASS MANAGEMENT

1. DISCIPLINE MANAGEMENT (.30)

	a. Operational Definition – Management of discipline both in and out the classroom
	b. Criterion: Maintains an atmosphere conducive to teaching and/or learning
	c. Behavioral Indicators: c.1. Implements rules and regulations consistently inside and outside of the classroom
	c.2. Uses positive reinforcement
	c.3. Ensures proper decorum of student activities
	c.4. Handles behavior problems quickly and with due respect to children's rights*

_____ x .30 = _____

2. TIME AND TASK MANAGEMENT (.30)

	a. Operational Definition – Efficient management of class time
	b. Criterion: Uses time efficiently
	c. Behavioral Indicators: c.1. Begins and ends class on time
	c.2. Maximizes instructional time
	c.3. Establishes routines and procedures to maximize instructional time*
	c.4. Facilitates learning throughout the period
	c.5. Administers assessment activities effectively

_____ x .30 = _____

3. RECORDS MANAGEMENT (.20)

	a. Operational Definition – Organized and readily available records/documents (organized supporting documents)
	b. Criterion 1: Keeps and submits neat records/documents punctually and regularly
	c. Criterion 2: Keeps and submits accurate records/documents (congruency of accuracy and supporting documents)
	d. Criterion 3: Uses sound judgment in evaluating student activities

_____ x .20 = _____

4. LEARNING ENVIRONMENT MANAGEMENT (.10)

		a. Operational Definition – Physical, psychological and emotional environment that influences students’ learning
		b. Criterion: Maintains a physical, psychological and emotional environment conducive to learning
		c. Behavioral Indicators: c.1. Maintains safe, secure, neat, clean, stress free* and orderly classroom
		c.2. Maintains warm and cordial learning environment
		c.3. Guides learners regarding development of appropriate social and learning behaviors

_____ x .10 = _____

III. PROFESSIONAL GROWTH (.35)

1. PROFESSIONAL GROWTH INITIATIVES (.35)

		a. Operational Definition – Striving for excellence
		b. Criterion 1: Updates himself with the latest trends in education/field of concentration
		c. Behavioral Indicators for C1: c.1. Attends seminars and workshops/enrolls post-graduate studies/professional readings, etc.
		c.2. Participates in school collegial sharing
		c.3. Membership in professional organizations/maintains linkages with other institution, organizations for sharing of best practices
		d. Criterion 2: Shows effective manifestation of recently acquired learning
		e. Behavioral Indicator for C2: e.1. Applies in classroom instructions, concepts and skills learned from seminars, etc.
		e.2. Creates, introduces, innovation and practices
		e.3. Reflects on the quality of his/her own practice and uses self-evaluation to recognize and enhance strength and correct one’s weaknesses

_____ x .35 = _____

IV. INSTITUTIONAL CITIZENSHIP

Operational Definition – Pertains to personal qualities that are required by the school in its pursuit of its objectives. It also pertains to attitudes that affect the performance of one’s duties.

1. Shows the practice of values and support to school’s vision-mission (.80)

Note: 0.2 – from the average grade of level 1 will be added to .6 (weight of this item)

		a. Operational Definition – Reflects the values espoused by the school; positively promotes the values and the vision-mission of the school in one’s work
		b. Criterion 1.1: Proper attitude towards the school’s vision-mission (0.3) 1.1.1 Manifest internal self-discipline rather than mere obedience
		1.1.2 Shows proper attitude towards rules and policies (in the manual)
		Criterion 1.2: Stewardship / Ecology (0.1) 1.2.1 Encourages cleanliness inside and outside the classroom
		1.2.2 Encourages 3Rs (Recycle, Reuse, Reduce)
		1.2.3 Encourages support in the Ecology related programs/activities
		1.2.4 Properly utilizes resources and school time
		Criterion 1.3: Attendance (Average of the 3 criteria below) (0.2) 1.3.1 Regularity in Attendance Rating: 5– Perfect Attendance
		4.5 – 1 to 2 Excused Absences

		4 – 3 to 4 Excused Absences
		3.5 – 5 to 6 Excused Absences
		2 – 7 to 8 Excused Absences / 2 Unexcused Absences (Verbal Warning)*
		2.5 – 9 to 10 Excused Absences / 3 Unexcused Absences
		2 – 11 to 12 Excused Absences (Suspension) * 3 or more prolong absences
		1 – 12 and above
		1.3.2 Punctuality in Attendance
		Rating
		5 – No tardiness
		4.5 – 3 cases of tardiness
		4 – 5 cases of tardiness
		3.5 – 8 cases of tardiness
		3 – 10 cases of tardiness
		2 – 11 to 16 cases of tardiness
		1 – 17 and above
		Criterion 1.4 Regularly and Punctuality in Submission ✓ Lesson Plans (weekly), unit tests, periodical tests, partial and final grades, class record, other requirements ✓ Note: Complete, regular and punctual Rating will be based on the Coordinator's Record of Submission

x .80 = _____

2. Refinement in bearing and speech (.20)

		a.Operational Definition – Refers to modesty/decency in the use of words, attire that is congruent with one’s profession. Also refers to propriety in words and deeds according to specific situations and circumstances
		b. Criterion 2.1: Wears the proper uniform
		Criterion 2.2: Adheres to the dress code as mandated by the Faculty Manual
		Criterion 2.3: Prudent in words and in deeds • Uses proper language in dealing with faculty, staff,parents and students • Deduct .5 if there are proven incidents in any criterion

x .20 = _____

❖ The 3 criteria will be based on the records

3. Willingness to serve (.40)

		a.Operational Definition – Adding value to one’s work and responsibilities (the value of service)
		b. Criterion 3.1 Attitude towards extra work
		Criterion 3.2 Motive
		Criterion 3.3 Shows excellence in performing the duties (with added value in performance) - Adds value to the performance of duties
		5 – Exceptional performance (Did the task and influenced others positively)
		4 – Shows initiative (Did the task but did not influence others)
		3 – Within the standard/expectations (only followed the instructions and did the task) - Obeys the request

x .40 = _____

4. Interpersonal relationship with the members (.40)

		a.Operational Definition – Refers to how personal relationships are characterized and how brotherhood is manifested
		b. Criterion 4.1 Ability to relate well with the administrators
		4.1.1 Showing respect/maintaining professional distance
		4.1.2 Being open to corrections/suggestions
		4.1.3 Being tact and prudent in words and deeds
		c. Criterion 4.2 Ability to relate well with peers
		4.2.1 Showing respect
		4.2.2 Being open to corrections/suggestions
		4.2.3 Being tact and prudent in words and deeds
		d. Criterion 4.3 Ability to relate well with the students
		4.3.1 Being available and approachable
		4.3.2 Properly handles comments, suggestions, concerns and situations
		4.3.3 Maintains professional distance • Grades will be based on the average of the above criteria
		e. Criterion 4.4 Relationship with parents/visitors
		4.4.1 Being available and approachable
		4.4.2 Properly handles comments, suggestions, concerns and situations
		4.4.3 Maintains professional distance

_____ x .40 = _____

5. Attendance and participation in functions and events (.20)

		a.Operational Definition – Involvement in activities of the school characterized by total presence of the person in the activity
		b. Criterion 5.1: Attendance: Starts and finishes the activity
		5 – 100% No absences and tardiness in any activities/events
		4.5– No absences and less than 4 cases of tardiness outside of the grace period (5 minutes grace period)
		4 – 90% No absences and less than 4 cases of tardiness
		3.5 – 90% No absences and more than 4 cases of tardiness
		3 – 80% of the attendance and more than 4 cases of tardiness
		c. Criterion 5.2: Participation/involvement in functions and events • Contributes insights/ideas/talents, shows enthusiasm and attentiveness, etc.

_____ x .20 = _____

**DESCRIPTION OF THE NUMERICAL SCORE
PERFORMANCE RATING SCALE FOR TEACHERS**

5	Consistently shows desired behavior. Can be expected to exhibit said behavior always or most of the time
4	Often manifest the desired behavior although a few lapses may be observed. May be expected to show the desired behavior often.
3	Shows the desired behavior half of the time. Current behavior cannot guarantee a similar observance in another instance. May not be expected to show the desired behavior often.
2	Shows the desired behavior inconsistently and most often desired behavior is not observed. May be expected to manifest the behavior a few times
1	Never shows the desired behavior during whole rating period. Is not expected to manifest the said behavior at any time.

I. ACADEMIC COMPETENCE

- 1. Planning Skills
- 2. Mastery of the Subject Matter
- 3. Use of Teaching Skills
- 4. Communication Skills
- 5. Evaluation Skills

_____ x .35 = _____
_____ x .35 = _____
_____ x .35 = _____
_____ x .35 = _____

II. CLASS MANAGEMENT

- | | |
|------------------------------------|---------------------|
| 1. Discipline Management | _____ x .30 = _____ |
| 2. Time and Task management | _____ x .30 = _____ |
| 3. Records Management | _____ x .20 = _____ |
| 4. Learning Environment Management | _____ x .10 = _____ |
| | _____ |

III. PROFESSIONAL GROWTH

- | | |
|------------------------------------|---------------------|
| 1. Professional Growth Initiatives | _____ x .35 = _____ |
| | _____ |

IV. INSTITUTIONAL CITIZENSHIP

- | | |
|--|---------------------|
| 1. Shows the practice of values and support to school's vision-mission | _____ x .80 = _____ |
| 2. Refinement in bearing and speech | _____ x .20 = _____ |
| 3. Willingness to serve | _____ x .40 = _____ |
| 4. Interpersonal relationship with the members | _____ x .40 = _____ |
| 5. Attendance and participation in functions and events | _____ x .20 = _____ |

Overall Rating_____

TEACHER'S SIGNATURE

EVALUATOR'S SIGNATURE