



Republic of the Philippines  
Department of Education  
Region VII, Central Visayas  
Schools Division of Bohol  
District of Sagbayan  
**SAN AGUSTIN NATIONAL HIGH SCHOOL**

There are two columns for every objective. Please shade one circle in each column corresponding to how you rate your (1) level of capability and (2) priority for development for each objective.

**IPCRF SELF-ASSESSMENT TOOL (SAT) for Highly Proficient Teachers (MT1-MT4)**

Name of Teacher: \_\_\_\_\_ Position: \_\_\_\_\_ School Year: \_\_\_\_\_

OBJECTIVES	Level of Capability				Priority for Development			
	L	M	H	VH	L	M	H	VH
<b>KRA 1: Content Knowledge and Pedagogy</b>								
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.								
2. Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.								
3. Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.								
<b>KRA 2: Learning Environment &amp; Diversity of Learners</b>								
4. Collaborated with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.								
5. Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.								
6. Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.								
7. Modeled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.								
<b>KRA 3: Curriculum and Planning</b>								
8. Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.								
9. Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.								



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10. Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different and ability levels.								
<b>KRA 4: Assessment and Reporting</b>								
11. Reflected on and evaluated learning environments that are responsive to community contexts.								
12. Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers.								
13. Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders.		<div>Please shade the circle of the competency indicators that you demonstrated during the performance cycle. Each small box in each category correspond to one 1 point. Sum them up and place the result the bigger box found outside the category.</div>						
<b>KRA 5: Personal Growth and Development</b>								
14. Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school.								
<b>Plus Factor</b>								
15. Performed various related works / activities that contribute to the teaching- learning process.								

Legend: L- Low, M- Medium, H- High, VH- Very High





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CORE BEHAVIORAL COMPETENCIES	
<b>Self-Management</b>	<input type="checkbox"/> Sets personal goals and direction, needs and development. <input type="checkbox"/> Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization. <input type="checkbox"/> Displays emotional maturity and enthusiasm for and is challenged by higher goals. <input type="checkbox"/> Prioritize work tasks and schedules (throuh gantt charts, checklists,etc.) to achieve goals. <input type="checkbox"/> Sets high quality, challenging, realistic goals for self and others
<b>Professionalism and Ethics</b>	<input type="checkbox"/> Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713). <input type="checkbox"/> Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. <input type="checkbox"/> Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication. <input type="checkbox"/> Makes personal sacrifices meet the organizaton's needs. <input type="checkbox"/> Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.
<b>Result Focus</b>	<input type="checkbox"/> Achievers result with optional use of time and resources most of the time. <input type="checkbox"/> Avoid rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs. <input type="checkbox"/> Delivers error-free outputs most of the time by confirming the standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work In terms of usefulness/acceptability and completeness with no supervision <input type="checkbox"/> Expresses a desire to do a better and may express frustation at waste or inefficiency. May focus on new or more precise ways of meeting goals set. <input type="checkbox"/> Makes specific changes in the system or in own work method to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.

COMPETENCIES	
<b>Teamwork</b>	<input type="checkbox"/> Willingly does his/her share of responsibility. <input type="checkbox"/> Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization. <input type="checkbox"/> Applies negotiation principles in arriving at win-win agreements. <input type="checkbox"/> Drives consensus and team ownership of decisions. <input type="checkbox"/> Works constructively and collaborately with others and across organizations to accomplish organizational goals and objectives.
<b>Service Orientation</b>	<input type="checkbox"/> Can explain and articulate oraganizational directions, issues and problems. <input type="checkbox"/> Takes personal responsibility for dealing with and/or correctiong customer service issues and concerns. <input type="checkbox"/> Initiates activities that promotes advocacy for men and women empowerment. <input type="checkbox"/> Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions. <input type="checkbox"/> Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery
<b>Innovation</b>	<input type="checkbox"/> Examine the root cause of problems and suggest effective solutions. Fosters new ideas, processes, and suggests better way to do things(cost and/or operational efficiency). <input type="checkbox"/> Demonstrates an ability to think "beyond the box". Continously focuses on improving personal productivity to create higher value and results. <input type="checkbox"/> Promotes a creative climate and inspires co-workers to develop original ideas or solutions. <input type="checkbox"/> Translates creative thinking into tangible changes and solutions that improve the work unit and organization. <input type="checkbox"/> Uses indegious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.



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