

Individual performance commitment and review form for teachers essay sample

[Psychology](#), [Goal](#)



Link their individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission. Promote individual and team growth, participation and commitment. Grow professionally and personally.

In line with this Philosophy, DepEd implements a Results-Based Performance Management System. It is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas, Objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization. This form is divided into four parts:

PART I Accomplishments of KRAs and Objectives – Each employee plays a vital part in the achievement of his/her department's objectives. At the beginning of the Results-Based Performance Management Cycle, the employee and his/her superior jointly determines goal and measures that will lead to the achievement of the overall departmental goals. After which, weights are assigned to those goals based on priorities. The total of the weights should not exceed 100. At the end of the performance cycle, the employee is rated on the effectiveness/quality, efficiency (including cost), and timeliness in delivering the goals agreed upon.

PART II Competencies – The success of the employee in fulfilling his/her role and delivering exceptional performance is dependent on how s/he applies various competencies on the job. The employee is rated based on the effectiveness and consistency by which s/he demonstrates behaviors

relevant to the competencies. The overall rating is computed by adding the rating for each competency and dividing the sum by the total number of competencies. Half-points (e. g. 3. 5) may be given if the employee's performance level falls in between descriptions of the scale positions.

PART III Summary of Ratings for Discussion

PART IV Development Plans – The areas where the employee excels and areas for development are both identified. In this manner, the employee's strengths are highlighted and recognized. Development needs on the other hand are addressed through formal and informal training and development approaches.

Description

Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.

Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.

Performance met expectations in terms of quality of work, efficiency and timelines. The most critical annual goals were met. Performance failed to meet expectations, and / or one or more of the most critical goals were not met.

Performance was consistently below expectations, and/or reasonable progress towards critical goals was not made. Significant improvement is needed in one or more important areas.

These ratings refer to the accomplishment of targets or objectives.

Evaluation should be based on indicators and measures. CSC MC NO. 13, SERIES OF 1999 (REVISED Policies on the Performance Management System) have the following descriptions:

Outstanding - performance exceeding targets by 30% and above of the planned targets on the previous definition of performance exceeding targets by at least fifty (50%) Very Satisfactory - performance exceeding targets by 15% to 29% of the planned targets; from the previous range of performance exceeding targets by at least 25% but falls short of what is considered an outstanding performance.

Satisfactory - performance of 100% to 114% of the planned targets. For accomplishments requiring 100% of the targets such as those pertaining to money or accuracy or those which may no longer be exceeded, the usual rating of either 10 for those who met targets or 4 for those who failed or fell short of the targets shall still be enforced. Unsatisfactory - performance of 51% to 99% of the planned targets; and Poor - performance failing to meet the planned targets by 50% or below. Appeals

A Performance Review Committee (PRC) shall be created in DepEd composed of the Undersecretary for Regional Operations, Assistant Secretary for Planning, highest ranking official in charge of personnel management and

two representatives from the rank and file nominated by the accredited employee association in the agency as members. 1. Employees who feel aggrieved or dissatisfied with their final performance rating can file an appeal with the PRC within ten (10) days from date of receipt of their Performance Report Form from the PRC. Employees, however, shall not be allowed to protest the performance rating of their co-employees. Ratings obtained by other employees can only be used as basis or reference for comparison in appealing one's performance rating;

2. The PRC shall decide on the appeals within one month from receipt. Appeals lodged at any PRC shall follow the hierarchical jurisdiction of various PRCs in an agency. For example, the decision of the Provincial PRC is appealable to the Regional PRC which decision is in turn appealable to the National/Central Office PRC. Only in exceptional instances when the decision of the PRC in the central offices of departments may be appealed further to the CSC Commission proper. The decision made on employees' ratings by the PRC in the local government units maybe appealed to the Civil service Regional Office which has jurisdiction over these units.

3. An official or employee who was separated from the service on the basis of unsatisfactory or poor performance rating can appeal his separation to the CSC or its regional office within 15 days from receipt of the order or notice of separation.

COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self Management

1. Sets personal goals and direction, needs and development. 2. Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.
4. Prioritize work tasks and schedules (through gantt charts, checklists, etc.) to achieve goals.
5. Sets high quality, challenging, realistic goals for self and others.

Professionalism and Ethics

1. Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).
2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
4. Makes personal sacrifices to meet the organization's needs.
5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.

Result Focus

1. Achieves results with optimal use of time and resources most of the time.
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
3. Delivers error-free outputs most of the time by conforming to standard

operating procedures correctly and consistently. Able to produce very satisfactory quality of work In terms of usefulness/acceptability and completeness with no supervision required.

4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
5. Makes specific changes in the system or in own work methods 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.

Teamwork

1. Willingly does his/her share of responsibility.
2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
3. Applies negotiation principles in arriving at win-win agreements.
4. Drives consensus and team ownership of decisions.
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

Orientation

1. Can explain and articulate organizational directions, issues and problems.
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
3. Initiates activities that promotes advocacy for men and women empowerment.
4. Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.

5. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery. Innovation
1. Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).
 2. Demonstrates an ability to think “ beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.
 3. Promotes a creative climate and inspires co - workers to develop original ideas or solutions.
 4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
 5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

5 – Role model; 4 – Consistently demonstrates; 3 – Most of the time demonstrates; 2 – Sometimes demonstrates; 1 – Rarely demonstrates

DEPED RPMS form – For Teachers | 4

CORE SKILLS

Achievement

1. Enjoys working hard.
2. Is action - oriented and full of energy for the things he/she sees as challenging.

3. Not fearful of acting with a minimum of planning.
4. Seizes more opportunities than others.
5. Strategic thinker.

Managing Diversity

1. Respects all kinds and classes of people.
2. Deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes.
3. Support equal and fair treatment and opportunity for all.
4. Applies equal standards and criteria to all classes.
5. Manifests cultural and gender sensitivity when dealing with people.

Accountability

1. Can be counted on to exceed goals successfully.
2. Steadfastly pushes self and others towards results.
3. Gets things done on time and optimum use of resources.
4. Builds team spirit.
5. Transacts with transparency.

5 - Role model; 4 - Consistently demonstrates; 3 - Most of the time demonstrates; 2 - Sometimes demonstrates; 1 - Rarely demonstrates

Note: These ratings can be used for the developmental plans of the employee.