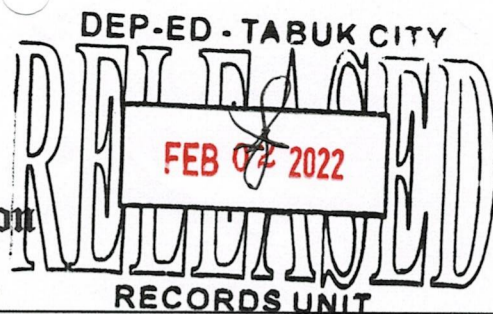




Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Tabuk City



Office of the Schools Division Superintendent

Division Memorandum

No. 26 s, 2022

TO: ALL School Teaching and Non-Teaching Personnel
All Division Personnel

DATE: February 2, 2022

ADOPTION OF THE TABUK PMS MANUAL

1. To ensure organizational effectiveness and personnel efficiency, SDO Tabuk City developed a contextualized mechanism, system, processes and tools consistent with the Result-Based Performance System and other issuances.
2. The *Tailored and Contextualized Policies, Mechanism and Tools Anchored on Issuances in Building Common Understanding and Knowledge to Improve Implementation of Performance Management System (TABUK PMS) Manual* aims to:
 - a. Address all identified issues related to Performance Management System.
 - b. Clarify and specify contextualized mechanism, processes and tools in all the phases.
 - c. Elaborate how organizational targets are cascaded to individual targets.
 - d. Strengthen the culture of performance and accountability in SDO Tabuk City
3. Enclosed is the TABUK PMS Manual.
4. Adoption, immediate dissemination and implementation of the content of this Manual is earnestly desired.

IRENE S. ANGWAY PhD, CESO VI
Schools Division Superintendent



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Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Tabuk City
BCS Compound, Purok 2, Bulanao Norte, Tabuk City

TABUK PMS Manual

Tailored and Contextualized
Policies, Mechanism and Tools
Anchored on Issuances in
Building Common
Understanding and
Knowledge to Improve
Implementation of
Performance
Management
System
Manual

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Tailored and Contextualized Policies, Mechanism and Tools Anchored on Issuances in Building Common Understanding and Knowledge to Improve Implementation of Performance Management System (**TABUK PMS**) Manual

I. INTRODUCTION

The issuance of Deped Order No. 2 s. 2015, Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education aims to provide guidelines for the adoption of the Civil Service Commission (CSC) Strategic Performance Management System (SPMS).

The implementation of RPMS for the previous rating periods quite flexible because of the complexity of school and division set up. There were issues and challenges met which the Schools Division of Tabuk City felt the need to contextualized policy for this purpose which is anchored to the guidelines set by the Civil Service Commission and the Department of Education. These contextualized guidelines specify the mechanism, processes and tools for the Performance Management target setting, monitoring, coaching, evaluation, and development planning for the 103 schools, functional divisions, SDO Sections, all divisions and school-based personnel holding regular plantilla and contractual positions.

This contextualized policy addresses all identified issues related to performance management in all phases of the performance management cycle and further clarifies and specifies the contextualized mechanism, processes and tools for the improvement of the implementation of the Result-based Performance Management System (RPMS) as well as to ensure organizational effectiveness and personnel efficiency.

A. Rationale

1. This **TABUK PMS Manual** aims to provide comprehensive and contextualized guidelines for the effective implementation of Deped Order No. 02 series of 2015.
2. The need to elaborate the linkage between the organization thrust and the performance management system is the primary function of this manual. It is important to ensure organizational effectiveness while considering individual improvement and efficiency in his/her work environment. Thus, cascading the institutional accountabilities to schools, sections, and the functional divisions, as anchored on the establishment of the performance targets and measures is the primary target of this contextualized policy.
3. The need to contextualize the implementation, system and processes of Deped Order No. 02 in adherence to the principle of performance-based tenure and incentive and will further promote individual competence and accountability.

4. In view of the above-mentioned reasons, this Division contextualized Result-based Performance Management System (RPMS) will strengthen the culture of performance and accountability in SDO Tabuk City.

B. Purpose of the Manual

This **TABUK PMS Manual** was specifically crafted for the purpose of contextualizing the Department's policy and guidelines on the Results-Based Performance Management System. All contextualized provisions of this policy shall serve as guide to all personnel of SDO Tabuk City.

This manual stipulates, clarifies, and specifies mechanism, processes and tools for:

- the structure and roles
- review mechanism
- target setting
- performance tracking
- performance support
- performance evaluation
- development planning

C. Scope of the Manual

1. This manual provides for the establishment and implementation of the contextualized policy and all its guidelines in relation to Performance Management System in all employees in the schools and in the Division Office holding regular plantilla position.
2. Personnel under contract of service/ job order shall likewise be covered by this policy.

II. SDO Performance Management System Structure

A. Composition of Performance Management Team

Pursuant to Deped Order No. 02 series, 2015 re: Guidelines on the Establishment and Implementation of the Results-Based Performance Management System in the Department of Education, SDO Tabuk City hereby creates Schools Division Office Performance Management Team (SDO PMT). The main task of the team is to institutionalize the RPMS in the Schools and in the Division Office and to link individual performance with the Department's organizational vision, mission, and strategic goals.

1. The Division PMT shall compose the following:

Chairman: Assistant Schools Division Superintendent

Members: CID, Chief
SGOD, Chief
Planning Officer III
Administrative Officer V
Division Accountant
President, NAPSSHI
President, PESPA
Education Program Supervisor Representative
Public Schools District Supervisor Representative
Human Resource Management Officer
President, Elementary Teachers Association
President, Secondary Teachers Association
President, Non-Teaching personnel

2. The School PMT shall be composed of the following but not limited to:

Chairman: School Head

Members: Master teacher/ Head Teacher
President of Teachers organization

3. Functions and Responsibilities of Division PMT

The SDO PMT shall be responsible to:

- a. facilitate the performance target setting of the functional divisions, sections and schools;
- b. ensure that the performance targets, indicators and budget of functional divisions, sections, and schools are aligned with the Agency's Major final Outputs (MFO's), Division Plans (LCOP, DAIP) and Performance Targets (PTs) as specified in the Organizational Performance Indicator Framework (OPIF);
- c. review the performance and submit the same to the head of agency for approval;
- d. identify and recommend potential top performers to the PRAISE Committee for grant of awards and incentives;
- e. conduct a series of meetings and deliberations, and delegation of authority to the identified alternate in case of absence of its members;

- f. formulate and adopt of the RPMS guidelines, which shall cascade the rules, procedures, strategies, and timeline of the implementation of the RPMS in the Division;
- g. facilitate the submission of reports required by Inter-Agency Task Force (IATF) on RPMS specified under Administrative Order No. 25, s. 2011;
- h. provide regular feedback to the head of office;
- i. adopt its own internal rules, procedures, and strategies in carrying out the above responsibilities (e.i. creating Technical Working Group for the RPMS-PPST roll out).

4. The School PMT is responsible to:

- a. prepare school's OPCRf aligned to the division targets, school plans (SIP, AIP) and Philippine Professional Standard for School Head (PPSSH).
- b. ensure alignment of school personnel IPCRF to the school targets.
- c. conduct mid-year review, calibration whenever necessary and year-end performance evaluation.

5. Designation and Tenure of Service

- a. Division PMT shall be organized by the head of office.
- b. School PMT shall be organized by the school head and copy furnish the office of the SDS.

6. PMT Secretariat and its Functions & Responsibilities

The Division PMT secretariat shall be the Education Program Specialist (EPS) from the Human Resource Training and Development (HRTD) section and personnel from the HR-Personnel Unit whose main functions are the following:

- documents all PMT activities;
- prepare notices of meetings;
- consolidates reports; and
- keeps record of all RPMS documents

B. Composition of Performance Management-Technical Validation Team (PM-TVT)

To facilitate initial review and validate schools' performance, the Performance Management Team formed Performance Management Technical Validation Team (PM-TVT) per district.

1. Performance Management-Technical Validation Team (PM-TVT) for Schools' OPCRf shall composed of the following:
 - a. One regular member of the Division PMT
 - b. Public School District Supervisor of the district
 - c. Education Program Supervisor assigned in the district
 - d. School Governance and Operation Division Personnel assigned in the district
 - e. Administrative Assistant/AO II assigned to the school being validated.

2. Functions and Responsibilities of Performance Management Technical Validation Team (PM-TVT)

The PM-TVT shall have the following functions:

- a. Provides Technical Assistance (TA) during school's mid-year review and appraisal of schools' OPCRf MOVs;
- b. Provides feedback to the PMT as to the result of schools' OPCRf mid-year review and year-end evaluation;
- c. Identifies areas for technical assistance after the mid-year review evaluation; and
- d. Serves as a resource person in the grievance committee if appeals are being made and requested.

C. Functions and Responsibilities of the Head of Functional Divisions, Admin section, Finance Sections and Schools

The head of the Functional Divisions, Sections and Schools are expected to perform the following functions and responsibilities:

- a. Know the Philippine Professional Standards for School Heads (PPSSH), Position Competency Profile (PCP) and compendium of the position;
- b. Commits goals and objectives that contribute to the achievement of organizational goals, objectives, targets and priorities;
- c. Performs duties and functions with utmost diligence and faithfulness to the goals of the organization;
- d. Implements intervention to close the identified performance gaps;
- e. Strives towards self-development for more effective and efficient services;
- f. Guide/coach/provide Technical Assistance to their respective personnel in the preparation of their IPCRF, completion of targets and attainment of the professional development targets; and

- g. Provides sufficient and authentic documentation to justify performance rating.

III. Review Mechanism of SDO Performance Management System

A. Performance Management Team (PMT) calendar of activities

The Performance Management Team shall convene to discuss important details and concerns which shall happen on the following schedules:

Activities	Schedule
For the Division	
1. Performance evaluation of the Division OPRCF	Within December
2. Preparations of targets and performance indicators of Division OPRCF	Within December
3. Evaluation of the conducted performance mid-year review and monitoring	July
For the School	
1. Presentation of Division targets and targets setting of schools.	A week before the scheduled target setting
2. Evaluation of mid-year review and monitoring.	A week before the mid-year break
3. Preparation for the conduct of year-end performance review	A week after the end of classes

B. Schedule of Submission of the Performance Management Forms

To keep track of the activities of the functional divisions, sections and schools, the following forms shall be used and to be submitted on time:

Performance Management Form	Date of Submission	Where to Submit
For Division- Based Personnel		
Office and Individual Performance Commitment Review Form	January	Respective rater
Mid-year evaluation form	July	Respective rater
Development Plan and Self-assessment of Core Behavioral	January	Respective rater and HRTD

Competencies (Part II and IV of IPCRF/OPCRF)		
Summary of Ratings	Within January of the ensuing year	HRMO
For School-Based Personnel		
Office and Individual Performance Commitment Review Form	A week before start of classes	Respective rater
Mid-year evaluation form	School mid-year break	Respective rater
Self-assessment of Core Behavioral Competencies (Part II and IV of IPCRF/OPCRF) for non-teaching	Within the month after the end of classes	Respective rater and HRTD
Electronic Self-assessment of teaching skills (Part II and IV of IPCRF/OPCRF) for teaching	Within the month after the end of classes	Respective rater and HRTD
Summary of Ratings	Within the month after the end of school Year	HRMO

C. Rater and Approving Authority

The rater and approving authority of OPCR and IPCRF not specified in DO. # 2 s. 2015 shall be as follows:

Rates	Rater	Approving Authority
Division-Based Personnel		
CES, AO V, ITO, Accountant, Legal Officer, Budget Officer	Assistant Schools Division Superintendent	Schools Division Superintendent
SGOD EPSvr, SEPS, Engineer, , Medical Officer	SGOD Chief Education Supervisor	Assistant Schools Division Superintendent
Planning Officer	SEPS- Planning and Research Section	SGOD Chief Education Supervisor
Dentists	Medical Officer	SGOD Chief Education Supervisor
PDO-DRRM, PDO- Youth Formation Dev't	SEPS - Social Mobilization Section	SGOD Chief Education Supervisor

EPS	Respective SEPS in SMME Section, HRTD Section and SocMob	SGOD Chief Education Supervisor
Nurses- Division based	Medical Officer	SGOD Chief Education Supervisor
CLGU job order	Head of the assigned Unit, Section or Functional Division	AO V
CO – Job Order (Engr)	CES-SGOD	Chief -CO Physical Facilities
EPSvr, PSDS	CID Chief Education Supervisor	Assistant Schools Division Superintendent
EPSA	ALS Focal Person	Chief CID
Admin Aide VI in CID	CES-CID	ASDS
PDO – LRMDS	EPSvr- LRMDS	Chief CID
Librarian	EPSvr- LRMDS	Chief CID
AO IV (supply, cash, HRMO, Records)	AO V	ASDS
Admin Aide and other personnel under Division unit	Unit Heads	AO V
ADAS II and Admin Aide in SDS Office	AO V	SDS
Admin Aide assigned in the OASDS	AO V	ASDS
ADAS II and III in the Finance Section	Accountant	ASDS
Security Guards	AO V	ASDS
School-Based Personnel		
AO IV	School Head	AO V
School-based non-teaching with no AO	School Head	AO V
School-based non-teaching with AOs	AO in school	School Head
School-based AO II	School Head (main)	AO V
Security Guard	AO of the school	School Head
Nurses – School based	School Head	SGOD Chief Education Supervisor
School Heads and TICs with designations	Assistant Schools Division Superintendent	SDS

Designated Assistant to the Principal	School Head	SDS
Master Teachers/ Head Teachers	School Heads	SDS
Teachers I, II, III	Master Teachers	School Head
Teacher I, II, III with no MTs	School Head	CID Chief Education Supervisor
ALS Master Teacher –school based	School Head	SDS
ALS Mobile Teachers and DALSCs- School based	Master Teacher of the school	School Head
ALS Mobile Teachers and DALSCs- Community based	Master Teacher/ PSDS	School Head

D. Information Communication Technology in RPMS

To automate completion and computation, Information Communication and Technology will be used in the following forms:

1. Summary of score sheets in excel format
2. Electronic Self-Assessment Tool for Teachers
3. Electronic file of OPCR/IPCRR ratings of all Division and school-based Personnel
4. eIPCRR for Teachers

IV. Performance Management Cycle and Processes

A. Performance Planning and Commitment

In cognizance with Deped Order # 2 s. 2015, the conduct of Performance Planning and Commitment stage will be done on the following schedule:

For division-based personnel - December

For School-based personnel - within the month before the start of classes

The performance planning and commitment shall be done where the rater meets ratee to discuss and agree on the following:

1. Office Key Result Areas (KRA), Objective and Performance Indicators as anchored to the overall organizational outcomes; and
2. Individual Key Result Areas (KRA) Objectives, and Performance Indicators as anchored to the Office KRA and Objectives, compendium and the professional standards for teachers, school heads and supervisors.

The Office Performance Commitment Review Form shall be accomplished by the SDS to reflect the office KRAs, Objectives, and Performance Indicators aligned to the regional targets. The SDS shall ensure alignment of the office plans and commitments to the overall organizational outcomes. The OPCRf shall be equivalent to the IPCRF of the head of office.

The School OPCRf targets and PIs shall be developed by the school aligned to the Philippine Professional Standards for School Head (PPSSH), division targets and school plan.

The CID, SGOD, Administrative Section, Accounting, Budget Section and Schools shall prepare their respective Office Performance Commitment Review Form (OPCRf) to reflect the agreed office KRAs Objectives and Performance Indicators. Division based personnel shall prepare their respective IPCRF based on the position competency profile, compendium, Philippine Professional Standard for Supervisors (PPSS) whichever is applied and to the targets of their respective Office Performance Commitment Review Form (OPCRf). School based non-teaching shall also prepare their respective IPCRF based on their Position Competency Profile and to the School's Office Performance Commitment Review Form. For Teaching personnel, the KRA, Objective and Performance Indicators will be lifted from the given priority objectives of the Philippine Professional Standards for Teachers (PPST).

Essentially, the following process/ steps will be rigorously adhered to in performance planning and commitment phase:

1. Defining the Key Result Areas.

The head of office (SDS), in coordination with the Planning Officer, shall define the office KRAs as anchored on the organization outcomes. The SDS as the rater, and the CID chief, SGOD Chief, AO V, Finance Section, Budget Section and Schools as the ratee shall discuss and agree on the breakdown of office KRAs into individual KRAs. Three to five including plus factor shall be defined for each office and individual personnel.

KRAs are broad categories of general outputs or outcomes. It is the mandate or office function of the individual employee. The KRA is the reason why an office and/or job exist. It is an area where the office and/or individual employee are expected to focus on.

2. Setting of objectives

The SDS shall set three objectives per KRA. The identified raters (ASDS, CID chief, SGOD chief, AO V, Accountant, Budget Officer and School Head) shall also discuss to their respective ratee and agree on the three objectives per individual KRA.

Objectives are specific tasks which an office and/or employee need to do to achieve specific KRA. In objective setting, the SMART criteria shall be applied.

3. Setting the Timeline

The SDS sets the target date for accomplishing each of the office objectives from which the sections, division heads and schools lift their commitment. The sections head, functional divisions chief and school heads shall set targets dates of accomplishing the office objectives keeping in mind the timeline set by the SDS.

4. Assigning the weight

Assigning of weight for individual objectives in the OPCR and IPCRF shall be done by office heads which shall be included in the discussion between the rater and ratee. For teachers, weight per objective is given thru BHRD issuance.

5. Identifying the Performance Indicators (PI)

Using the scale of 1 to 5, the rater and ratee shall identify and agree on the performance indicators for each of the office/ individual objectives in consideration to the following performance measures articulated in Deped Order 2, s. 2015. For teachers, Performance Indicators shall be lifted from the issuance of BHRD.

Effectiveness/Quality

The extent to which actual performance compares with targeted performance. The degree to which objectives are achieved and to which problems are solved. (got the right things done.)

Efficiency

The extent to which time or resources is used to intended task or purpose. Measures whether the targets are accomplished with a minimum amount or quantity of waste, expense or unnecessary effort. (doing the things right)

Timeliness

Measures whether the deliverable was done on time based on the requirements of the rules and regulation and/or client/customers.

6. Demonstration of Competence

During phase 1, respective rater of the different offices shall discuss with the ratee the competencies required of the individual personnel. For teaching personnel, the behavioral competencies listed in the Philippine

Professional Standard for Teachers (PPST) Manual shall be the take-off of the rater in schools. For non-teaching and teaching related personnel, basis for Performance Management (PM) is the compendium of the office function and duties where the office commitment was lifted.

7. Reaching Agreement

Once the office and individual KRAs, objectives and performance indicators are clearly defined, the rater and the ratee shall now come up with an agreement by signing the OPCR/ IPCRF on the commitment page and all pages of the form. The form to be used is found in **Annex A Part I**.

B. Performance Monitoring and Coaching

The Performance Monitoring and Coaching is a continuous process which starts February and ends November for Division-Based personnel while school-based personnel start on the first School MEA and ends until the month before the end of classes.

This phase has two main components namely: Performance Monitoring and Performance Coaching and Feedback.

Performance Monitoring

During the conduct of quarterly Division, District and School Monitoring Evaluation and Adjustment (MEA), Accomplishment vis-à-vis the planned target of the OPCR shall be included as one of the focuses during MEA. Status, inhibiting factors and facilitating factors will be determined and shall be the basis for technical assistance and plan adjustment. Responsible offices/governance levels shall track the progress of their respective targets. The tool in **Annex B** (tracking tool for monitoring targets) shall be used to track OPCR progress. Performance monitoring for the IPCRF of teaching personnel shall be during the conduct of class observation, analysis of submitted report and display of attitudes and commitment.

Coaching and Feedback

Coaching and feedback shall be continuous, and both shall be provided or shall be sought by the ratee to improve work performance and behavior. Coach shall provide intervention to their respective coachee or may tap Technical Assistance Provider from the District, Division Office or from partner agencies. The Performance Monitoring and Coaching Form (PMCF) found in **Annex C** shall be used to provide records of demonstrated behavior, competencies and performance and shall be an effective substitute in the absence of quantifiable data. The rater and ratee shall sign in the PMCF to ensure that an agreement has been reached.

C. Performance Review and Evaluation

The performance evaluation shall be done during mid-year review and final evaluation. For Division-based personnel, mid-year review shall be done July and year-end evaluation shall be done on December. For school-based personnel, mid-year evaluation shall be done school mid-year break and year-end shall be done within the month after the end of classes. The mid-year review is to assess the OPCR/IPCRF accomplishment vis-a vis the targets.

1. Mid-year Review

Mid-year review will be done in all offices to track and monitor progress in achieving set objectives. In exceptional cases, and only if the situation warrants, one time calibration of OPCR and IPCRF shall be allowed during the mid-year review. The form to be used for calibration is found in **Annex E** for OPCR and **Annex F** for IPCRF (Performance Calibration Form). During Mid-year review, the rater shall inform in writing the status of performance, in case of Unsatisfactory Performance or Poor Performance. Coaching shall be provided whenever necessary.

2. Year-end Evaluation

Year-end evaluation follow different mechanism and processes for the division, section, and schools as follows:

a. Schools Division Office Performance Assessment

The Performance Management Team shall assess the performance of the School Division office vis-à-vis the committed targets. Rating shall be given and be regarded as the SDO OPCR self-rating. The self-rated OPCR together with the necessary Means of Verification (MOVs) provided by the Functional Divisions, Sections and units shall be presented to the Region. Final rating shall be given after the presentation.

b. CID, SGOD, Administrative Section, Finance Section, and Budget Section Office Performance Assessment

The PMT shall validate the accomplishment vis-à-vis the targets. The final rating shall be based solely on the accomplishment of the specific objectives as measured by the performance indicators. The above-mentioned offices shall bring their respective self-rated OPCR and with their MOVs to the body (PMT).

c. Schools Office Performance Assessment

Initial onsite evaluation of school's OPCR shall be done by the PMT-Technical Validation Team (TVT) for each district. The PMT-TVT shall appraise the MOVs and shall come up with initial rating of the schools' performance based on the presented MOVs. Summary of score sheets found in **Annex G** shall be used by the PMT-TVT to summarize the result of validation. Final evaluation shall be done

when the rater calls for the final rating and signing. The school head shall present the self-rated OPCRf, signed summary of rating by the PMT-TVT and the MOVs as the case maybe.

d. Division-based Individual Performance Assessment

Self-rated Individual Performance Commitment and Review Form of division-based personnel shall be rated by their respective rater as specified in item No. III.D of this Manual. Final rating shall be based solely on the accomplishment of the specific objectives as measured by the performance indicators. Rated IPCRF shall be forwarded to the identified approving authority for the approval.

e. School-based Individual Performance Assessment

Self-rated Individual Performance Commitment and Review Form of teacher I to III shall be rated by their respective Instructional Leader and shall be approved by their respective school head. For the IPCRF of Master Teachers, it shall be rated by the school head regardless if the school has Department Head. The final rating of teachers shall be based solely on the accomplishment of the specific objectives and performances during class observation and other tasks as measured by the performance indicators in the PPST manual.

IPCRF of school-based non-teaching personnel shall be assessed by their respective rater based on their accomplishment and performances of the tasks as required in their positions and shall be approved by the identified approving authority.

D. Performance Rewarding and Development Planning

Performance Rewarding and Development Planning shall be based on the results of the Phase III - Performance Review and Evaluation. Development planning shall be accomplished as Part IV of the OPCRf/IPCRf. The strength and development needs shall be reflected under strength and development need column of the OPCRf/IPCRf.

Employee development shall be a shared responsibility of the rater, ratee, HRTD and the Department. The development plan of each employee shall be summarized as basis for development planning. The development plan form to be used is found **Part IV of Annex A** (Individual Development Plan) of this manual.

V. Equal Opportunity Policy on Performance Management System.

SDO Tabuk City ensures that equal opportunities in terms of Performance Management shall be afforded to all individuals regardless of age, sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation

without discrimination of any kind. Appropriate practices, procedures and services were developed on Performance Management are the following:

1. Personnel with physical impairment or differently abled will be rated for their performance in the present assigned job. This should be agreed upon during target setting. Their limitations should not be taken against them.
2. Any employee who is with physical impairment or differently abled as well as those who has acquired a disability which hampers her/him to perform her/his present function shall be assigned by management to function which he/she can do despite of the disability.
3. As part of the flexible working hours for DepEd employees, nursing mother employees are allowed for a 1 ½ hour lunch break for the 1st months from the day they report to work after their maternity leave of absence. Provided, the employee completes the 40 hours per week of actual service within the allowed hours between 7:00 AM to 6:30PM.
4. The office through the SDS shall ensure just and impartial performance management process to all employees that will assure them of the well-deserved promotion and/or merit regardless of physical disabilities and condition.

VI. Reporting of the Result-Based Performance Management System Results

The Schools Division Office shall initiate a progress tracking to ensure submission and compliance to the provision of Result-Based Performance Management System. The following shall be followed:

1. At the end of the performance cycle, original copy of accomplished and duly signed OPCRf and IPCRF shall be submitted to the office of the HRMO.
2. A copy of the OPCRf and the IPCRF shall be attached to the personnel's 201 file.
3. An analysis of schools and division offices' OPCRf shall be done by the PMT, PM-TVT and SMME and shall be submitted to the Planning Officer, ASDS and SDS.

VII. Appeal and Grievance

Results of performance assessment which were discussed and agreed upon by both the rater and the ratee during the performance review and evaluation shall be final and not appealable. Appeal should be raised, discussed, and decided during the performance review and evaluation. Unresolved Issues relating to RPMS shall be raised to the grievance committee. Issues raised by division personnel and school heads shall be

under the jurisdiction of the Division Grievance Committee and issues raised by school-based teaching and non-teaching personnel shall be the jurisdiction of the grievance committee for schools.

The grievance committee in the Division level shall compose the following:

Chairman: Schools Division Superintendent
Members: Legal Officer
HRMO
Accountant
PESPA President
NAPSHI President
NEU Representative

The grievance committee for the school level shall compose the following:

Chairman: ASDS
Members: PSDS (concerned district)
School Head (concerned school)
President, Teacher association

VIII. Annexes

1. Annex A – Office/Individual Performance Commitment Review Form
2. Annex B – Tracking Tools for Monitoring Targets
3. Annex C – Performance Monitoring and Coaching Form
4. Annex D – Performance Monitoring and Coaching Accomplishment Report
5. Annex E – Office Performance Calibration Form
6. Annex F – Individual Performance Calibration Form
7. Annex G – Summary of Score Rating Sheet
8. Annex H – Individual Development Plan

Annex A: Office/Individual Performance Commitment Review Form (commitment stage)

INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM

I, _____, commit to deliver and agree and be rated on the attainment of the following targets in accordance with the indicated measures for the period January to December 20__.

Name of Office/School:	
Location:	
Rating Cycle	

TO BE FILLED OUT DURING PLANNING						TO BE FILLED OUT DURING EVALUATION				
MFO	KRA	OBJECTIVES	TIMELINE	WEIGHT PER KRA	PERFORMANCE TARGETS	ACTUAL RESULTS			RATING Average	SCORE
						Q	E	T		
						Total: _____				

Rater _____	Ratee _____	Approved _____
Position _____	Position _____	(name of approving authority) _____
Date: _____	Date: _____	Position _____
		Date: _____

Note: Only Part I shall be submitted during commitment phase. Parts II, III and IV of the OPCRF/IPCRF shall be submitted during the year-end evaluation phase.

PART II: COMPETENCIES
(For non-supervisory personnel)
CORE BEHAVIORAL COMPETENCIES

Self-Management		Teamwork		Oral Communication	
Sees personal goals and direction, needs, and development	Willingly does one's responsibility	Follows instructions accurately			
Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization	Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization	Expresses self clearly, fluently, and articulately			
Displays emotional maturity and enthusiasm for and is challenged by higher goals	Applies negotiation principles in arriving at win-win agreements	Uses appropriate medium for the message			
Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals	Drives consensus and team ownership of decisions	Adjust communication style to others			
Sets high quality, challenging, realistic goals for self and others	Works constructively and collaboratively with others across organizations to accomplish organizational goals and objectives	Guides discussions between and among peers to meet an objective			
Professionalism and Ethics		Service Orientation		Written Communication	
Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713)	Can explain and articulate organizational directions, issues, and problems	Knows the different written business communication formats used in the DepEd			
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions	Takes personal responsibility for dealing with and/or correcting customer service issues and concerns	Writes routine correspondence/communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical errors/ (e.g. memos, minutes, etc.)			
Maintains a professional image: being trustworthy regularly of attendance and punctuality, good grooming and communication	Initiates activities that promote advocacy for men and women empowerment	Secures information from required references (i.e. Directories, schedules, notices, instructions) for specific purposes			
Makes personal sacrifices to meet the organization's needs	Participates in updating of office vision, mission, mandates, and strategies based on DepEd strategies and directions	Self-edits words, numbers, phonetic notation and content, if necessary			
Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness	Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery	Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications			
Result Focus		Innovation		Computer/ICT Skills	
Achieve results with optimal use of time and resources most of the time	Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and				Prepares basic compositions (e.g. letters, reports, spreadsheets and graphic presentations using Word Processing and Excel)

	Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs		Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results	
	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		Promotes a creative climate and inspires co-workers to develop original ideas or solutions	
	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		Translates creative thinking into tangible changes and solutions that improve the work unit and organization	
	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		Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources	
				Utilizes technologies to: access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks
				Recommends appropriate and updated technology to enhance productivity and professional practice

OVERALL COMPETENCY RATINGS

Core Behavioral Competencies: _____

Core Skills: _____

Overall Rating: _____

**PART II: COMPETENCIES
(For supervisory personnel)**

CORE BEHAVIORAL COMPETENCIES

	Self-Management	Teamwork	Leading People
	Sets personal goals and direction, needs, and development	Willingly does one's responsibility	Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids
	Undertakes personal actions and behaviors that are clear and purposive and takes into	Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization	Persuades, convinces or influences others, in order to have a specific impact or effect.

<p>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</p>	<p>Promotes a creative climate and inspires co-workers to develop original ideas or solutions</p>	<p>Conceptualizes and implements learning interventions to meet identified training needs.</p>
<p>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</p>	<p>Translates creative thinking into tangible changes and solutions that improve the work unit and organization</p>	<p>Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.</p>
<p>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</p>	<p>Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources</p>	<p>Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.</p>

OVERALL COMPETENCY RATINGS

Core Behavioral Competencies: _____

Leadership Skills: _____

Overall Rating: _____

PART III: SUMMARY OF RATING FOR DISCUSSION

Final Performance Result	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

Employee-Superior Agreement

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in the form.

Name of Employee:	Name of Superior:
Signature	Signature
Date	Date

PART 1V: DEVELOPMENT PLANS

Potential areas to Develop/Explore/Enhance	Performance Goal or Target Competency	Method/Activity to Achieve Goal	Resource Needed (Human/Non-Human)	Timeline	Expected Results	Actual	Success Indicator
A. Strengths							
B. Development Needs							

CERTIFICATION AND COMMITMENT

<p>This is to certify that my competency and development plan has been discussed with me by my immediate supervisor. I further commit that I will exert time and effort to ensure that my individual development Plan is achieved according to agreed time frames.</p>	<p>Ratee:</p> <p>_____ Name and Position</p> <p>_____ Date</p>
	<p>Rater</p> <p>_____ Name and Position</p> <p>_____ Date</p>
<p>This is to certify that I have objectively completed the competency assessment of my staff. Furthermore, I commit to support and ensure that this agreed individual Developmental Plan of my staff.</p>	<p>Approving Authority</p> <p>_____ Name and Position</p> <p>_____ Date</p>
	<p>I commit to support and ensure that this agreed individual development Plan is achieved according to agreed time frames.</p> <p>_____ Name and Position</p> <p>_____ Date</p>

Note: For teaching personnel, professional development plan shall be based on the result of esAT.

Annex B: Tracking Tool for Monitoring Targets (Division-based personnel)

KRA	Tasks/ Activities (Program and Project based Implementation of Basic Education Program)	Persons responsible (personnel who are expected perform task/ deliver services)	Status of accomplishment			
			Q1	Q2	Q3	Q4
Ex. Research	Conducted research	Employee A	X	x	x	x
		Employee B	X	x	x	Approved proposal
		Employee C	X	x	x	x

Prepared:

Noted:

Rater of the Office

Approving Authority

Annex C. Performance Monitoring and Coaching Form (for teaching)

Name of Teacher/Employee:

School/Section/Unit:

Position:

Date	Critical Incidence Description	Ways forward	Expected Output	Timeline	Remarks

Rater

Ratee

Annex D: Performance Monitoring and Coaching Accomplishment Report

Functional Division/Section/Unit/School: _____

Target Date/Month	Activity	Target participants	Output	Accomplishment
January 2022	Presentation of targets to admin personnel	AO IV	IPCRF	All objectives are aligned to the school targets

Prepared by: _____

Noted: _____

Rater

Approving Authority

Annex F: Individual Performance Calibration Form

Functional Division/Section/Unit/School: _____
 Name of Employee: _____

No.	IPCRF Content (Based from approved IPCRF)	Proposed Amendment	Justification	Rater Remarks
1	Ex: Timeline Obj: 3 Timeline is May 2021	Change objective 3 timeline from May 2021 to August 2021	Adjusted timeline because of change in program design of the activity	() approved () Disapproved Remarks:
2				

Add rows as may necessary

Prepared by:

Endorsed by:

 Name of ratee and position
 Date:

 Name of Rater and Position
 Date:

Approved by:

 Name of approving authority and position
 Date:

Annex G: Summary of Score Rating Sheets

KRA	OBJECTIVES	WEIGHT	SELF RATING (Ratee)		RATING BY THE VALIDATION TEAM		REMARKS
			AVE. SCORE	RATING	AVE SCORE	RATING	
KRA 1	OBJ 1						
	OBJ 2						
	OBJ 3						
KRA 2	OBJ 1						
	OBJ 2						
	OBJ 3						
KRA 3	OBJ 1						
	OBJ 2						
	OBJ 3						
KRA 4	OBJ 1						
	OBJ 2						
	OBJ 3						
KRA 5	OBJ 1						
	OBJ 2						
	OBJ 3						
PLUS FACTOR	OBJ 1						
	OBJ 2						
	OBJ 3						
Total							
Final rating							

Ratee _____

Validated by the Technical Validation Team and PMT

Member _____

Member _____

Member _____

Member _____

PMT Member _____

Annex H: Development Plan (Part IV of OP-CRF/IP-CRF)

Division/Unit/School: _____

Date Plan Developed: _____

Potential areas to Develop/Explore/Enhance	Performance Goal or Target Competency	Method/Activity to Achieve Goal	Resource Needed (Human/Non-Human)	Timeline	Expected Results	Actual	Success Indicator
A. Strength							
B. Development Needs							

CERTIFICATION AND COMMITMENT

<p>This is to certify that my competency and development plan has been discussed with me by my immediate supervisor. I further commit that I will exert time and effort to ensure that my individual development Plan is achieved according to agreed time frames.</p> <p>This is to certify that I have objectively completed the competency assessment of my staff. Furthermore, I commit to support and ensure that this agreed individual Developmental Plan of my staff.</p> <p>I commit to support and ensure that this agreed individual development Plan is achieved according to agreed time frames.</p>	<p>Ratee:</p> <p>_____</p> <p>Name and Position _____</p> <p>Date _____</p>
	<p>Rater</p> <p>_____</p> <p>Name and Position _____</p> <p>Date _____</p>
	<p>Approving Authority</p> <p>_____</p> <p>Name and Position _____</p> <p>Date _____</p>

Note: For non-teaching and teaching related personnel, based on core behavioral competencies. Teaching personnel- based on eSAT

IX. References

1. Deped Order No. 2, s. 2015 – Guidelines on the Establishment and Implementation of Result-Based Performance System.
2. CSC Memorandum Circular No. 6, s. 2012 – Guidelines on the Establishment and Implementation of Agency Strategic Performance Management System.
3. Deped Memorandum-HROD-2021-0054 – Calibration of the Office Performance Commitment Review Form (OPCRF) and Individual Performance Commitment Review Form (IPCRF) for Calendar Year 2021 Pursuant to Deped Order No. 2 s. 2015.
4. Regional Order No. 008 s. 2018 – Policy Guidelines on the Incorporation of the Equal Opportunity Principle (EOP) To the Human Resource Management System (HRMS) of Deped-CAR.
5. Deped Memorandum-HROD-2021-0171 – Deployment of Administrative Officer II Items to Public Elementary and Secondary Schools for CY 2021.
6. Deped Order # 24 s. 2020 – National Adoption and Implementation of the Philippine Professional Standards for School Heads
7. Deped Order # 25 s. 2020 – National Adoption and Implementation of the Philippine Professional Standards for Supervisors.
8. Deped Order # 42 s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers.