



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region V(Bicol)
SCHOOLS DIVISION OFFICE OF CATANDUANES
Virac, Catanduanes

Email Add: catanduanes@deped.gov.ph/catanduanesdiv15@gmail.com
Website: www.depedrovcatanduanes.com Tel No.: (052)811-40-63



DIVISION MEMORANDUM


NO. 111 s, 2019

To : **Public Schools District Supervisors
Elementary and Secondary School Heads**

From : 
SOCORRO V. DELA ROSA, CESO V
Schools Division Superintendent

Subject : **Accomplishment and Submission of Office Performance Commitment
and Review Form (OPCRF) of School Heads**

Date : April 3, 2019

RELEASED
DepEd, Division of Catanduanes
RECORDS SECTION
Date APR 03 2019
Time: 2:45 PM
Initial/Signature: 

1. As an outgrowth of the two-day Mentoring and Coaching on School Head's OPCRf with the ASDS, this office provides you with the OPCRf and Means of Verification and Performance Indicators Form to serve as Ratee's reference.
2. The Ratee should accomplish the four (4) parts: Part I OPCRf, Part II Competencies, Part III Summary of Ratings for Discussion and Part IV Development Plans.
3. All accomplished OPCRf with corresponding MOVs shall be reviewed first by the Public Schools District Supervisor who will affix his/her initial to the Ratee's name.
4. The deadline of submission at the ASDS Office will be on or before April 17, 2019.
5. For information, guidance and compliance.

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

Name of Employee :
 Position :
 Review Period : SY 2018-2019
 Division : SDO – Catanduanes

Name of Rater :
 Position :
 Date of Review :

: MA. LUISA T. DELA ROSA
 : ASDS
 : _____

| TO BE FILLED IN DURING PLANNING | | | | | TO BE FILLED IN DURING EVALUATION | | | | | |
|--|--------------------------------|---|--------------|----------------|---|----------------|---|---|--------|-------|
| MFOs | KRAs | OBJECTIVES | TIMELINE | WEIGHT per KRA | PERFORMANCE INDICATOR | ACTUAL RESULTS | | | RATING | SCORE |
| | | | | | | Q | E | T | | |
| Delivery of Basic Educational Services | Instructional Leadership (30%) | 1. 75% of the grade levels achieved 80% in all learning areas within School Year. | June – March | 10% | Please restate the performance Indicator in the attached sheets: Example for #1: 70-74% of the grade levels achieved 80% PL in all learning areas within a school year. | | | | | |
| | | 2. Observed _____ Master Teachers/Teachers I-III with 4 Classroom Observation Tools | June – March | 10% | | | | | | |
| | | 3. Provided appropriate office supplies and instructional materials to all teachers once in a year. | June – March | 10% | | | | | | |
| | Learning Environment (20%) | 1. Provided, managed and sustained Child-Friendly School System within a year. | June – March | 10% | | | | | | |
| | | 2. Maintained and improved 75%-95% school facilities as stated in SIP/AIP during the year. | | 10% | | | | | | |

| | | | | | | | | |
|---|---|--------------|-----|--|--|--|--|--|
| Human Resource Management and Development (20%) | <ol style="list-style-type: none"> 1. 96%-100% of the teachers and non-teaching staff of the school provided with technical assistance following the RPMS Cycle as evidenced with mentoring and coaching form. 2. Conducted at least two INSETs/LAC Sessions within a year with accomplishment report submitted. 3. Recognized and Awarded deserving teachers and personnel within a year. | June – March | 10% | | | | | |
| Parent's Involvement in Community Partnership (15%) | <ol style="list-style-type: none"> 1. Organized functional PTA/SGC as reflected in the School Calendar 2. Obtained resources for the school through stakeholders' partnership (donations, solicitations/fund raisings) within a year. 3. Acknowledged and Recognized stakeholders/donors within a school year. | June-March | 5% | | | | | |
| School, Leadership Management and Operations (10%) | <ol style="list-style-type: none"> 1. Utilized downloaded school funds according to priorities and submitted accurately consolidated report on or before due date. 2. Lead the preparation of SIP and AIP with the | June-March | 5% | | | | | |
| | | | 3% | | | | | |

| | | | | | | | | | | |
|--|------------------|--|----|--|-------------------------------------|--|--|--|--|--|
| | | School Planning Team and Project Team. | | | | | | | | |
| | | 3. Institutionalized School Transparency and Accountability Mechanism. | 2% | | | | | | | |
| | Plus Factor (5%) | | 5% | | | | | | | |
| | | | | | Over All Rating for Accomplishments | | | | | |

Ratee _____

Date: _____

MA. LUISA T. DELA ROSA

Rater

Date: _____

Approved:

SOCORRO V. DELA ROSA, CESO V
Schools Division Superintendent

MEANS OF VERIFICATIONS AND PERFORMANCE INDICATORS

| TO BE FILLED IN DURING PLANNING | | | | | | |
|--|--------------------------------|---|--------------|----------------|---|--|
| MFOs | KRAs | OBJECTIVES | TIMELINE | WEIGHT per KRA | MEANS OF VERIFICATION | PERFORMANCE INDICATOR |
| Delivery of basic educational services | Instructional Leadership (30%) | 1. 75% of the grade level achieved 80% in all learning areas within School Year. | June – March | 10% | <ul style="list-style-type: none"> • Summary of General Average in all Learning Areas | 5 - 75% of the grade levels achieved 80% PL in all learning areas within School year. |
| | | | | | <ul style="list-style-type: none"> • Classroom Observation Tools • Summary of General Average of Master Teachers' COT | 4 – 70%-74% of the grade levels achieved 80% PL in all learning areas within School year. 3 – 65%-69% of the grade levels achieved 80% PL in all learning areas within School year. |
| | | | | | <ul style="list-style-type: none"> • Requisition Slip/Checklist of supplies | 3 – 65%-69% of the grade levels achieved 80% PL in all learning areas within School year. 2 - 95%-100% of the Master Teachers/ Teachers I-III with a general average of 6-8 4 – 90% -94% of the Master Teachers/ Teachers I-III with a general average of 5 3 – 85%-89% of the Master Teachers/ Teachers I-III with a general average of 4 5 – 95%-100% provided materials once a year |
| | | 2. Observed _____ Master Teachers/Teachers I-III with 4 Classroom Observation Tools | June – March | 10% | | 5 – at least 25 points but lower than 30 points, you are a CHILD FRIENDLY SCHOOL 3 – 85%-89% provided materials once a year 4 – 90%-94% provided materials once a year |
| | | 3. Provided appropriate office supplies and instructional materials to all teachers once in a year. | June – March | 10% | <ul style="list-style-type: none"> • Child-Friendly Evaluation Form • Pictorials | 5 – at least 25 points but lower than 30 points, you are a CHILD FRIENDLY SCHOOL 3 – 85%-89% provided materials once a year |
| | Learning Environment (20%) | 1. Provided, managed and sustained Child-Friendly School System within a year. | June – March | 10% | | 5 – at least 25 points but lower than 30 points, you are a CHILD FRIENDLY SCHOOL 3 – 85%-89% provided materials once a year |

| | | | | | |
|---|--|--------------|-----|--|---|
| | | | | | <p>4 – 20 -24 points</p> <p>3 – 15 -20 points</p> <p>5 - Maintained and improved 75%-95% school facilities as stated in SIP/AIP during the year</p> <p>4 - Maintained and improved 65%-74% school facilities as stated in SIP/AIP during the year</p> <p>3 – Maintained and improved 55%-64% school facilities as stated in SIP/AIP during the year</p> <p>5 – Implemented at least one SIA/project along the improvement of learning environment within the year with 100% completion</p> <p>4 - Implemented at least one SIA/project along the improvement of learning environment within the year with 90-95% completion</p> <p>3 - Implemented at least one SIA/project along the improvement of learning environment within the year with 75-89% completion</p> <p>5 - 96%-100% of the teachers and non-teaching staff of the school provided with technical assistance following the RPMS Cycle as evidenced with mentoring and coaching form.</p> <p>4 - 90%-95% of the teachers and non-teaching staff of the school provided with technical assistance following the RPMS Cycle as</p> |
| | | | 10% | <ul style="list-style-type: none"> • Program of Work • Pictorials | |
| | | | 5% | <ul style="list-style-type: none"> • Project Proposal/Program of Work • Pictorials | |
| | | | | | |
| Human Resource Management and Development (20%) | 1.96%-100% of the teachers and non-teaching staff of the school provided with technical assistance following the RPMS Cycle as evidenced with mentoring and coaching form. | June – March | 10% | <ul style="list-style-type: none"> • Coaching and Mentoring Form • Journal • Minutes of Meeting • Pictorials | |

| | | | | | |
|--|---|--|----|--|---|
| | | | | | <p>evidenced with mentoring and coaching form.</p> <p>3 – 75-89% of the teachers and non-teaching staff of the school provided with technical assistance following the RPMS Cycle as evidenced with mentoring and coaching form.</p> |
| | <p>2. Conducted at least two INSETs/LAC Sessions within a year with accomplishment report submitted.</p> | | 5% | <ul style="list-style-type: none"> • Training Proposal • Accomplishment Report • Pictorials | <p>5 – Conducted at least two INSETs/LAC Sessions within a year with accomplishment report submitted</p> <p>4 – Conducted at least one INSETs/LAC Sessions within a year with accomplishment report submitted</p> |
| | <p>3. Recognized and Awarded deserving teachers and personnel within a year.</p> | | 5% | <ul style="list-style-type: none"> • List of Awardees • Pictorials | <p>5 – Recognized and Awarded deserving 75% - 100% of Teachers and Personnel within a year.</p> <p>4 - Recognized and Awarded deserving 60% - 74% of Teachers and Personnel within a year.</p> <p>3 - Recognized and Awarded deserving 50% - 59% of Teachers and Personnel within a year.</p> |
| <p>Parent's Involvement in Community Partnership (15%)</p> | <p>1. Organized functional PTA/SGC as reflected in the School Calendar</p> | | 5% | <ul style="list-style-type: none"> • Minutes of Meeting • PTA Projects • Pictorials | <p>5 – Presence of 3 MOVs</p> <p>4 – Presence of 2 MOVs</p> <p>3 – Presence of 1 MOV</p> |
| | <p>2. Obtained resources for the school through stakeholders' partnership (donations, solicitations/fund raisings) within a year.</p> | | 5% | <ul style="list-style-type: none"> • Adopt-A-School • Quarterly Report • Deeds of Donations • Pictorials | <p>5 – Presence of 3 MOVs</p> <p>4 – Presence of 2 MOVs</p> <p>3 – Presence of 1 MOV</p> |

| | | | | | | |
|--|--|---|---|----|--|---|
| | | 3. Acknowledged and Recognized stakeholders/donors within a school year. | | 5% | <ul style="list-style-type: none"> List of Stakeholders Pictorials Minutes of Meeting | <p>5 – Presence of 3 MOVs</p> <p>4 – Presence of 2 MOVs</p> <p>3 – Presence of 1 MOV</p> |
| School, Leadership Management and Operations (10%) | | 1. Utilized downloaded school funds according to priorities and submitted accurately consolidated report on or before due date. | June-March | 5% | <ul style="list-style-type: none"> Checklist with the signature of the book keeper in charge | <p>5 – 100% of downloaded school funds liquidated with the signature of the book keeper in charge and submitted on time.</p> <p>3 – Presence of 1 MOV</p> |
| | | | | 3% | <ul style="list-style-type: none"> Minutes of Meeting Pictorials SIP/AIP | <p>4 – 90%-99% of downloaded school funds liquidated with the signature of the book keeper in charge and submitted on time.</p> <p>3 – 80%-89% of downloaded school funds liquidated with the signature of the book keeper in charge and submitted on time.</p> <p>5 – Presence of 3 MOVs</p> <p>4 – Presence of 2 MOVs</p> |
| | | | 2. Led the preparation of SLP and AIP with the school planning team and project team. | | | <ul style="list-style-type: none"> Pictorials of Updated Transparency Board |
| Plus Factor (5%) | | Activities Undertaken which are not covered within the regular duties and responsibilities. | | | | <p>3 – Posted 8-9 months financial reports in transparency board</p> |

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

SELF-MANAGEMENT

- Sets personal goals and direction, needs and development.
- Undertakes personal actions and behaviors that are clear and purposeful and takes into account personal goals and values congruent to that of the organization.
- Displays emotional maturity and enthusiasm for and is challenged by higher goals.
- Prioritize work task and schedules (through Gantt charts, checklist, etc.) to achieve goals.
- Sets high quality, challenging, realistic goals for self and others.

PROFESSIONALISM AND ETHICS

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

RESULT FOCUS

- Achieves results with optimal use of time and resources most of the time.
- Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
- 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.
- 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.
- 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

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

SERVICE ORIENTATION

- Can explain articulate organizational directions, issues and problems.
- Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
- Initiates activities that promotes advocacy for men and women empowerment.
- Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.
- Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.

INNOVATION

- 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).
- Demonstrate an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.
- Promotes a creative climate to inspire co-workers to develop original ideas or solutions.
- Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
- Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

LEADERSHIP COMPETENCIES

LEADING PEOPLE

- 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.
- Persuades, convinces or influences others in order to have a specific impact or effect.
- "Sets a good example", is a credible and respected leader; and demonstrates desired behaviour.
- Forwards personal, professional and work unit needs and interests in an issue.
- Assumes pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.

PEOPLE PERFORMANCE MANAGEMENT

- Makes specific changes in the performance management system or in own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues).
- Sets performance standards and measures progress based on the office and department targets.
- Provides feedback and technical assistance such as coaching for performance improvement and action planning.
- States performance expectations clearly and checks understanding and commitment.
- Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

PEOPLE DEVELOPMENT

- Improves the skills and effectiveness of individuals through employing a range of development strategies.
- Facilitates workforce effectiveness through coaching and motivating people within a work environment that promotes mutual trust and respect.
- Conceptualizes and implements learning interventions to meet identified training needs.
- 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.
- Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.

OVERALL COMPETENCY RATINGS

CORE BEHAVIORAL COMPETENCIES

LEADERSHIP COMPETENCIES

OVER ALL RATING

| | | |
|--|--|--|
| | | |
| | | |

PART III: SUMMARY OF RATINGS FOR DISCUSSION

| | |
|---------------------------------------|--------|
| Final Performance Results | Rating |
| Accomplishment 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 this form.

| | |
|-------------------|-------------------|
| Name of Employee: | Name of Superior: |
| Signature: | Signature: |
| Date: | Date: |

PART IV : DEVELOPMENT PLANS

| | | | | |
|-----------|-------------------|--|----------|------------------|
| STRENGTHS | DEVELOPMENT NEEDS | ACTION PLAN (Recommended Developmental Intervention) | TIMELINE | RESOURCES NEEDED |
| | | | | |