

FORM EDR 23
INCREMENT CERTIFICATE
[Rule 89 (3)] S.I. 87 of 2012

INCREMENT CERTIFICATE

Name:		Social Security #:																
School:																		
Post:		Teacher License:																
Qualification:		Salary Scale:																
Present Rate of Salary:		Amount of Increment:																
New Rate of Salary:		Increment date:																
PERFORMANCE RATINGS (Indicators are explained overleaf)																		
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Distinguished</td> <td style="padding: 5px;">Proficient</td> <td style="padding: 5px;">Satisfactory</td> <td style="padding: 5px;">Marginal</td> <td style="padding: 5px;">Ineffective</td> </tr> <tr> <td style="text-align: center; padding: 5px;">5</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Always</td> <td style="text-align: center; padding: 5px;">Most of the time</td> <td style="text-align: center; padding: 5px;">Some of the time</td> <td style="text-align: center; padding: 5px;">A few times</td> <td style="text-align: center; padding: 5px;">Not at all</td> </tr> </table>				Distinguished	Proficient	Satisfactory	Marginal	Ineffective	5	4	3	2	1	Always	Most of the time	Some of the time	A few times	Not at all
Distinguished	Proficient	Satisfactory	Marginal	Ineffective														
5	4	3	2	1														
Always	Most of the time	Some of the time	A few times	Not at all														
1. Planning, Preparation and Record Keeping	5	4	3	2	1													
2. Instruction and Assessment	5	4	3	2	1													
3. Learning Environment	5	4	3	2	1													
4. Classroom Management	5	4	3	2	1													
5. Evaluation and assessment	5	4	3	2	1													
6. Cooperation	5	4	3	2	1													
7. Initiative	5	4	3	2	1													
8. Job Attitude	5	4	3	2	1													
9. Reliability under Pressure	5	4	3	2	1													
10. Attendance and Punctuality	5	4	3	2	1													
11. Dependability	5	4	3	2	1													
12. Leadership	5	4	3	2	1													
13. Self-Evaluation/Reflection	5	4	3	2	1													
14. Professional Development	5	4	3	2	1													
15. Deportment and Conduct	5	4	3	2	1													
16. Extra curricular activities	5	4	3	2	1													
17. Relationship with colleagues and Admin	5	4	3	2	1													
RECOMMENDED/NOT RECOMMENDED																		
Principal (Signature)																		
RECOMMENDED/NOT RECOMMENDED																		
General Manager / Chairman, Board of Management (Signature)																		
This evaluation has been discussed with me.																		
Teacher: _____			Date: _____															
APPROVED/NOT APPROVED																		
CHIEF EDUCATION OFFICER																		
Remarks:																		
If the teacher disagrees with the above ratings, he/she should state on this form his/her reasons for disagreement.																		

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Instructions

1. The Principal is to rate the teacher's performance based on observations and records.
2. The Principal and the teacher must discuss the results of the appraisal.
3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
4. The Principal and the teacher must sign the instrument in the assigned spaces.
5. A copy of the instrument must be filed in the teacher's p-f ile.

Rating Scale Calculations:

(a) Score each item. (b) Add the points to find the total points earned. (c) Divide by 17 to find the average.

Performance Indicators

<u>Planning, Preparation and Record Keeping</u>
Lessons plans are submitted on time
Lesson plans are relevant to and in accordance with course outline/units of work
Objectives in lessons are appropriate, clearly stated and valuable to learners
The content of lessons are valid, accurate, and logically structured
Methods/strategies/activities used in lessons are learner-focused, content appropriate and cater to a variety of learners' needs
Assessment strategies are appropriately aligned to the content and objective(s) of lessons
Technology and/or other instructional aids are adequately selected and well designed
Instructional plans generally demonstrate the teacher's command of the knowledge, skills and attitudes of the subject/area of study
Reflective thinking is evident in the evaluations of lessons
Assessment and other pertinent student records are properly maintained
<u>Instruction and Assessment</u>
Introductory activities are based on students' previous knowledge and suitable for the development of lessons
Presentation of ideas and explanations are clear and helpful with appropriate use of language to facilitate meaningful learning
Questions and questioning techniques and are effective and encourage higher level thinking
Instructional strategies enable students to develop understanding of key concepts, skills and/or attitudes
Instructional strategies are varied and responsive to students' learning needs
Individualized and/or group activities are purposeful, well-facilitated and engage students as active participants in their own learning
Assessment strategies indicate the extent to which students have met the objective(s)
The results of assessments inform follow-up instructional plans
Verbal and/or written feedback to students is meaningful and immediate
Technology and/or other instructional aids are used creatively and effectively
<u>Learning Environment</u>
An appropriate classroom management plan (including rules and procedures) has been developed and clearly communicated to students
A clearly articulated classroom management strategy is consistently applied
Lesson activities are appropriately sequenced and adequately timed for the students to maximize on their involvement in the lesson
Positive student-student and student-teacher interactions are evident
The use of praise and other motivational techniques are used appropriately and effectively
Learner diversity (gender, language, experiences, etc.) is acknowledged and respected
Relevance of the lessons to students' interests and abilities is apparent
Instructional aids are creatively displayed as appropriate to reinforce content taught
Creative management of the physical conditions make the classroom clean and attractive
Creative management of the physical conditions make the classroom safe for students

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PROFESSIONALISM
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;
Professional Growth and Development: engages in professional learning opportunities
Deportment and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;

Interpretations:

CATEGORY 1: Ineffective (0.0 – 1.5)

CATEGORY 2: Marginal (1.6 – 2.5)

CATEGORY 3: Satisfactory (2.6 – 3.6)

CATEGORY 4: Proficient (3.7 – 4.4)

CATEGORY 5: Distinguished (4.5 – 5.0)

- Teachers rated in Categories 3, 4 and 5 shall have Annual Increment **APPROVED**.
- Teachers rated in Category 2 shall have Annual Increment:
 - **WITHHELD** where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress.
 - **DEFERRED** if no progress is made between the first and second appraisal
- Teachers rated in Category 1 shall have Annual Increment **STOPPED**.