



ASSESSMENT OF FACULTY PERFORMANCE

Doc Control No.

PRMSU-ASA-COMP02

Effectivity Date

March 22, 2019

Revision No. 01

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BY: **GERRY B.G. DRAGA**
DATE: **MAR 22 2019**

1.0 OBJECTIVE

To establish and maintain documented procedure in assessing the teaching performance of Part-timers, Contract of Service, and Regular faculty members through class observations and teaching effectiveness.

2.0 SCOPE

This procedure applies to all faculty members under the part-time, Contract of Service, and Regular status.

3.0 REFERENCES

- Qualitative Contribution Evaluation (QCE) of the National Budget Circular (NBC) No. 461
- Class Observation Form (Source: Borabo, Milagros, L. Ph. D., and Heidi Grace Lim Borabo, Ph.D./My Practice Teaching Handbook and Portfolio)
- Civil Service Commission Handbook
- Administrative and Financial Policies

4.0 DEFINITION OF TERMS

Assessment – refers to the evaluation done to assess the teaching performance of the faculty members through Class Observation, Individual Performance Commitment Review and the QCE (Teaching Effectiveness)

Part-timers – refer to the instructors/professors who teach below 18 units.

Contract of Service – refers to the instructors/professors who teach more than 18 units in the institution but has no employer and employee relationship.

Regular Faculty – refers to the faculty members who are permanent and those with temporary status.

IPCR – Individual Performance Commitment Review

Prepared by:


DR. LILIAN F. UY

Dean, College of Teacher Education

Approved by:


DR. JESSIE S. ECHAURE

VP, Academic & Student Affair



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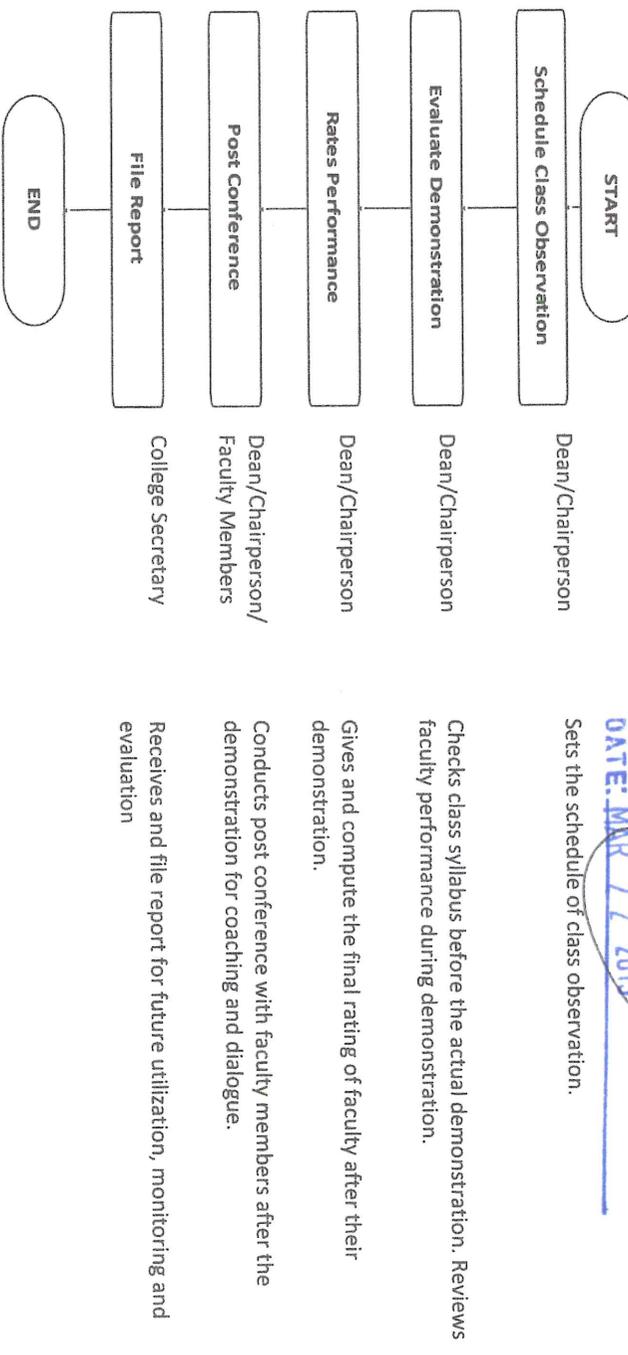
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5.0 PROCEDURES

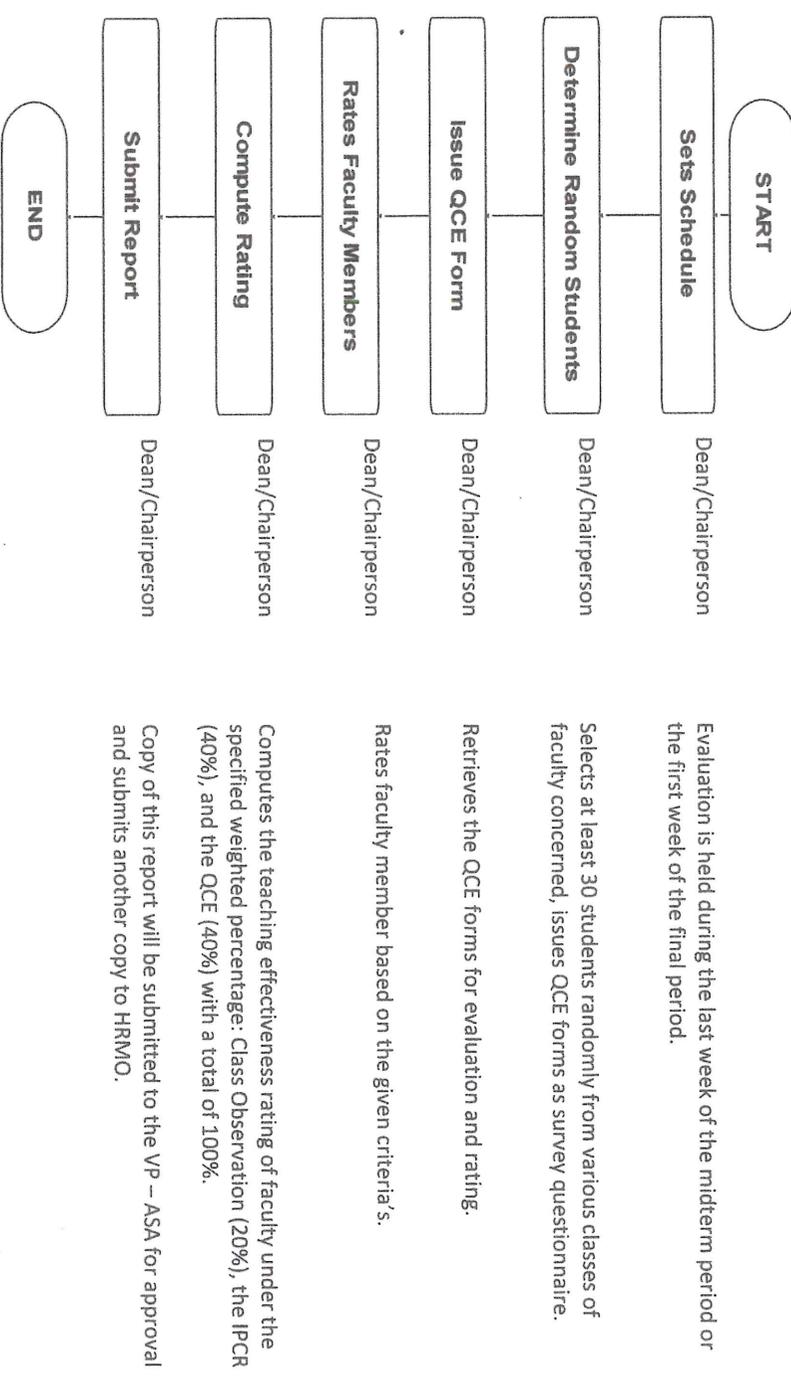
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EVALUATION THROUGH CLASS OBSERVATION RESPONSIBLE

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DETAILS
REVISION NO. DRAX
DATE: MAR 22 2019



EVALUATION THROUGH TEACHING EFFECTIVENESS RESPONSIBLE DETAILS



Prepared by:

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DR. LILIANE UY

Dean, College of Teacher Education

Approved by:

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DR. JESSIE S. ECHAURE

VP, Academic & Student Affairs



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6.0 ATTACHMENT/FORMS

IPCR
Class Observation Form (Revised)
QCE (Teaching Effectiveness)
Summary of the Faculty Performance

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BY: GERRY DE GRAYA
DATE: MAR 22 2019

Prepared by:  DR. LILIAN F. UY Dean, College of Teacher Education	Approved by:  DR. JESSIE S. ECHAURE VP, Academic & Student Affair
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Republic of the Philippines
PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY
(Formerly Ramon Magsaysay Technological University)
 Iba, Zambales

CLASS OBSERVATION
 (LABORATORY CLASSES)

PRMSU CONTROLLED COPY
 BY: Genny Del Omayo
 DATE: Oct 02 2018

Instructor/Professor: _____ Semester/Academic Year: _____
 Subject Taught: _____ Date: _____
 Building & Room: _____

Directions: Indicate the rating on the different items by checking the items on the corresponding column provided:
 5 – Outstanding 4 – Very Satisfactory 3 – Satisfactory 2 – Fair 1 – Poor NA – Not Applicable

	TEACHER						
1.	Has laboratory planning and organizing skills	5	4	3	2	1	NA
2.	Has the ability to conduct laboratory class logically and systematically						
3.	Has initiative and common sense						
4.	Is resourceful						
5.	Encourages student's participation						
6.	Motivates students for critical thinking and independent study during the laboratory classes						
7.	Evaluates laboratory work effectively (i.e. practical exam/laboratory exercises)						

Mean: _____

	STUDENTS						
1.	Interact actively in class	5	4	3	2	1	NA
2.	Are prepared for laboratory work						
3.	Articulate their ideas and freely express themselves						
4.	Aware of the new concepts						

Mean: _____

	LEARNING ENVIRONMENT						
1.	Equipment, supplies and materials are available and accessible	5	4	3	2	1	NA
2.	Has proper ventilation and lighting						
3.	Proper arrangement of equipment/furniture in the laboratories						
4.	Is in safety conditions						
5.	Has water supply						
6.	Is clean and maintain orderliness (Housekeeping)						

Mean: _____

Remarks/Comments: _____

Certified True and Correct

Observer by: _____

Instructor/Professor _____

Dean/Principal/Area/Program Chairperson _____



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PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY
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 Iba, Zambales

PRMSU

CLASS OBSERVATION
 (LECTURE CLASSES)

CONTROLLED COPY
 BY: EMIL DE ANA
 DATE: OCT 02 2018

Instructor/Professor: _____ Semester/Academic Year: _____
 Subject Taught: _____ Date: _____
 Building & Room: _____

Directions: Indicate the rating on the different items by checking the items on the corresponding column provided:
 5 – Outstanding 4 – Very Satisfactory 3 – Satisfactory 2 – Fair 1 – Poor NA – Not Applicable

	TEACHER	5	4	3	2	1	NA
1.	Demonstrates in depth knowledge of the subject matter						
2.	Organizes the lesson well						
3.	Methods and Techniques are suited to the needs and capabilities of the students						
4.	Manages the Class well						
5.	Communicates effectively and delivers well the lesson						
6.	Uses instructional materials/visual aids						
7.	Is neat and well-groomed						

Mean: _____

	STUDENTS	5	4	3	2	1	NA
1.	Interact actively in class						
2.	Are prepared						
3.	Articulate their ideas and freely express themselves						
4.	Aware of the current skills						

Mean: _____

	LEARNING ENVIRONMENT	5	4	3	2	1	NA
1.	Free from distraction and noise						
2.	Has proper ventilation and lighting						
3.	Has adequate facilities						
4.	Is clean and maintain orderliness						

Mean: _____

Remarks/Comments: _____

Certified True and Correct

Observer by: _____

Instructor/Professor _____

Dean/Principal/Area/Program Chairperson _____

**THE OCE of the NBC No. 461
Instrumental for Instruction/Teaching Effectiveness**

Rating Period: _____ to _____

Name of faculty: _____ Academic Rank: _____

Evaluators:

- Self Peer
 Student Supervisor

Instruction: Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model.
4	Very Satisfactory	The performance meets and often exceeds the job requirements.
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements.

A. Commitment		Scale				
1.	Demonstrates sensitivity to student's ability to attend and absorb content information.	5	4	3	2	1
2.	Integrates sensitivity his/her learning objectives with those of the students in a collaborative process.	5	4	3	2	1
3.	Makes self available to students beyond official time	5	4	3	2	1
4.	Regularly comes to class on time, well-groomed and well-prepared to complete assigned responsibilities.	5	4	3	2	1
5.	Keeps accurate records of student's performance and prompt submission of the same.	5	4	3	2	1
Total Score						

B. Knowledge of Subject		Scale				
1.	Demonstrates mastery of the subject matter (explain the subject matter without relying solely on the prescribed textbook).	5	4	3	2	1
2.	Draws and share information on the state on the art of theory and practice in his/her discipline.	5	4	3	2	1
3.	Integrates subject practical circumstances and learning intents/purposes of students.	5	4	3	2	1
4.	Explains the relevance of present topics to the previous lessons, and relates the subject matter to relevant current issues and/or daily life activities.	5	4	3	2	1
5.	Demonstrates up-to-work knowledge and/or awareness on current trends and issues of the subject.	5	4	3	2	1
Total Score						

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 DATE: MAY 31 2018

C. Teaching for Independent Learning	Scale				
	5	4	3	2	1
1. Create teaching strategies that allow students to practice using concepts they need to understand (Interactive discussion).	5	4	3	2	1
6. Enhances student self-esteem and/or gives due recognition to student's performance/potentials.	5	4	3	2	1
7. Allows students to create their own course with objectives and realistically defined student-professor rules and make them accountable for their performance.	5	4	3	2	1
8. Allows students to think independently and make their own decisions and holding them accountable for their performance based largely on their success in executing decisions.	5	4	3	2	1
9. Encourages students to learn beyond what is required and help/guide the students how to apply the concepts learned.	5	4	3	2	1
Total Score					

D. Management of Learning	Scale				
	5	4	3	2	1
1. Creates opportunities for intensive and/or extensive contribution of students in the class activities (e.g. breaks class into dyads, triads or buzz/task groups).	5	4	3	2	1
2. Assumes roles as facilitator, resource person, coach, inquisitor, integrator, referee in drawing students to contribute to knowledge and understanding of the concepts at hands.	5	4	3	2	1
3. Designs and implements learning conditions and experience that promotes healthy exchange and/or confrontations.	5	4	3	2	1
4. Structures/re-structures learning and reaching-learning context to enhance attainment or collective learning objectives.	5	4	3	2	1
5. Use of Instrumental Materials (audio/video materials: fieldtrips, film showing, computer aided instruction and etc.) to reinforces learning processes.	5	4	3	2	1
Total Score					

COMPUTATION					
Areas of Evaluation	Total Score	% (Percentage)	Formula/Equation		OCE Point
			$\frac{ts}{hps}$	x %	
A. Commitment	20				
B. Knowledge of Subject	20				
C. Teaching for Independent Learning	30				
D. Management of Learning	30				

Legend for the Formula/Equation:

$$ts = \text{Total Score}$$

$$hps = \text{Highest Possible Score}$$

$$\% = \text{Percentage}$$

Signature of Evaluator : _____
 Name of Evaluator : _____
 Position of Evaluator : _____
 Date : _____