

# ELECTRONIC SELF-ASSESSMENT TOOL (E-SAT) MANUAL FOR ICT PERSONNEL, TEACHERS AND SCHOOL HEADS

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

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## 1. Introduction

The Self-Assessment Tool is a common tool for assessing teacher performance. It can be used as a starting point for informal purposes of self-reflection to clarify performance expectations and determine which competencies to focus on. It can also be used to monitor the progression or improvement of teacher competencies and validate if the interventions provided are effective. It can guide discussions about goal-setting and professional development needs.

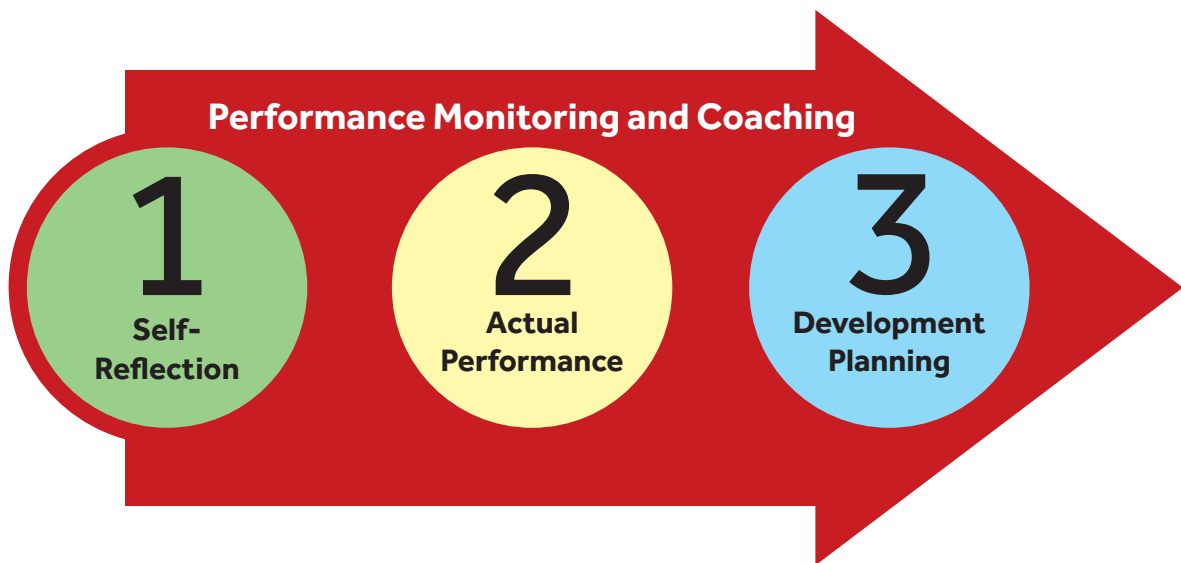


Figure 1.1. Self-assessment as a crucial step towards development planning

Teachers should assess their own performance prior to the beginning of the year (Performance Planning and Commitment) and reflect on their performance throughout the RPMS Cycle. The results of the self-assessment will guide the Principal and the teacher on which RPMS indicators teachers must improve and on what areas they need coaching and mentoring.

### 1.1. Self-Assessment Tools in the RPMS Cycle

The Self-Assessment Tools-RPMS (SAT-RPMS) comprise two different self-assessment questionnaires within the RPMS designed for Teacher I-III and Master Teacher I-IV to reflect on the different performance indicators that relate to their professional work. It is meant to support teacher performance and professional development.

There are two SAT-RPMS: 1) SAT-RPMS for Teacher I-III; and 2) SAT-RPMS for Master Teacher I-IV.

Teacher I, Teacher II and Teacher III shall use the SAT-RPMS for Teacher I-III while Master Teacher I, Master Teacher II, Master Teacher III and Master Teacher IV shall use the SAT-RPMS for Master I-IV.

There are 13 objectives in the SAT-RPMS, including the Plus Factor. These objectives are aligned with the objectives listed in the RPMS Tools.

## 1.2. What is the electronic Self-Assessment Tool (e-SAT)?

The electronic Self-Assessment Tool (e-SAT) is an electronic version of the Self-Assessment Tool for RPMS. This e-SAT Guide is a supplemental material to the RPMS Manual that will guide:

1. **ICT Personnel** in a) preparing the e-SAT file; b) exporting data for collection; and c) importing data to generate summary results of teachers' e-SAT data;
2. **Teachers** in accomplishing the e-SAT and printing their results for use in the preparation of their IPCRF-Development Plan; and
3. **School Heads** in extracting and analyzing the school-wide SAT data of teachers.

Note that School Heads have access to the school-wide SAT data. The individual SAT data of a teacher can only be accessed by the concerned teacher.

The printout shall be given at once to the teacher and shall not be filed by the ICT Coordinator nor shall it be submitted to the Principal.

## 1.3. What are the parts of the e-SAT?

The e-SAT file has the following parts:

### 1.2.1 Introduction. This page introduces the SAT-RPMS, its purposes and parts.

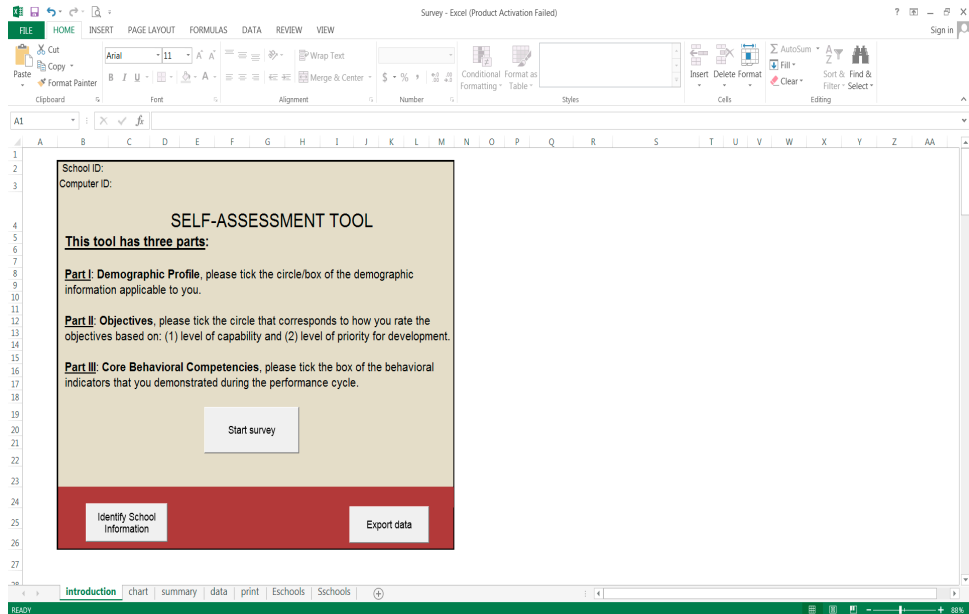


Figure 1.2. Introduction page of the e-SAT survey

### 1.2.2 Demographic Profile. This part collects the teacher's demographic information, such as age, sex, rank or position, highest degree obtained, among others.

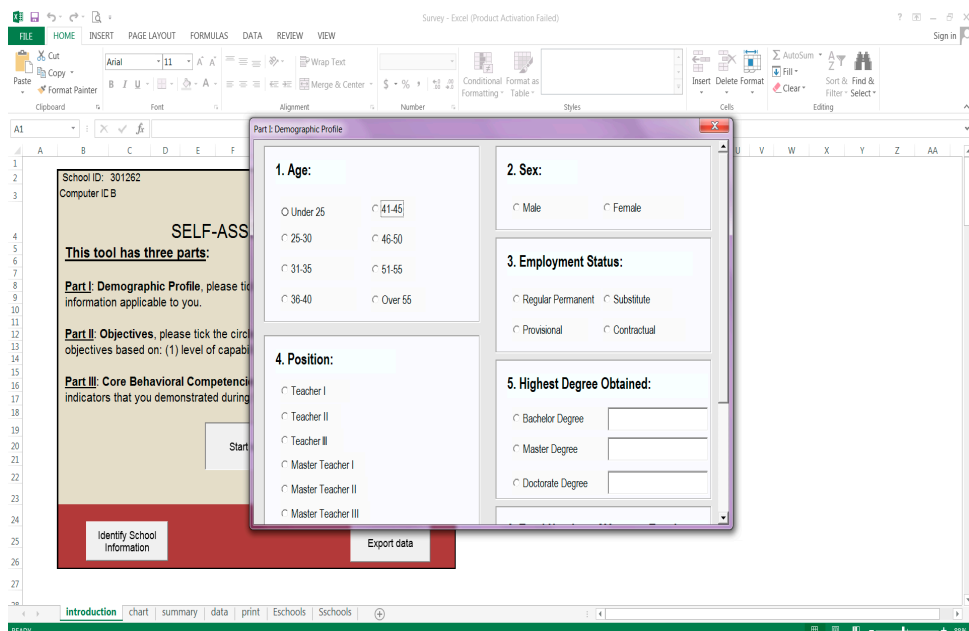


Figure 1.3. Part I: Demographic Profile

**1.2.3 Objectives.** This page contains the 13 objectives of the SAT-RPMS. Using a four-point Likert scale, the teachers will rate themselves in terms of how capable they are in performing each objective and what level of development priority they give to each objective.

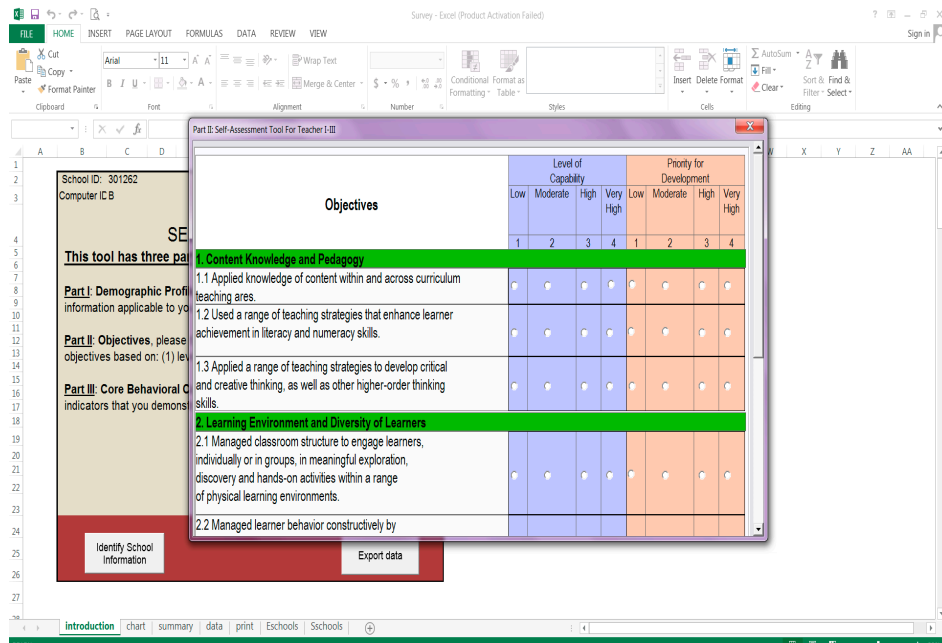


Figure 1.4. Part II: Objectives

**1.2.4 Core Behavioral Competencies.** This part allows teachers to rate themselves in terms of the behavioral indicators that they demonstrate during the performance cycle. These competencies are the same for all DepEd personnel.

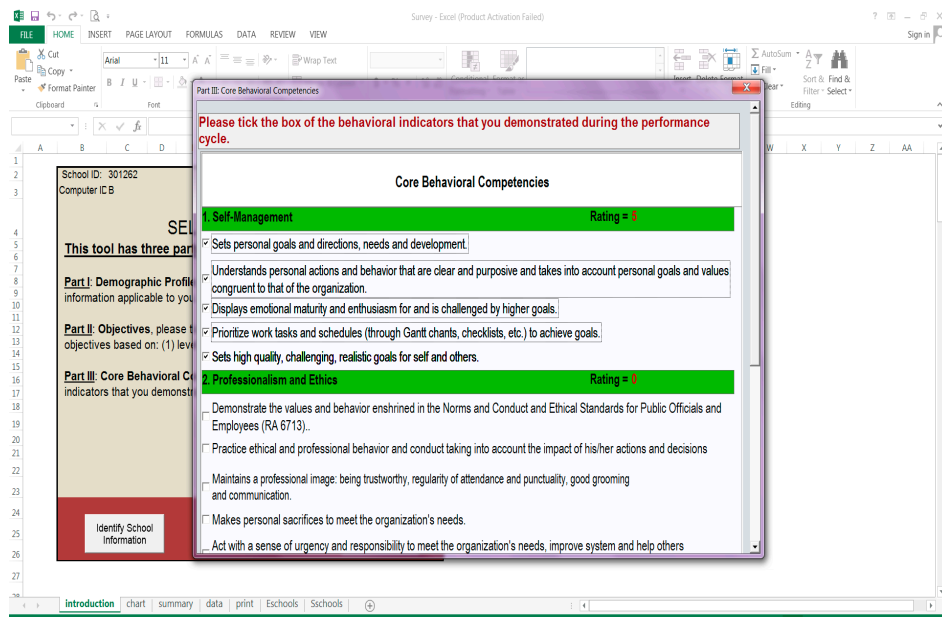


Figure 1.5. Part III: Core Behavioral Competencies

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# GUIDE FOR ICT PERSONNEL

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## 2. Introduction

Each school will receive an electronic file of the Self-Assessment Tool (SAT). The Principal will assign you, as the ICT Coordinator, to be in-charge of the management, administration and collection of the e-SAT data during the RPMS Cycle.

You will set up the e-SAT and assist the teacher in accomplishing it and in printing the data. You will collect the data and assist the Principal in generating summary results.

The e-SAT may be administered using one or more computers. In medium and big schools, you may set up as many computers as needed.

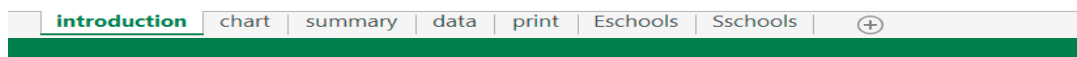
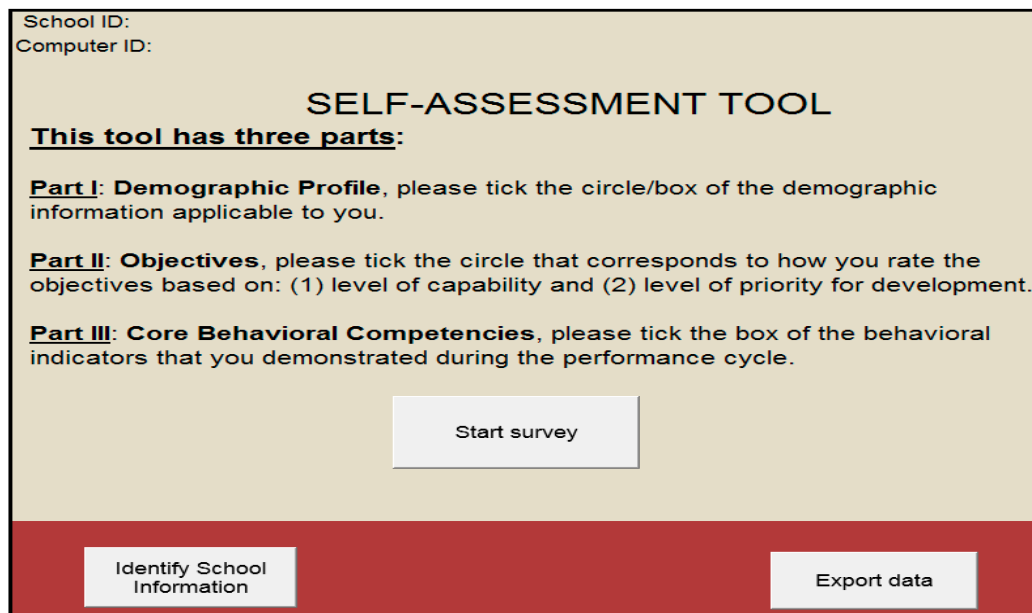


Figure 2.1. Introduction of the e-SAT

### 2.1. How do you open the e-SAT file?

You will receive the e-SAT file as a compressed file (.rar or .zip), which may look like Figure 2.2 below.

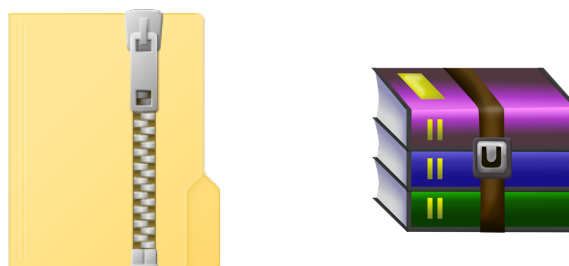


Figure 2.2. Compressed SAT file

Note: In setting up the e-SAT file, ensure that your computer is installed with MS Excel 2010 version and above. Using earlier versions of MS Excel may pose problems in accomplishing the e-SAT.

The SAT folder and subfolders need to be extracted from the compressed folder file. Follow the steps below:

**Step 1. Extract the files.**

Extract the SAT folder and save it on the Desktop.

**Step 2. Open the SAT Survey file.**

Go to your Desktop and open the SAT folder. Inside, you will see two subfolders: a) **Survey folder**, which contains the e-SAT Excel file; and b) **Reports Package folder**, where you will store your exported data.

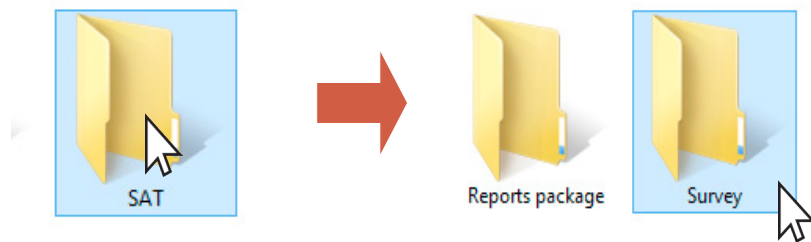


Figure 2.3. Subfolders inside the extracted SAT folder

Double-click on the Survey folder to open it. Inside, you will find the “**Survey.xlsm**” file. Double-click to open the file.



Figure 2.4. Survey file inside the Survey

**Step 3. Enable Macros.**

Click **“Enable Editing”** and **“Enable Content”**. Note that the process of enabling **“Macros”** may differ depending on the version of the MS Excel.

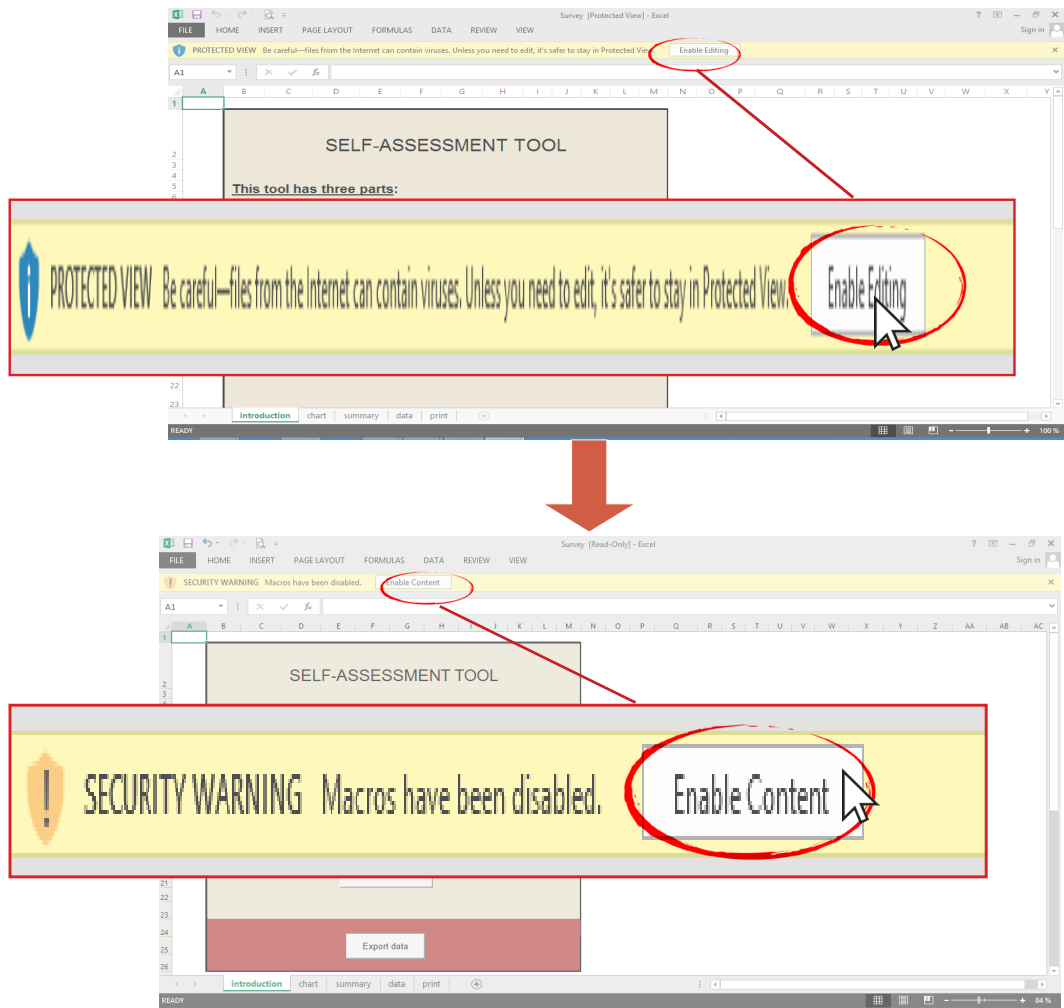
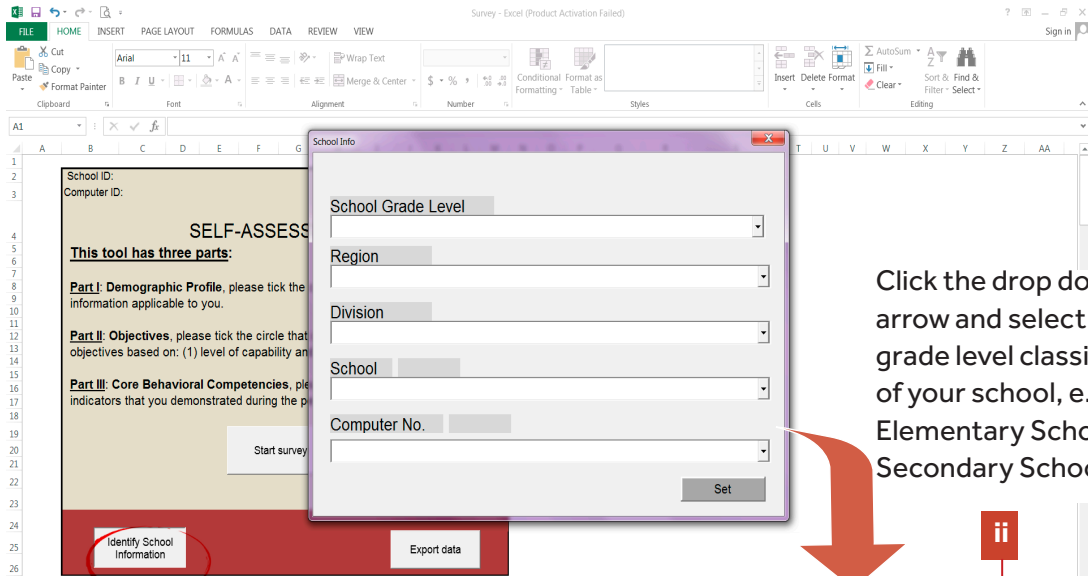


Figure 2.5. Enabling Macros

**Step 4. Identify School Information.**

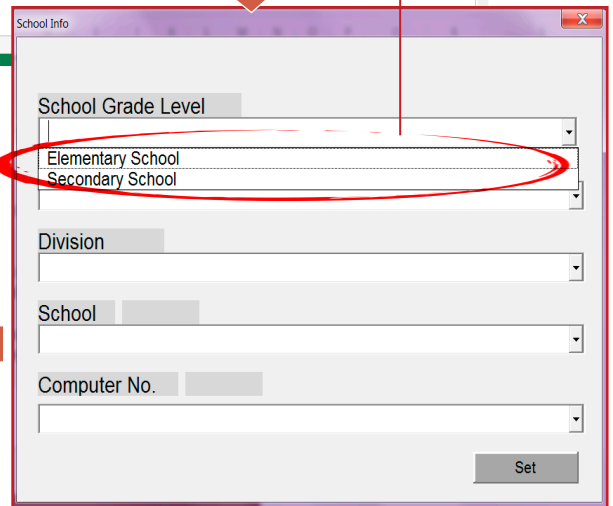
Click **“Identify School Information”** and enter the needed information by clicking the drop down arrow, e.g., school grade level, region, division, school and computer number. In case of use of multiple computers, a computer number will be assigned to each computer. Follow the steps in Figure 2.6.



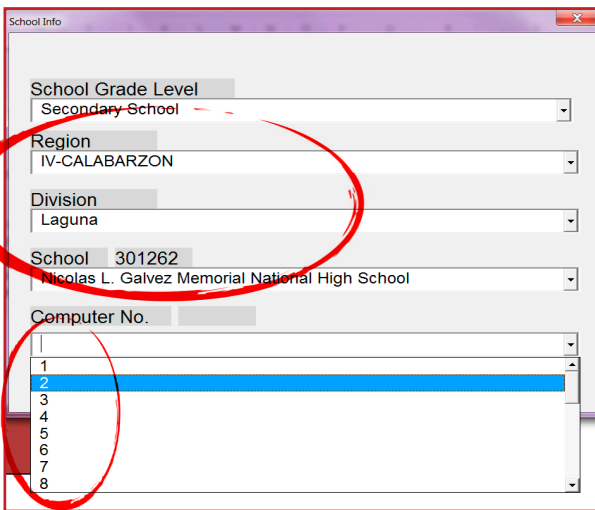
Click the drop down arrow and select the grade level classification of your school, e.g., Elementary School or Secondary School.

**Identify School Information**

**i** Click "Identify School Information".

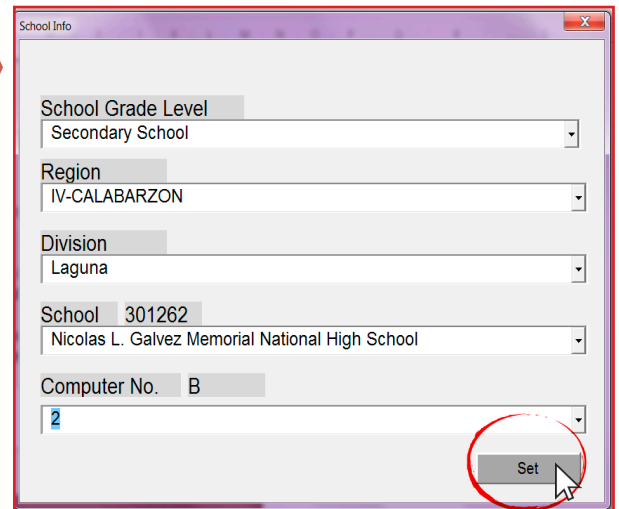


**ii** Click the drop down arrow and select the needed information, e.g., Region, Division and School.



**iv** If multiple computers will be used in accomplishing e-SAT, the ICT coordinator should assign a number to each of the computers.

Note: There are schools that have the same name within a Division/Region. Please ensure that you input the correct school by checking the **School ID**.



**v** Click "Set" if all the needed information have been provided.

Figure 2.6. Steps in identifying school information

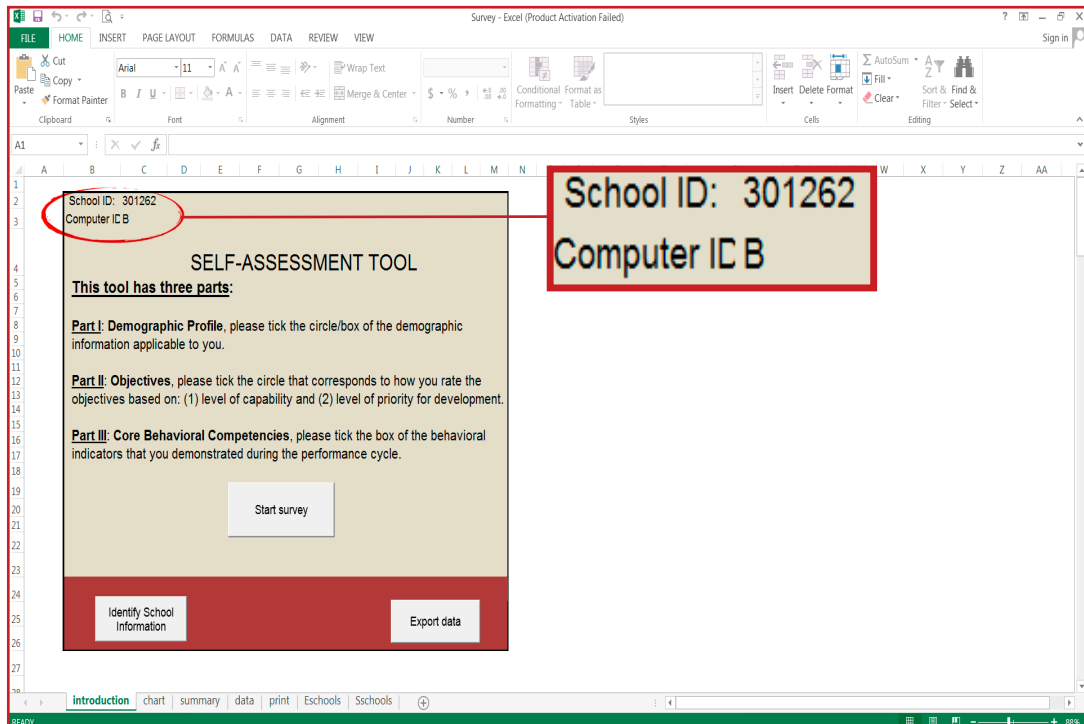


Figure 2.7. e-SAT's introduction page with identified school ID and computer ID

Note: At the end of the survey, the teacher will be provided with a **unique code** containing the school ID number and the letter corresponding to the number of the computer used.

**Step 5. Set up the printer and connect to the Survey Excel file.**

Make sure that the computer is connected to a printer in your Excel. To do this:

1. Click "File".
2. Click "Print".
3. Set up "Printer" and manage "Printer Properties".
4. Click ↶ to go back to the results window.

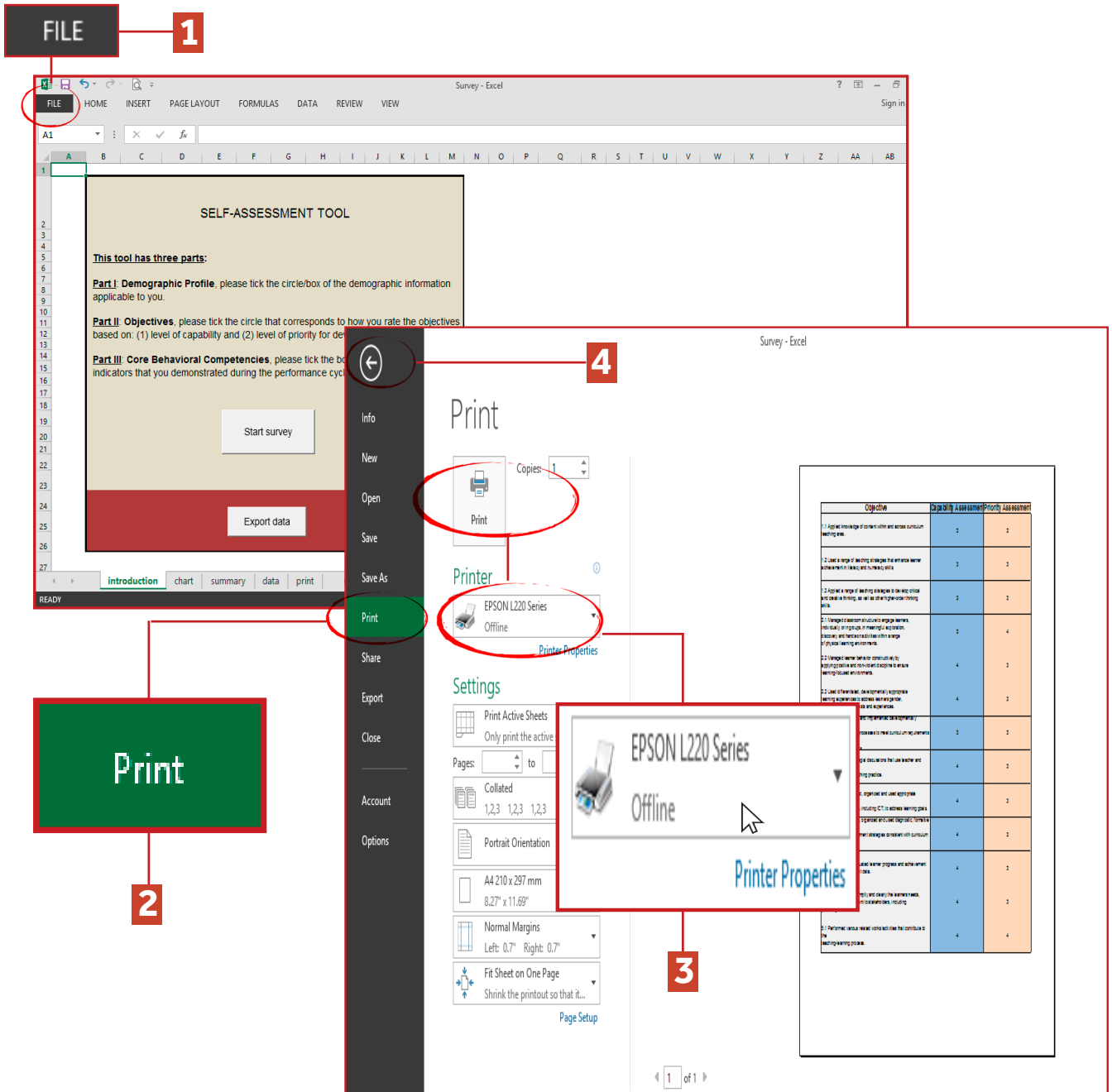


Figure 2.8. File and Print options of the e-SAT file

**Step 6. Let the teachers take the e-SAT survey.**

Teachers can now answer the e-SAT survey.

**Step 7. Assist the teachers in printing their SAT results.**

## 2.2. How do you export the e-SAT data?

When all teachers have completed the e-SAT survey, you can now export and collect the e-SAT data.

**Step 1. Click “Export Data”.**

**Step 2. Enter “2018IT” as your password.**

**Step 3. Click “Export”.**

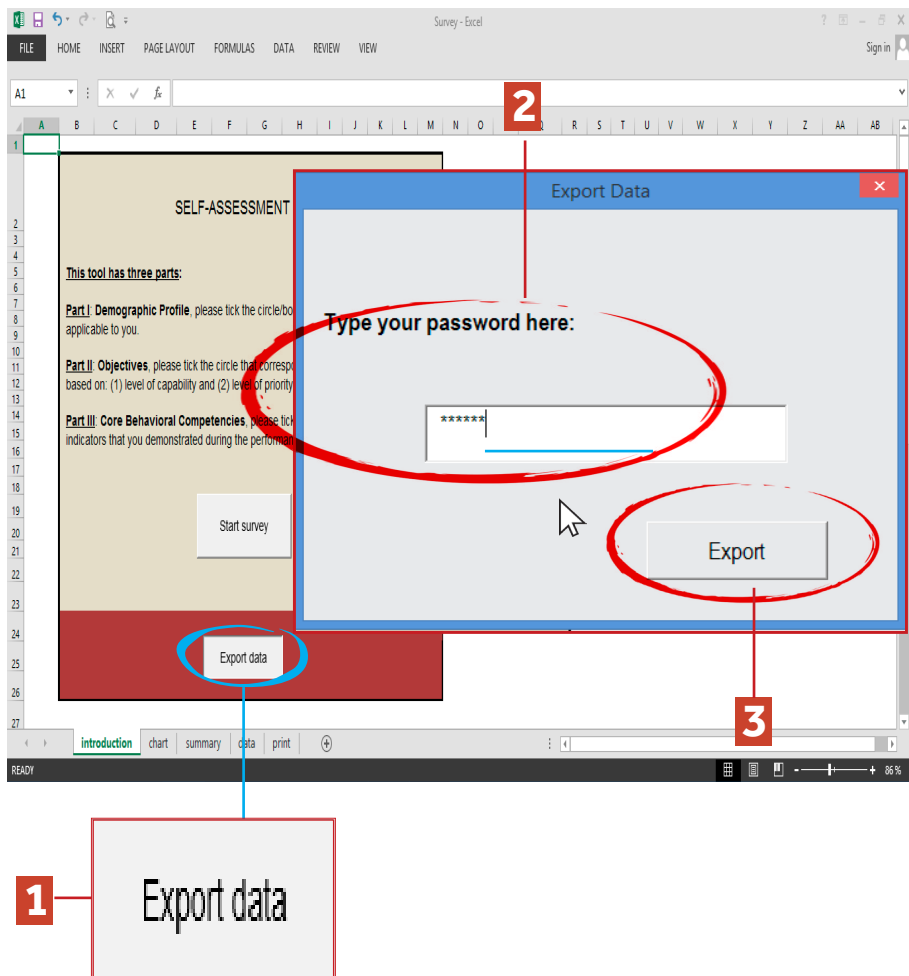


Figure 2.9. Exporting teachers' e-SAT data



**Step 4. Save (databaseXXXX) file in your external storage.**

Click **“OK”** on the dialog box and follow the destination path shown below and illustrated in Figure 2.11:

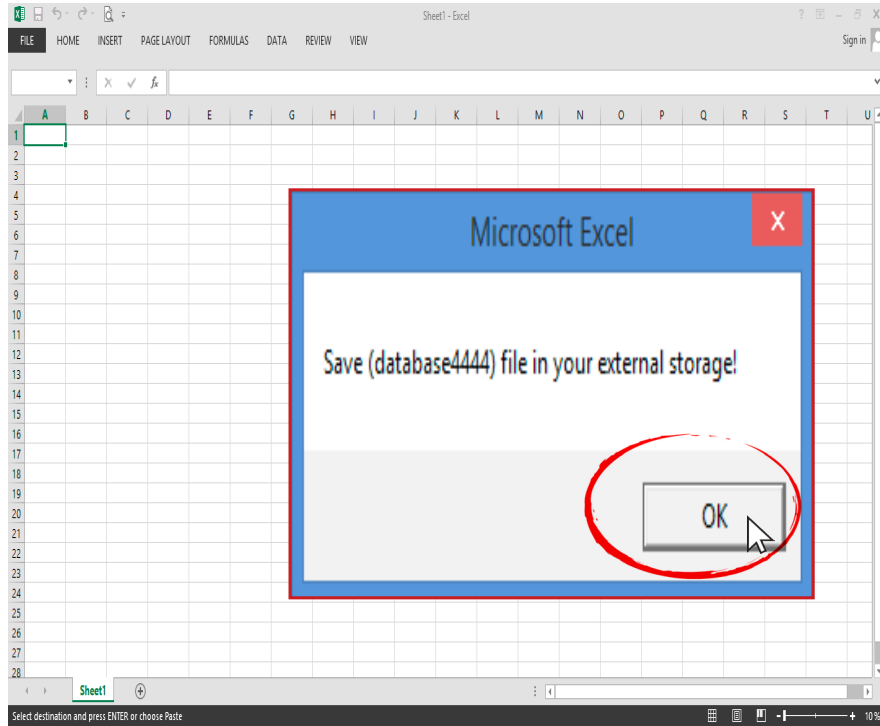


Figure 2.10. A dialog box Saving (database4444) file

1) Desktop > 2) SAT > 3) Reports Package > 4) databases > 5) Click "Save"

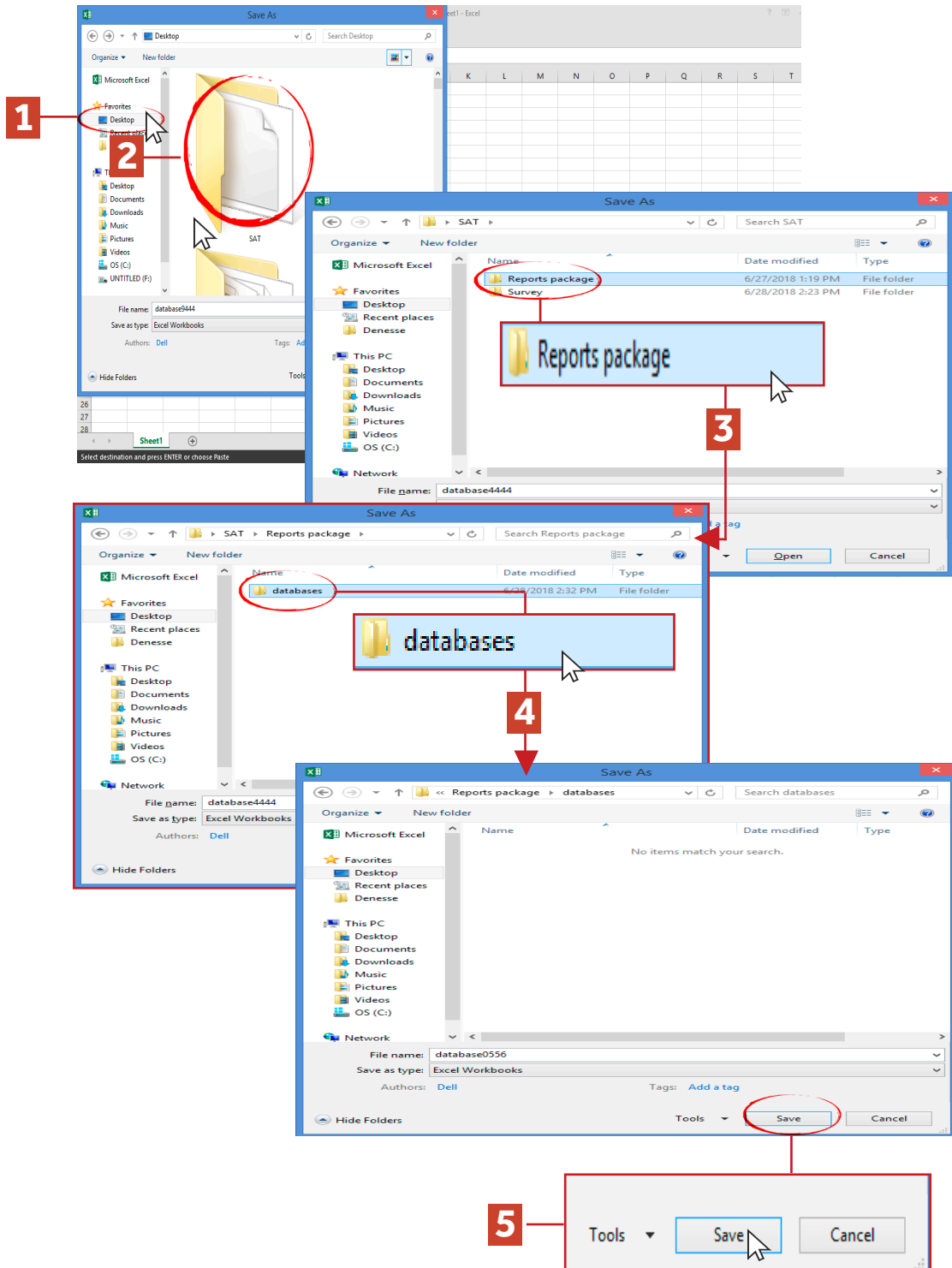


Figure 2.11. Destination path of the SAT database file

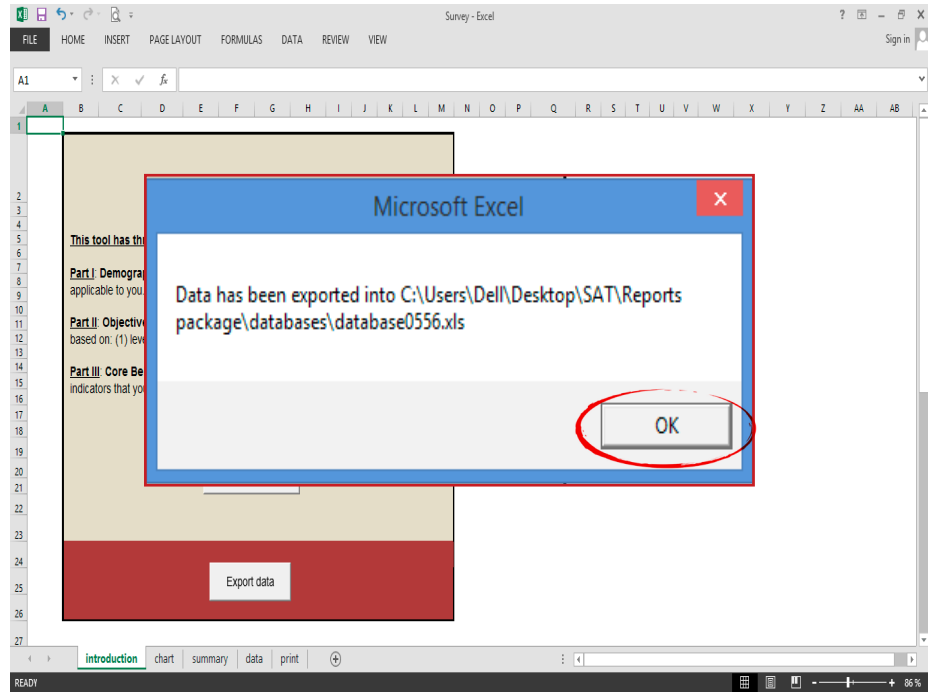


Figure 2.12. A dialog box indicating that the data has been exported

A prompt will pop up to notify you that the data has been exported into the destination path.

## 2.3. How do you collect the e-SAT data from multiple computers?

The e-SAT may be administered using one or more computers, depending on the number of teachers in a school. In the case of medium and big schools, you may set up several computers so teachers can accomplish their e-SAT simultaneously. Hence, there is a need to collect database files from different computers and store or save them in a “mother” computer.

**Step 1. Save the SAT folder file on the Desktop of the computer(s) that you will use during the administration of the e-SAT.**

**Step 2. Let the teachers take the e-SAT survey.**

**Step 3. Export the e-SAT data once all teachers have completed the survey.**

**Step 4. Collect the database files from the computers.**

On the Desktop of the computer, do the following:

1. Open the **SAT** folder.
2. Open the “**Reports Package**” subfolder.
3. Open the “**databases**” folder.
4. Copy the “**databaseXXXX**” file and paste it in an external location, e.g., USB drive.

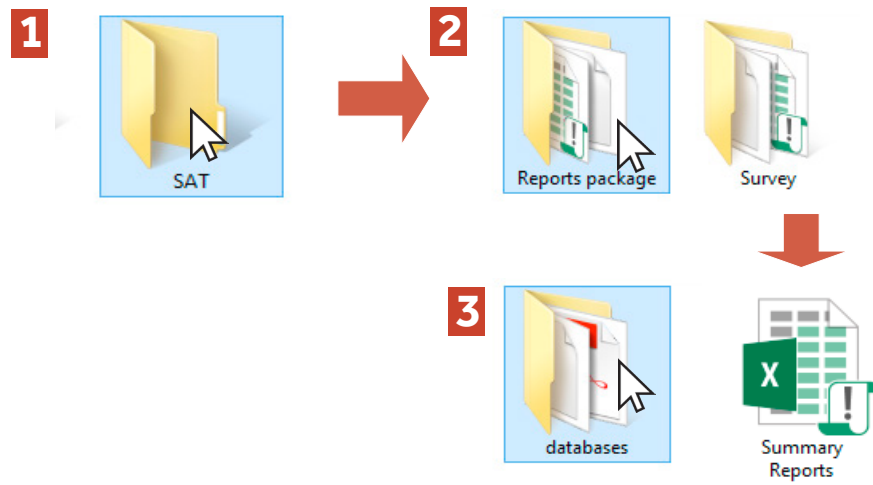


Figure 2.13. Copying the databaseXXXX file from the computers (1)

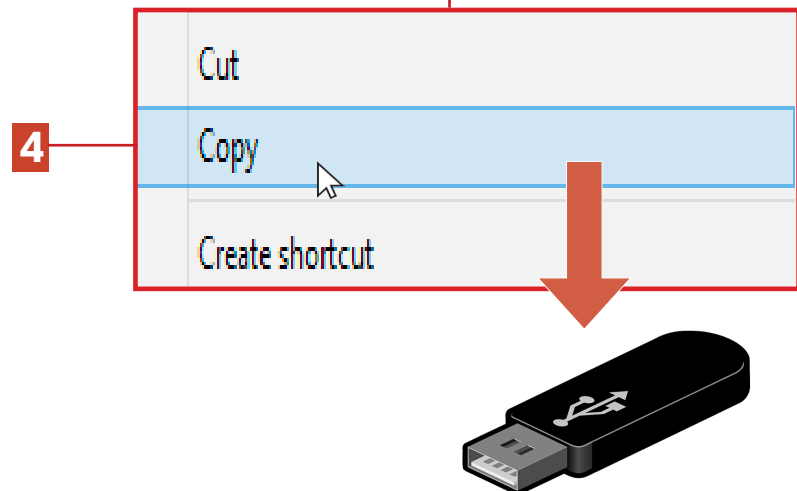
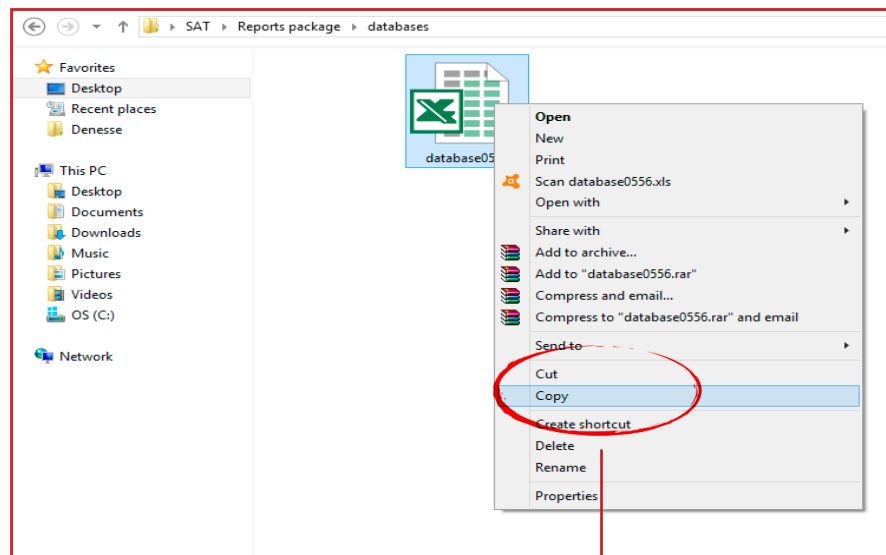


Figure 2.14. Copying the databaseXXXX file from the computers (2)

**Step 5. Go to your designated “mother” computer and do the following:**

1. Open the SAT folder, the “**Reports Package**” folder and the “**databases**” folder.
2. Paste the “databaseXXXX” files that you collected from the computers on the “databases” folder.

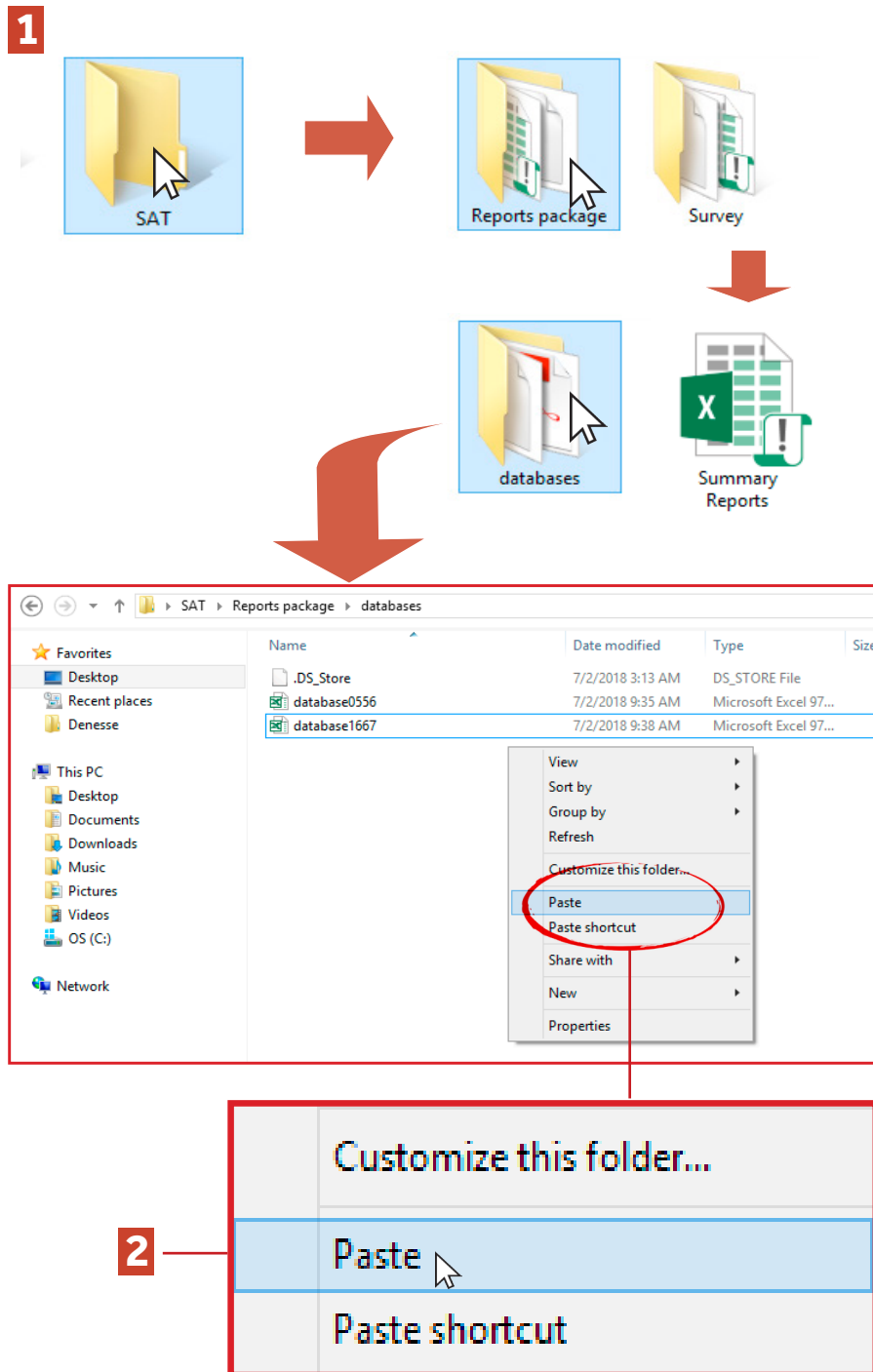


Figure 2.15. Saving/pasting collected teachers' databases in the mother computer

You are now ready to import the databases and generate the summary results of teachers' e-SAT data.

## 2.4. How do you import the e-SAT data?

Import the data that you collected and assist the Principal in generating the summary results of the school-wide SAT data. You may do the following:

### Step 1. Open the Summary Reports Excel file.

To open the file:

1. Open the SAT folder, then the "Reports Package" folder.
2. Open the the "Summary Reports.xlsm" file.

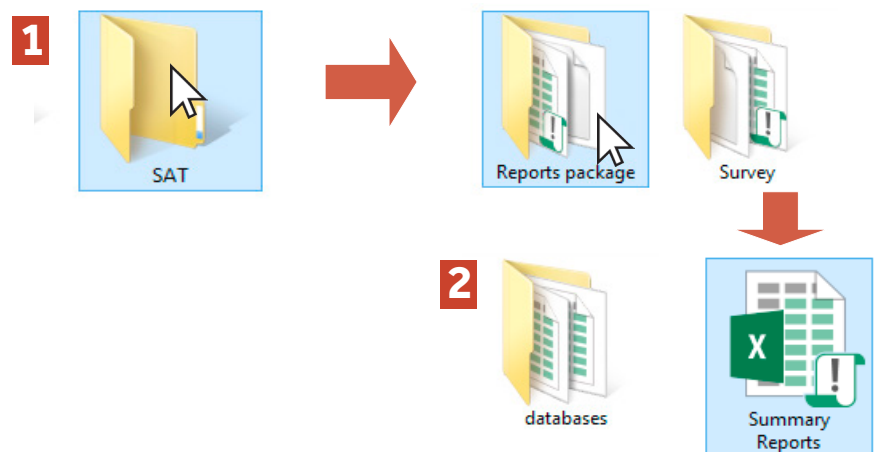


Figure 2.16. Opening the Summary Reports Excel file

### Step 2. Enable Macros.

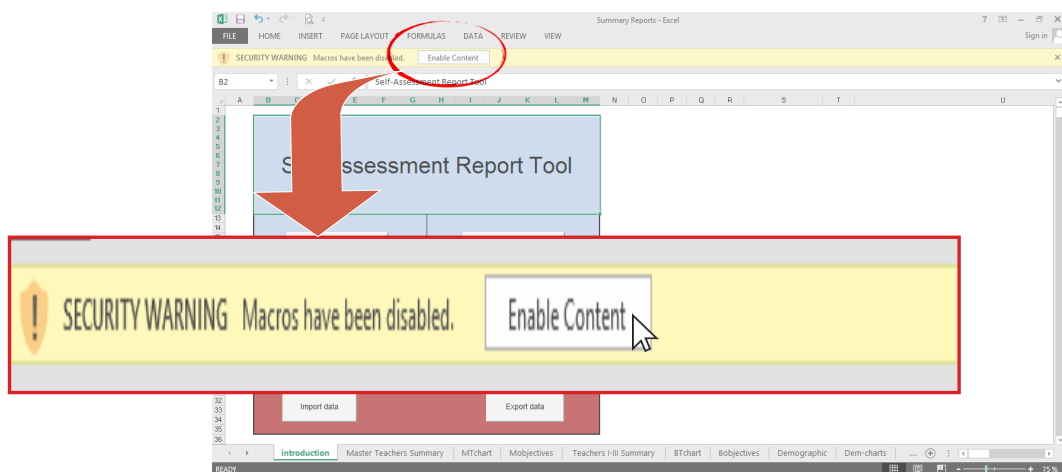


Figure 2.17. Enabling Macros

**Step 3. Import data.**

Click **"Import data"**. A dialogue window will prompt you to overwrite the old data. Click **"Yes"** to continue.

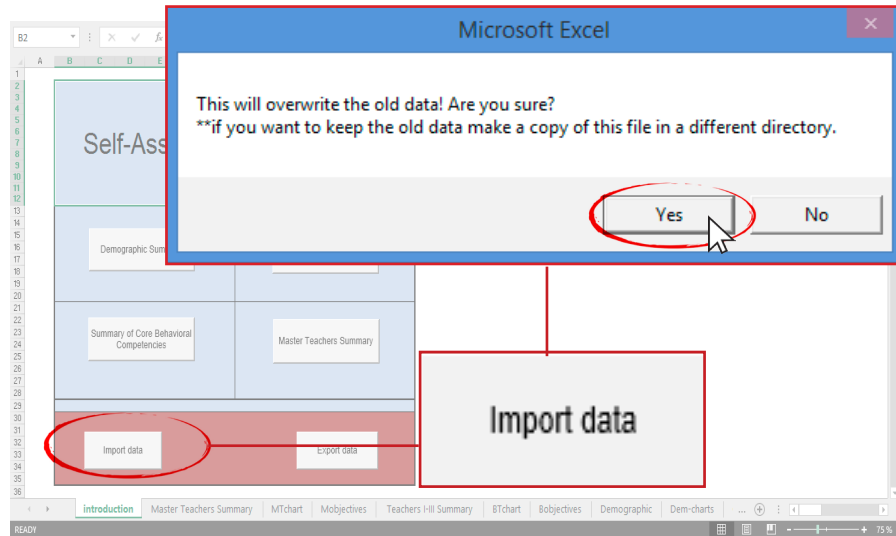


Figure 2.18. Importing data

Note that it may take several minutes for the system to import the databases. Another prompt will pop up to indicate that the data has been uploaded. Click **"OK"** to continue.

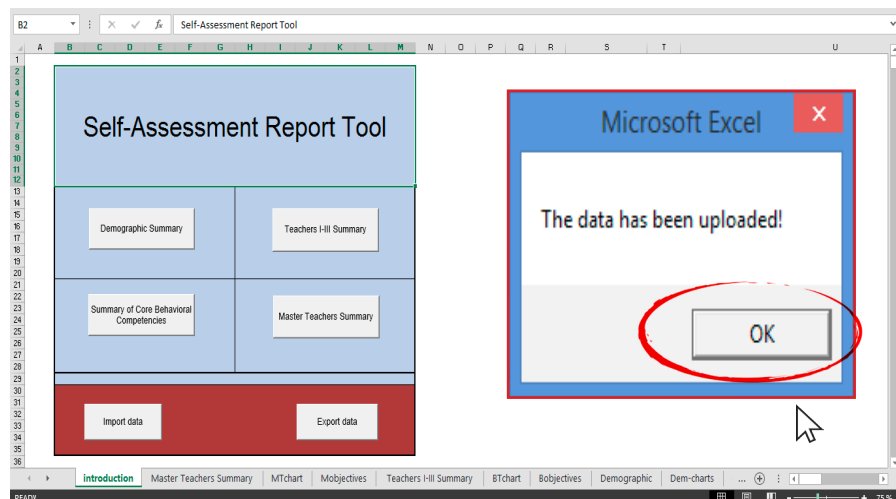


Figure 2.19. A prompt indicating that the data has been uploaded

You can now assist the Principal in the generation of summary results on demographic profile, core behavioral competencies and assessment results of teachers and Master Teachers.



# GUIDE FOR TEACHERS

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### 3. Introduction

The e-SAT Manual guides you, teachers, in accomplishing the e-SAT and printing your results for use in the preparation of your IPCRF-Development Plan.

### 3.1 Why should you take the e-SAT?

The e-SAT is a self-assessment tool that helps you to reflect on the different objectives related to your professional work. The results of the self-assessment will guide you on which RPMS indicators you must improve and on what areas where you need coaching and mentoring.

### 3.2 How do you take the e-SAT?

The following steps should be done to accomplish the e-SAT:

**Step 1. Accomplish the Participant Consent Form.**

1. Click **“Start Survey”** to begin.
2. Accomplish the Participant Consent Form by clicking **“I Consent”** or **“I Do Not Consent”**.

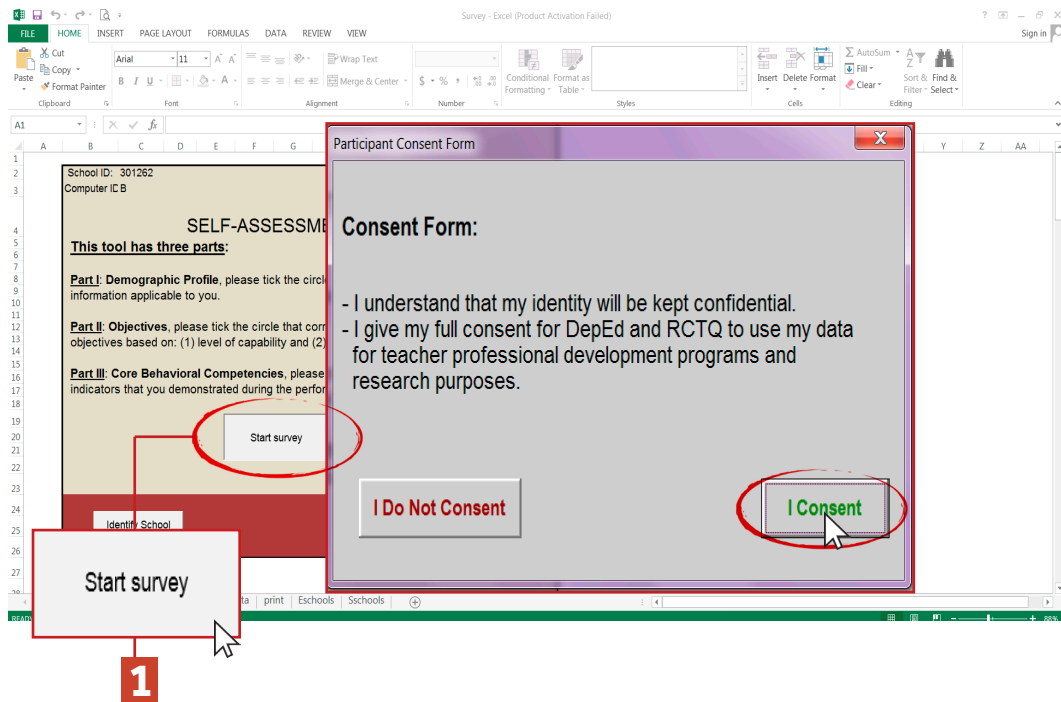


Figure 3.1. Participant Consent Form

If you click **“I Do Not Consent,”** you will be brought back to the Introduction page and will not be able to complete the e-SAT. If you click **“I Consent,”** you will be redirected to the next page.

**Step 2. Accomplish Part I: Demographic Profile.**

1. Tick the circle of the demographic information applicable to you.
2. Scroll down to see and answer the rest of the items on the page.
3. Click **“Next”** to proceed to the next page.

Note that in some items, you can tick more than one boxes. Do not forget to tick the circle beside the **“Highest Degree Obtained”** and type your degree.

You can also go back to the previous page by clicking **“Previous”**.

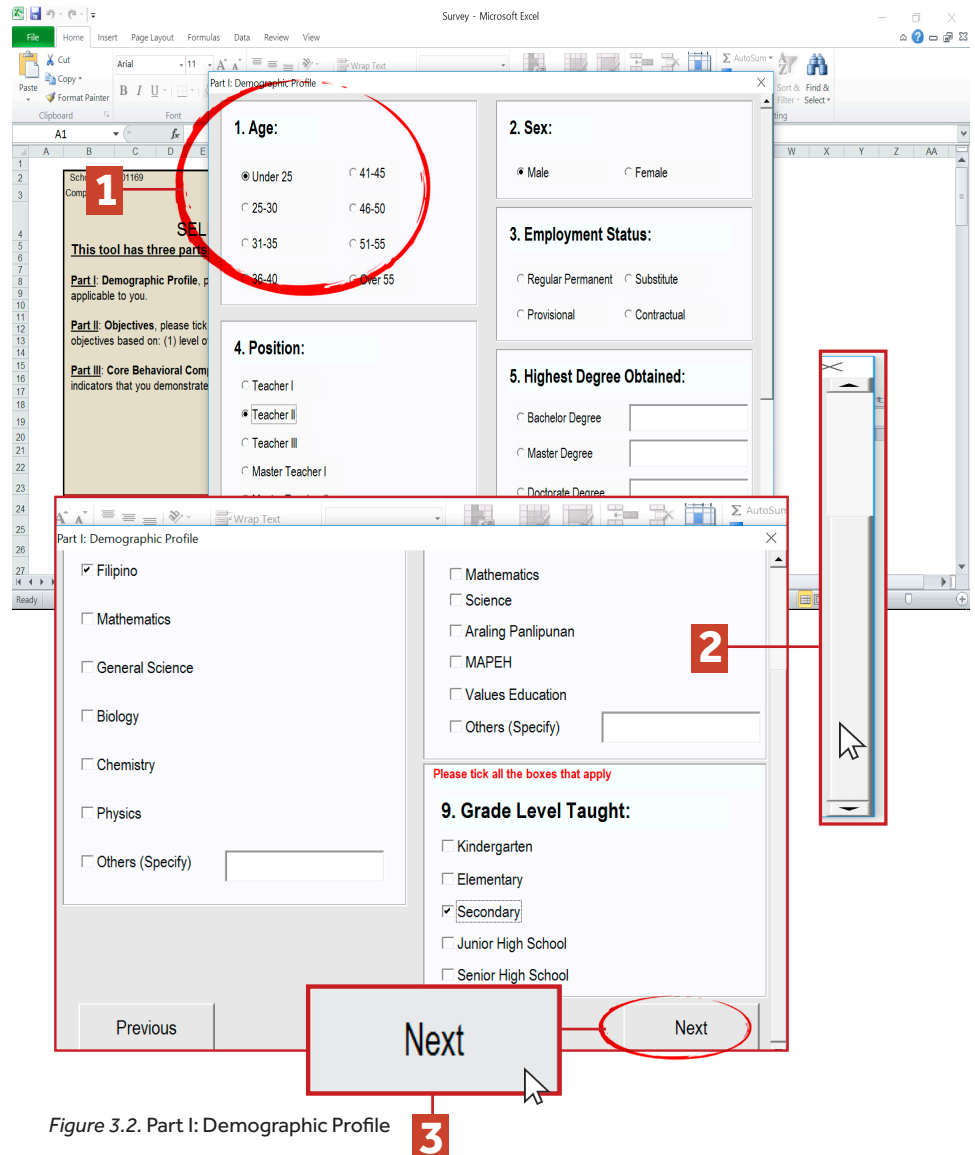


Figure 3.2. Part I: Demographic Profile

Note that in some items, e.g., Area of Specialization, Subject(s) Taught, Grade Level Taught, you can tick more than one box.

You can also go back to the previous page by clicking "Previous".

Please tick all the boxes that apply

**7. Area of Specialization:**

- English
- Filipino
- Mathematics
- General Science
- Biology
- Chemistry
- Physics
- Others (Specify)

Please tick all the boxes that apply

**8 Subject(s) Taught:**

- English
- Filipino
- Mathematics
- Science
- Araling Panlipunan
- MAPEH
- Values Education
- Others (Specify)

Figure 3.3. Page 2 of Demographic Profile

Part I: Demographic Profile

- Filipino
- Mathematics
- General Science
- Biology
- Chemistry
- Physics
- Others (Specify)

- Mathematics
- Science
- Araling Panlipunan
- MAPEH
- Values Education
- Others (Specify)

Please tick all the boxes that apply

**9. Grade Level Taught:**

- Kindergarten
- Elementary
- Secondary
- Junior High School
- Senior High School

Previous Next

Previous

Figure 3.4. Page 2 of Demographic Profile

**Step 3. Answer the e-SAT Objectives appropriate to your position.**

Tick the circle that corresponds to how you rate the objectives based on a) level of capability and b) level of priority for development.

**Please answer the e-SAT objectives honestly.**

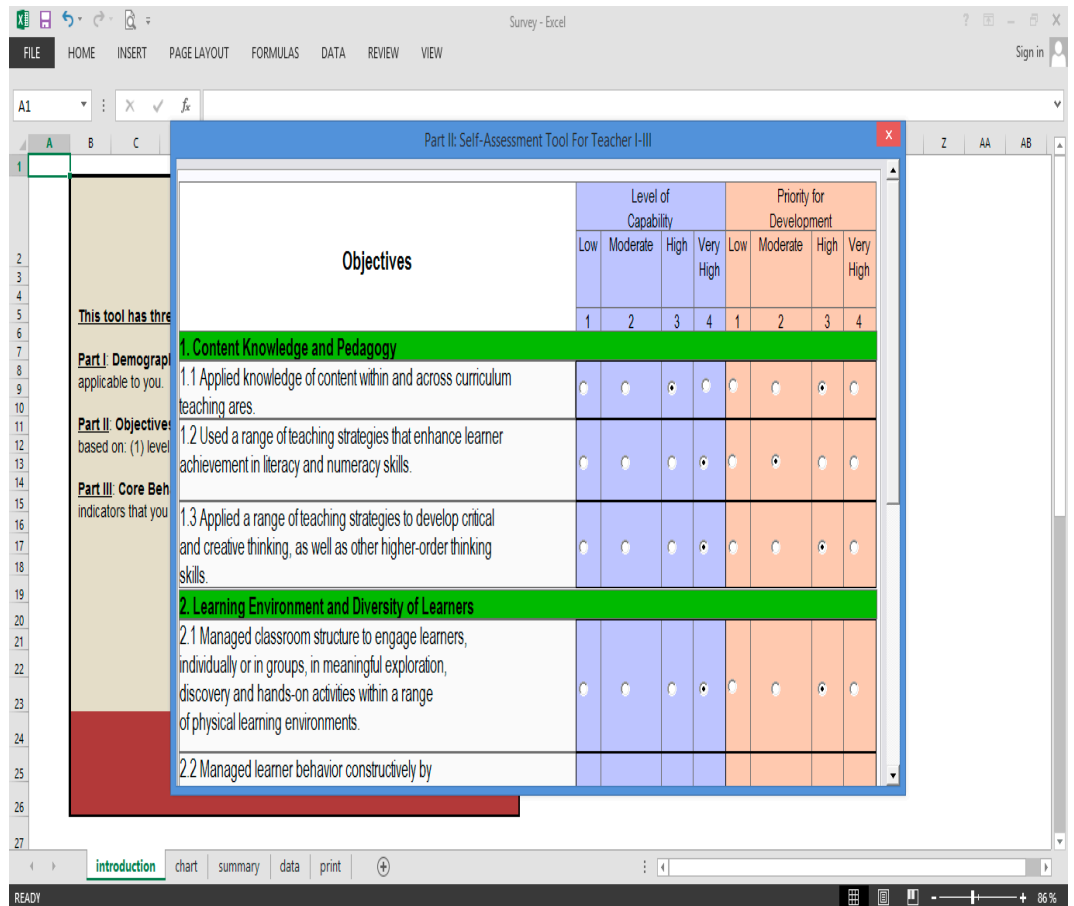


Figure 3.5. e-SAT Objectives for Teacher I-III

Note that if you select Teacher I, Teacher II or Teacher III, you will be redirected to SAT-RPMS Teacher I-III. If you select Master Teacher I, Master Teacher II, Master Teacher III or Master Teacher IV, you will be redirected to SAT-RPMS Master Teacher I-IV.

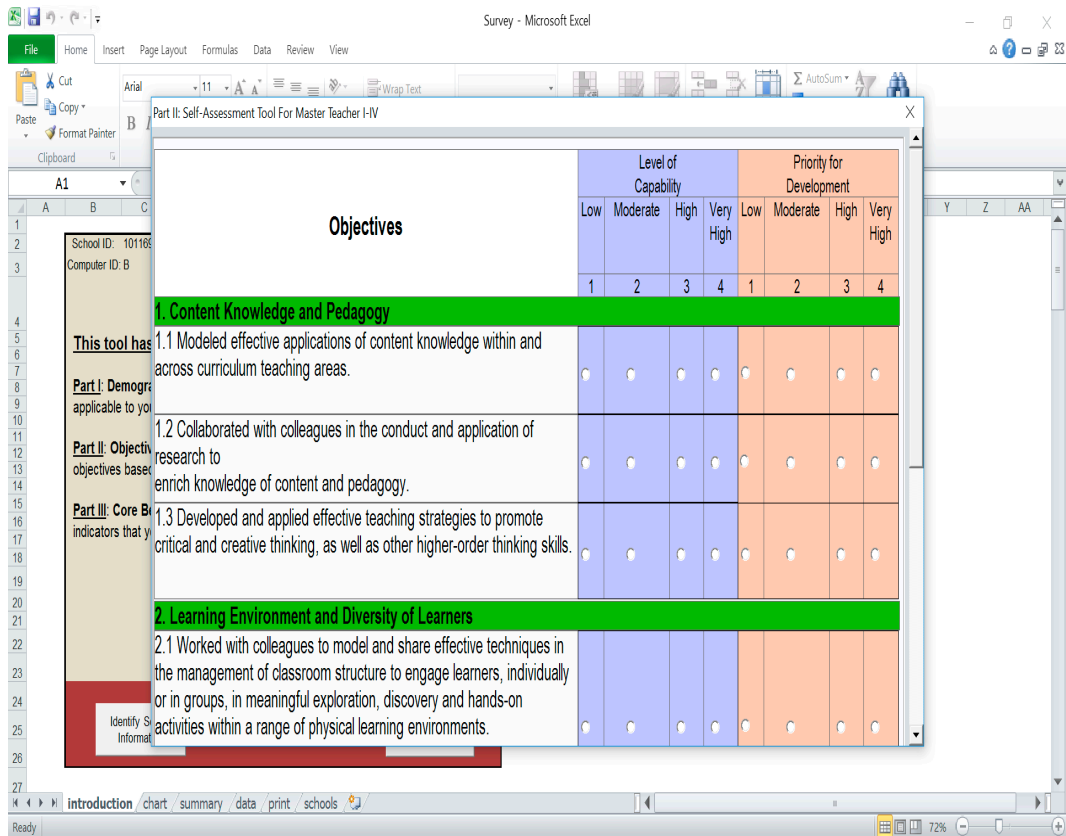


Figure 3.6. e-SAT Objectives for Master Teacher I-IV

**Step 4. Answer the Core Behavioral Competencies.**

Tick the box of the behavioral indicators that you demonstrated during the performance cycle.

Click **“Submit”** when you are done.

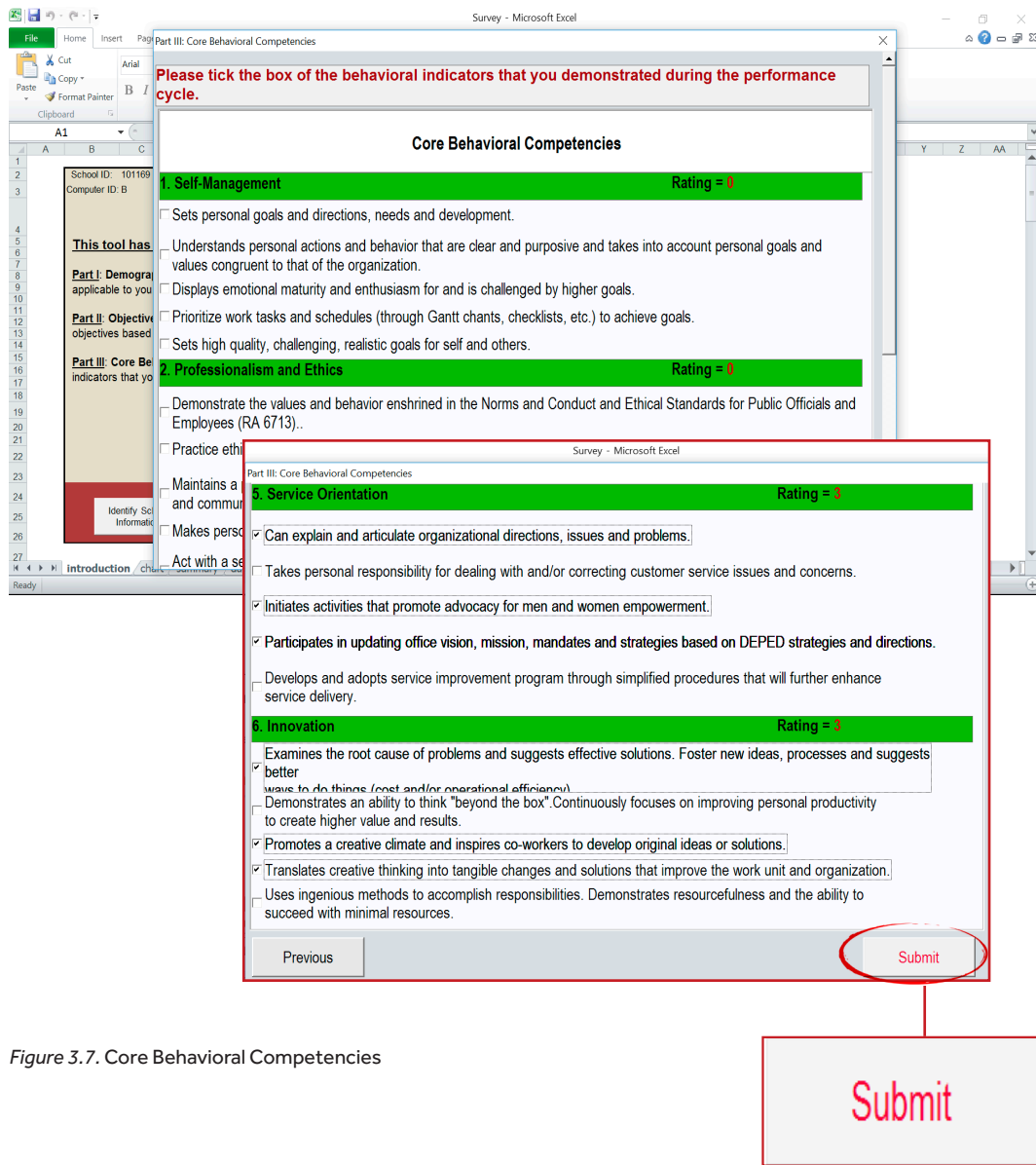


Figure 3.7. Core Behavioral Competencies

Note: Once you click the **“Submit”** button, you can no longer go back to previous pages to change your answers. Please review your responses by clicking the **“Previous”** button.

**Step 5. View your assessment.**

A dialog box will pop up, informing you that your assessment has been stored. Click **“OK”**.

You can now view the assessment charts of your level of capability (blue bar) and level of priority (red bar), as well as your rating for your core behavioral competencies. See Figure 3.9.

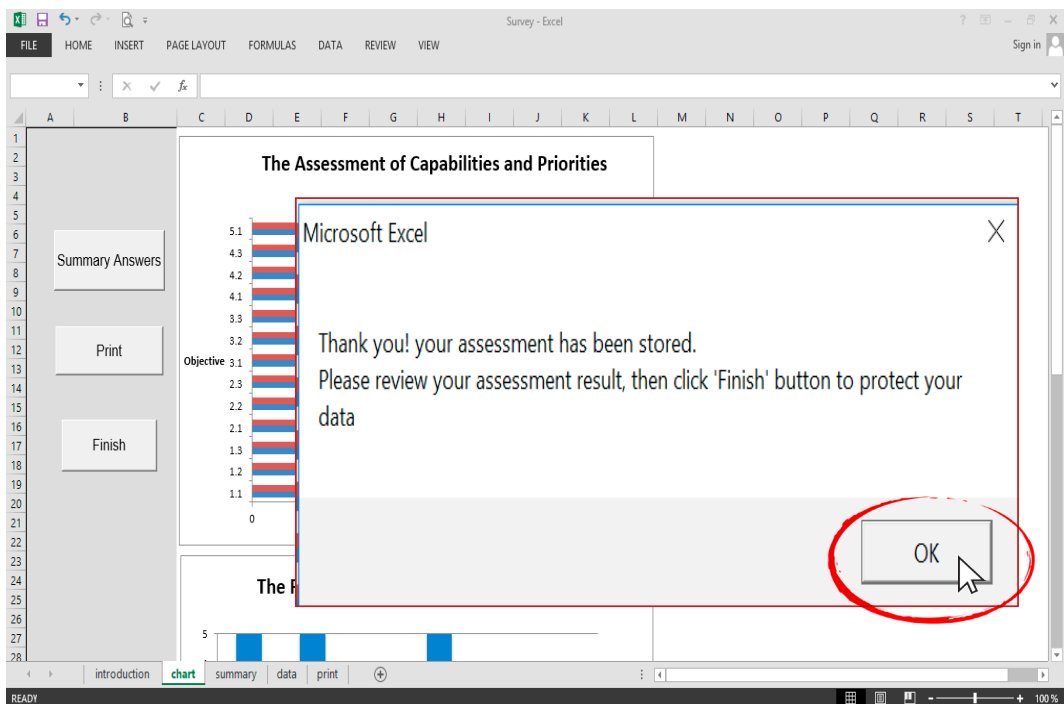


Figure 3.8. A dialog box indicating that the assessment has been stored



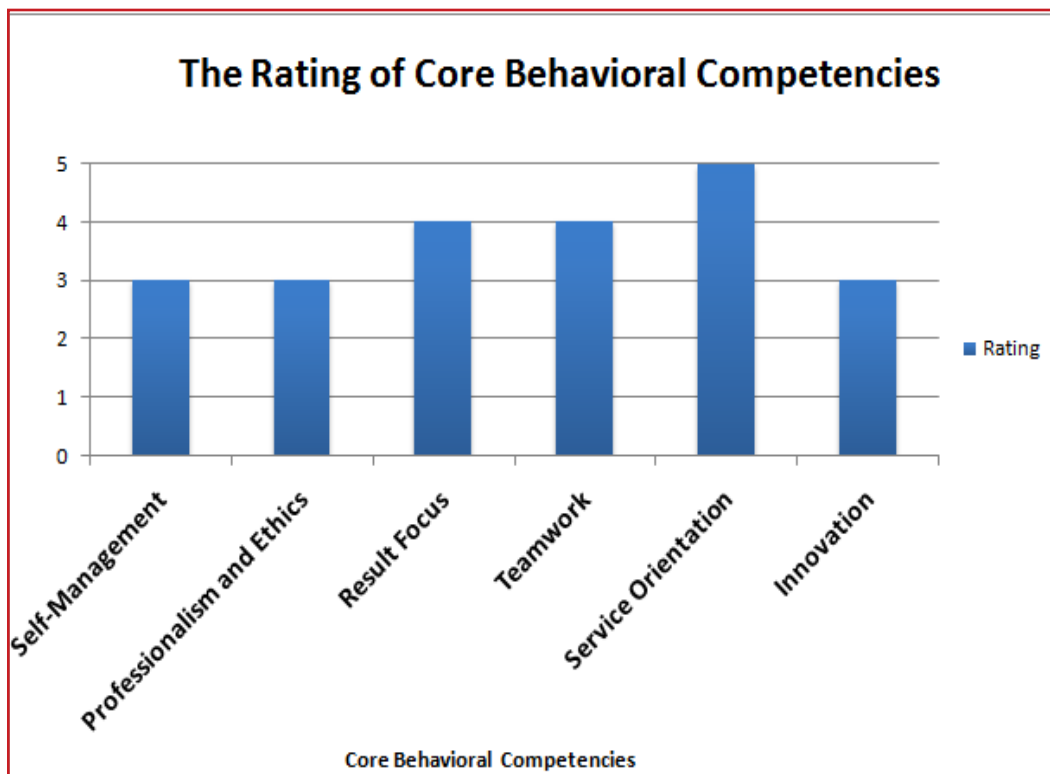
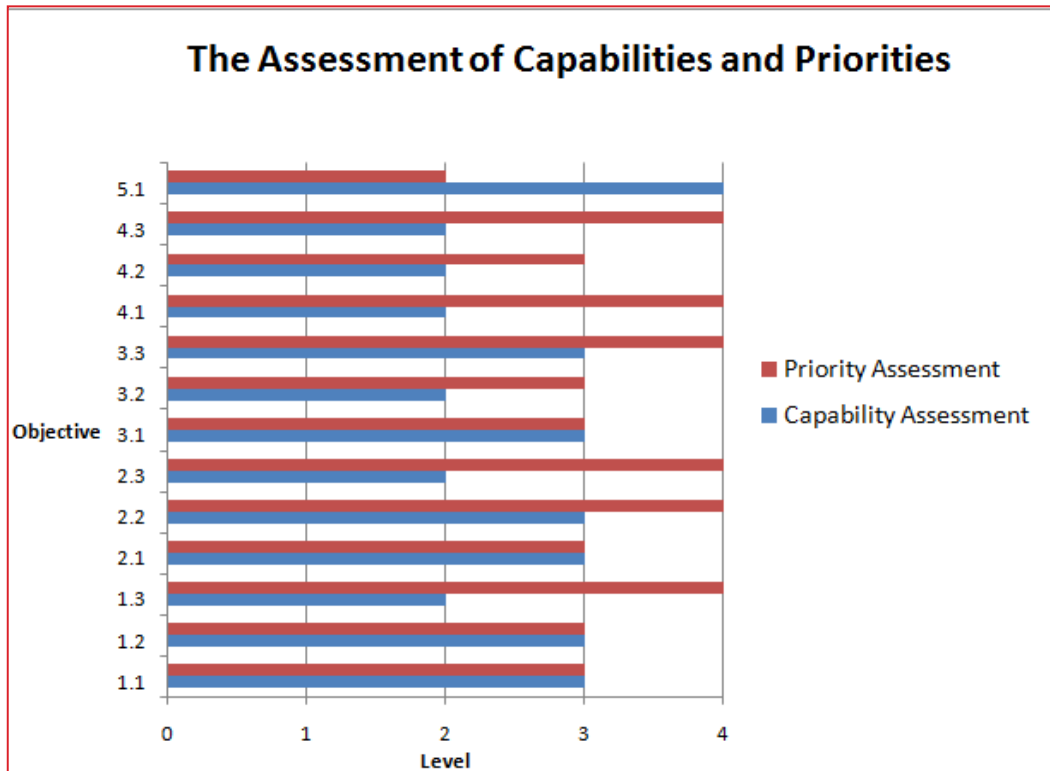


Figure 3.9. Summary charts of teachers' individual e-SAT data

To review your assessment results, do the following:

1. Click **“Summary Answers”** to review your assessment results.
2. Click **“Objectives”** to review your assessment of e-SAT objectives.
3. Click **“Core Behavioral Competencies”** to review your rating of Core Behavioral Competencies.

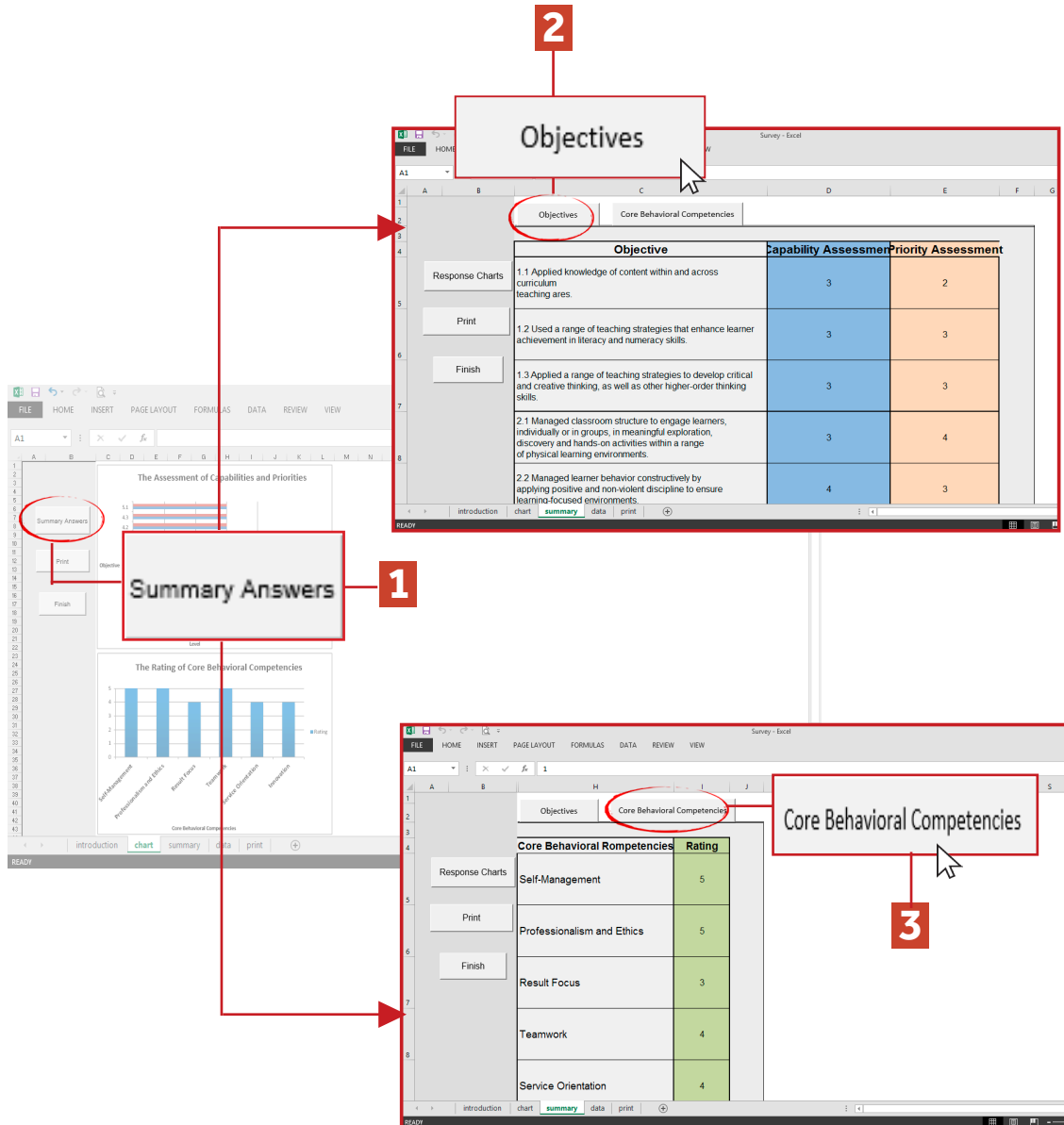


Figure 3.10. Summary Table Results of Objectives and Core Behavioral Competencies

**Step 6. Print your data.**

Print your SAT data by clicking the **“Print”** button.

Note: The ICT personnel should ensure that the computer is connected to the printer using the File and Print Options in Ms Excel. See Figure 2.8 on page 15 of this Manual.

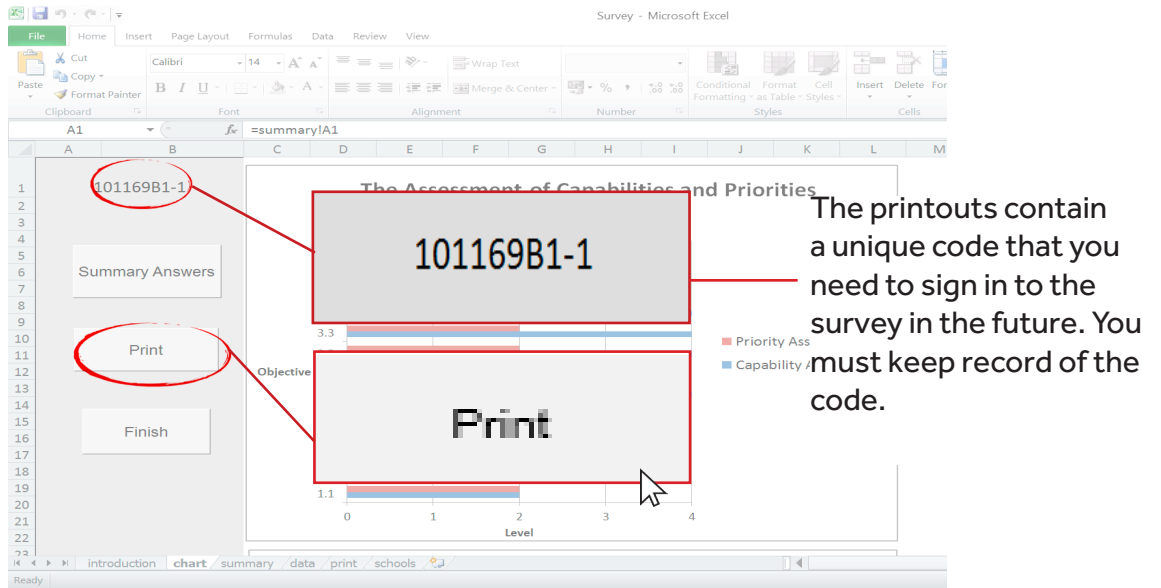


Figure 3.11. Print option of the e-SAT file

**Step 7. Click “Finish” to protect your data.**

Once you have printed your SAT data, click **“Finish”** to protect your data.

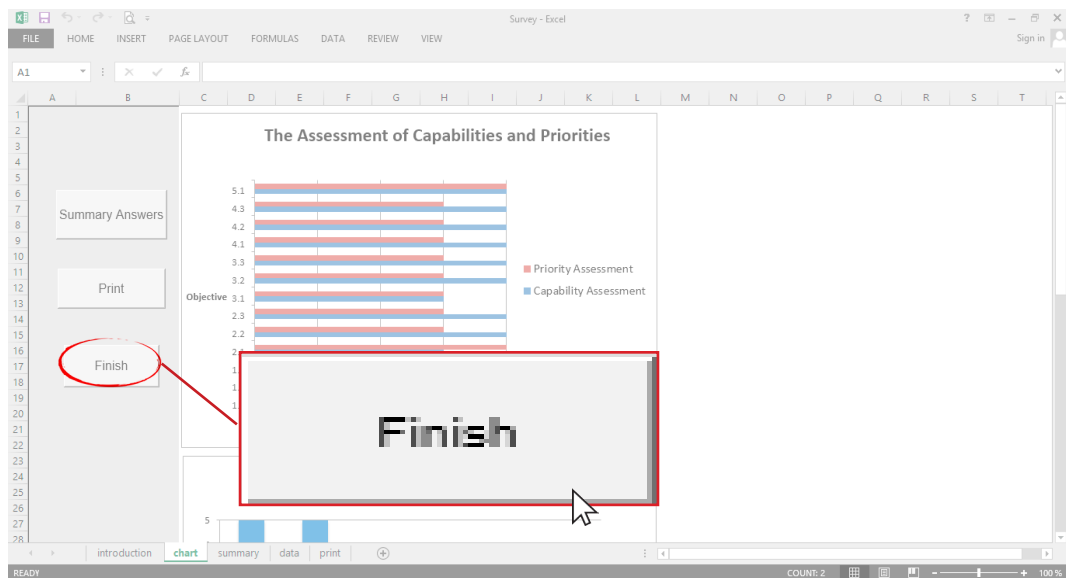


Figure 3.12. Storing/protecting e-SAT data

You will be brought back to the Introduction page. This means that your data has automatically been stored.

The next teacher-respondent may now accomplish the e-SAT survey, following Steps 1-7.

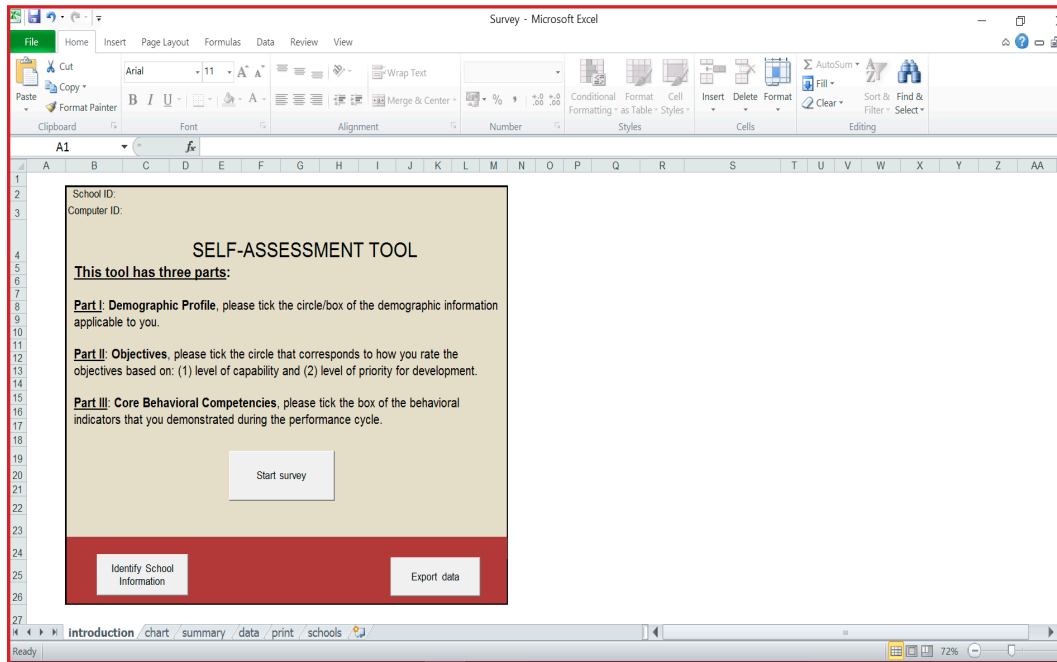


Figure 3.13. Storing/protecting e-SAT data

# GUIDE FOR SCHOOL HEADS

The Results-based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

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## 4. Introduction

The e-SAT Manual guides you, the Principal, in extracting and analyzing the school-wide SAT data of teachers.

### 4.1. Why do you need the summary results of teachers' data?

The summary results of teachers' data can provide you an overall picture of your teachers' strengths and needs. This can help you prepare the school development plans (e.g., Annual Improvement Plan, School Improvement Plan) and other various development interventions, such as In-Service Training (INSET) Orientation/ Teacher Induction Program (TIP), in preparation for the next school year.

The following data can be generated from the e-SAT:

- Summary of teachers' demographic profile
- Summary of teachers' rating of core behavioral competencies
- Summary of Teachers' and Master Teachers' self-assessment rating

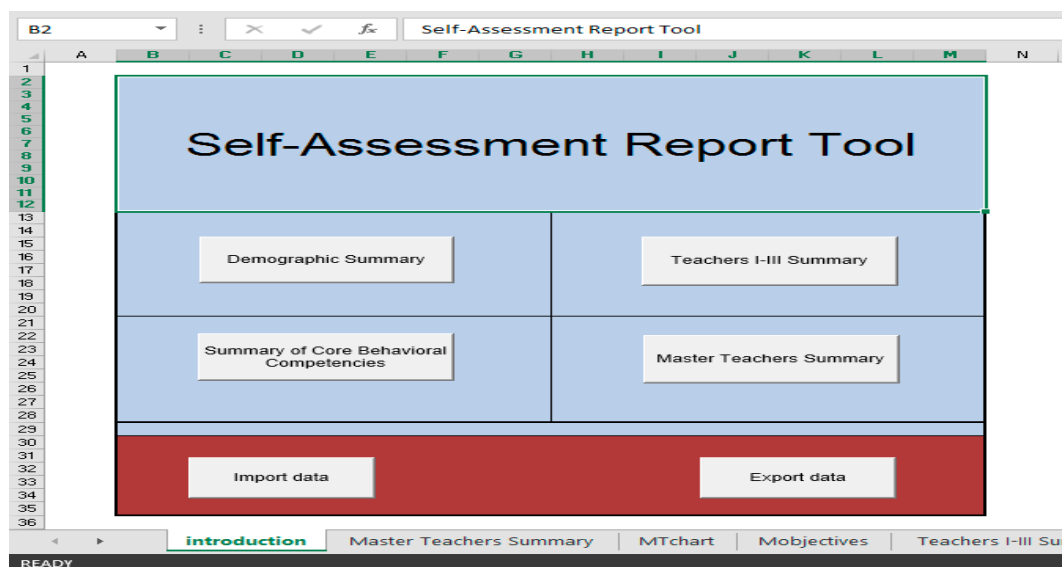


Figure 4.1. Introduction page of the Summary Reports File

## 4.2. How do you generate summary results of teachers' data?

To generate the school-wide SAT data, ask the assistance of the ICT coordinator and do the following:

### Step 1. Open the Summary Reports Excel file.

To open the file:

1. Open the SAT folder, then the "Reports Package" folder.
2. Open the "Summary Reports.xlsm" file.
3. Enable Macros.

**Step 2. Import data.** Follow the steps on "2.4 How do you import the e-SAT data?" found in pages 23-24.

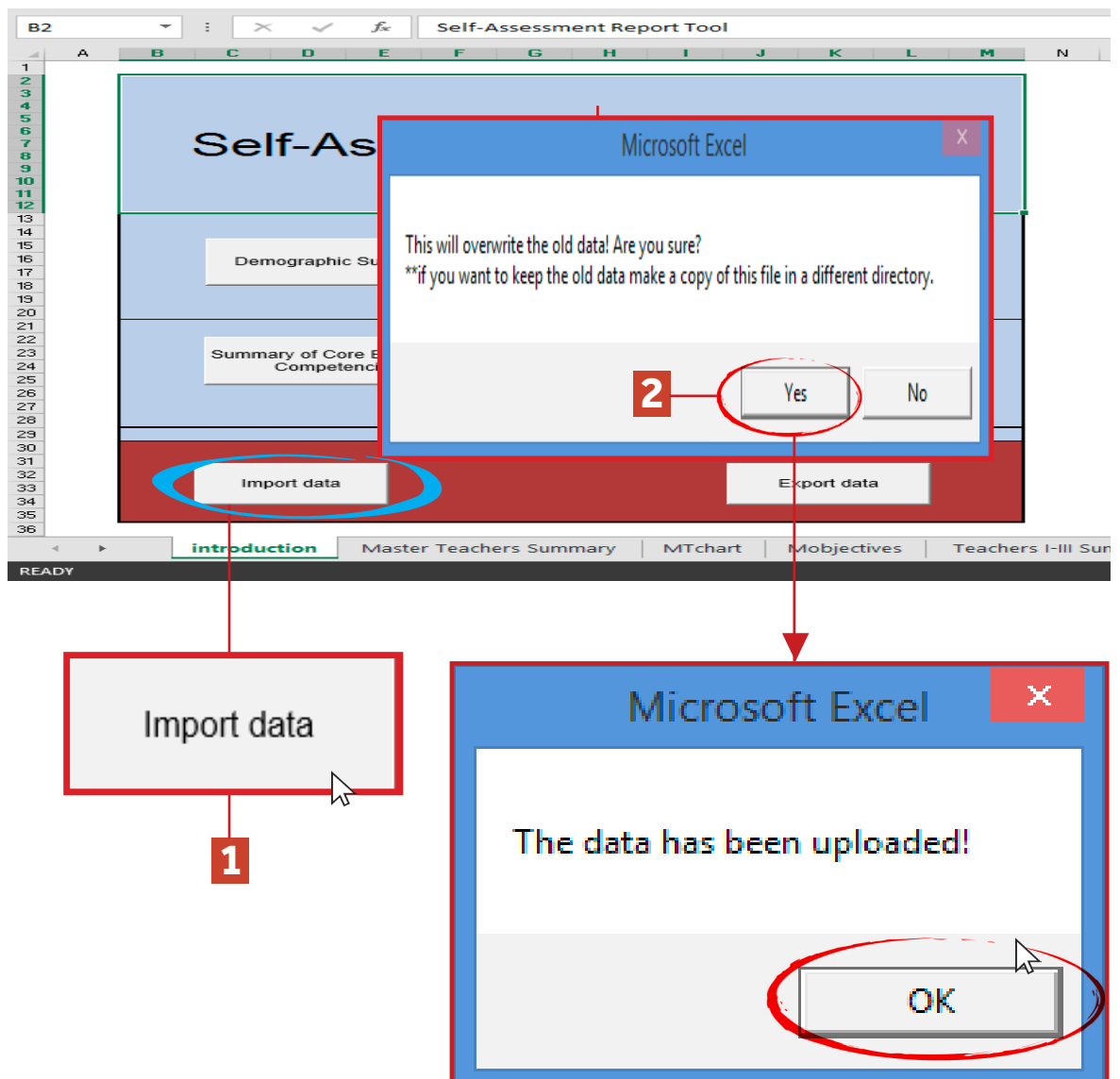


Figure 4.2. Importing data

**Step 3. Generate summary results of teachers' e-SAT data.**

Click on the appropriate button to generate summary table or charts of results that you need to plan for teachers' professional development.

- 1. Demographic Summary Results.** Tables of summary results of teachers' demographic information can be generated by clicking "Demographic Summary". Demographic charts can also be generated if you click "Demographic Charts".

Click "Back to Introduction" to go back to the Introduction page.

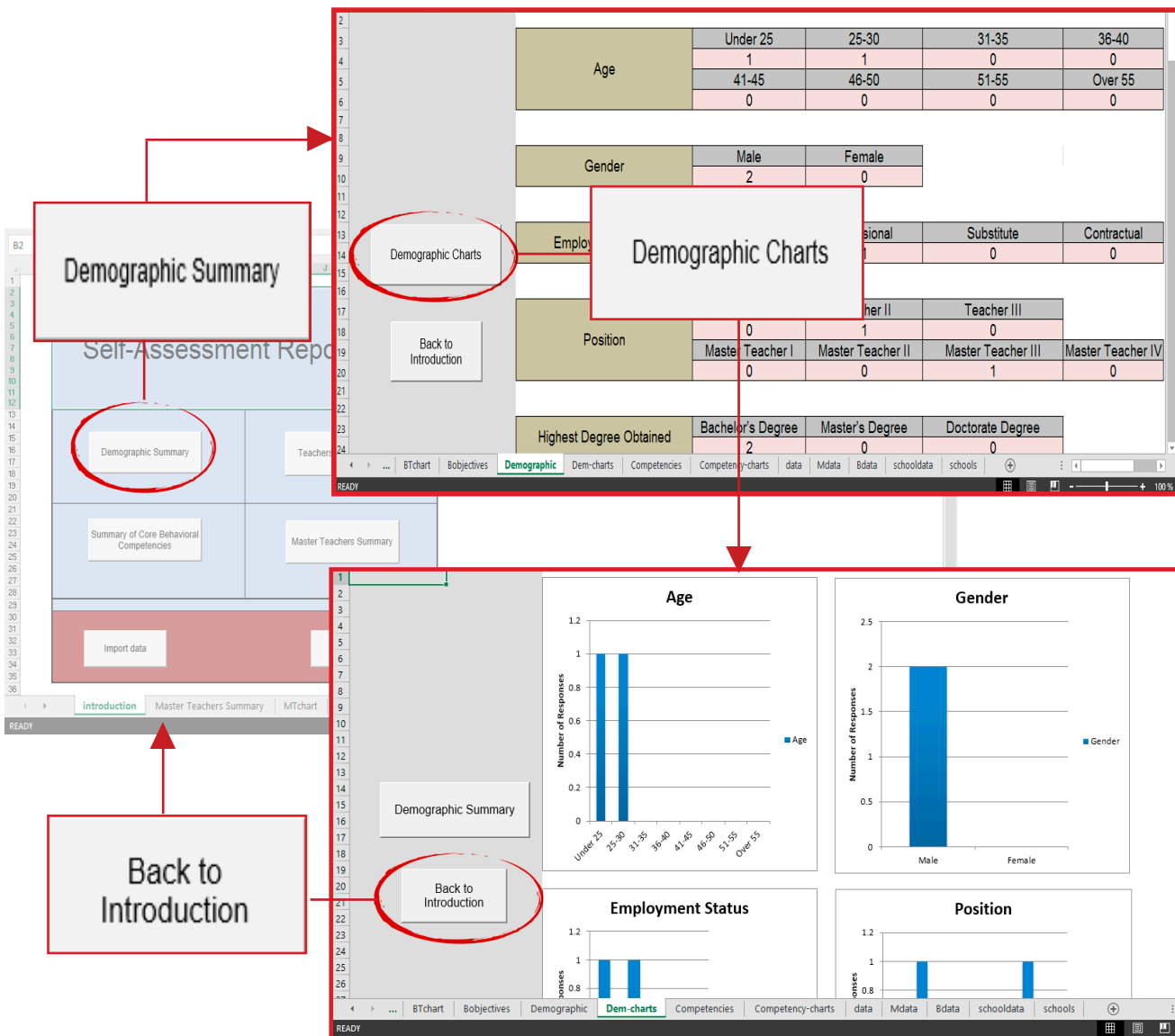


Figure 4.3. Summary Table and Charts of Demographic Profile



2. **Summary of Core Behavioral Competencies.** Click **“Summary of Core Behavioral Competencies”** to generate summary tables of teachers’ rating of core behavioral competencies. Charts may also be generated if you click **“Charts of Core Behavioral Competencies”**.

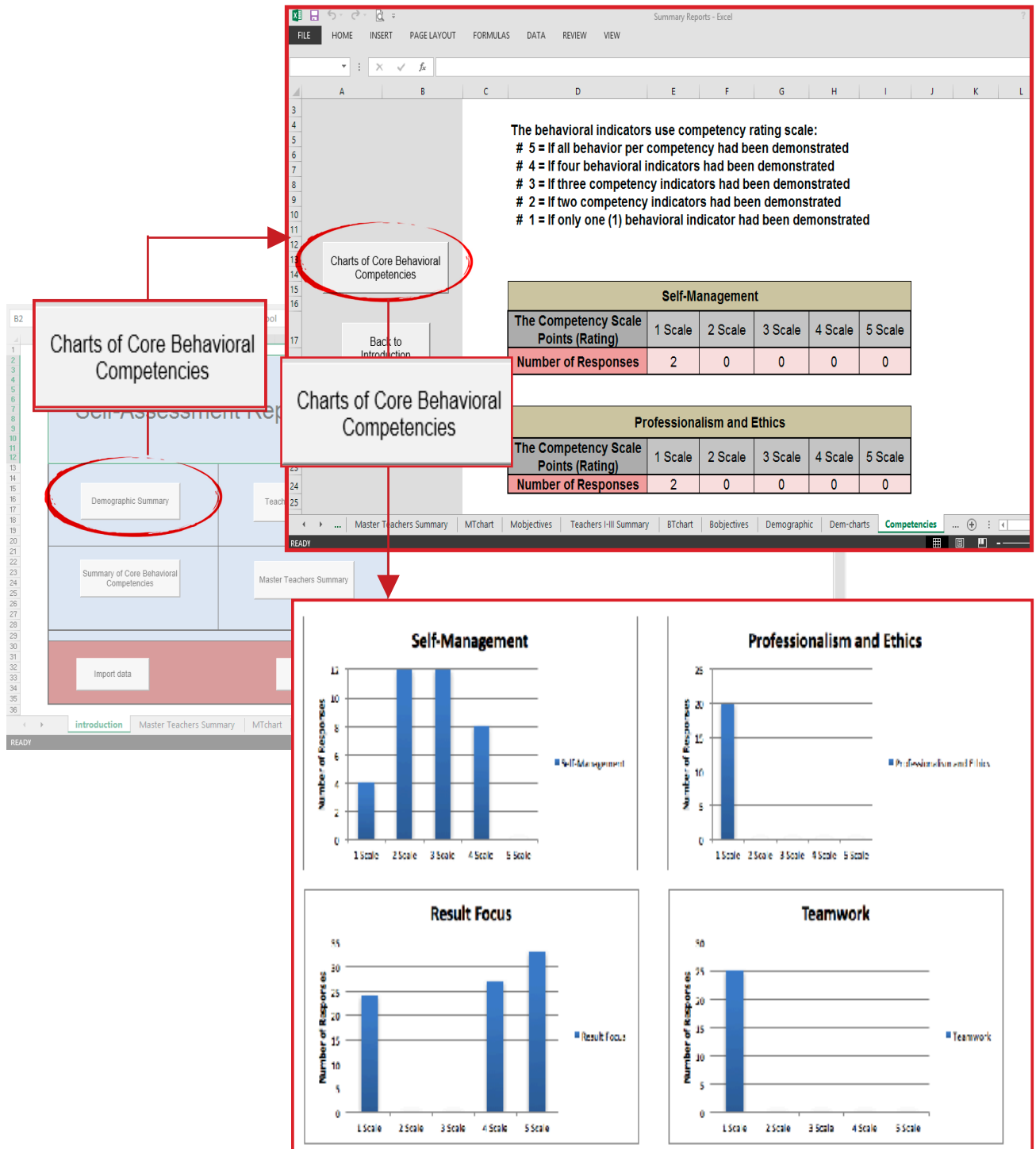


Figure 4.4. Summary Charts of Core Behavioral Competencies

**3. Teachers I-III and Master Teachers Summary.** The tables and charts of summary results of Teacher I-III's and Master Teachers' assessment can also be generated through the e-SAT.

Click **"Teachers I-III Summary"** or **"Master Teachers Summary"** to see summary table of frequency distribution of responses per objective of teachers and Master Teachers.

In the summary table, you can see the:

1. Total number of responses;
2. Total number of responses per scale per indicator; and
3. Chart per objective

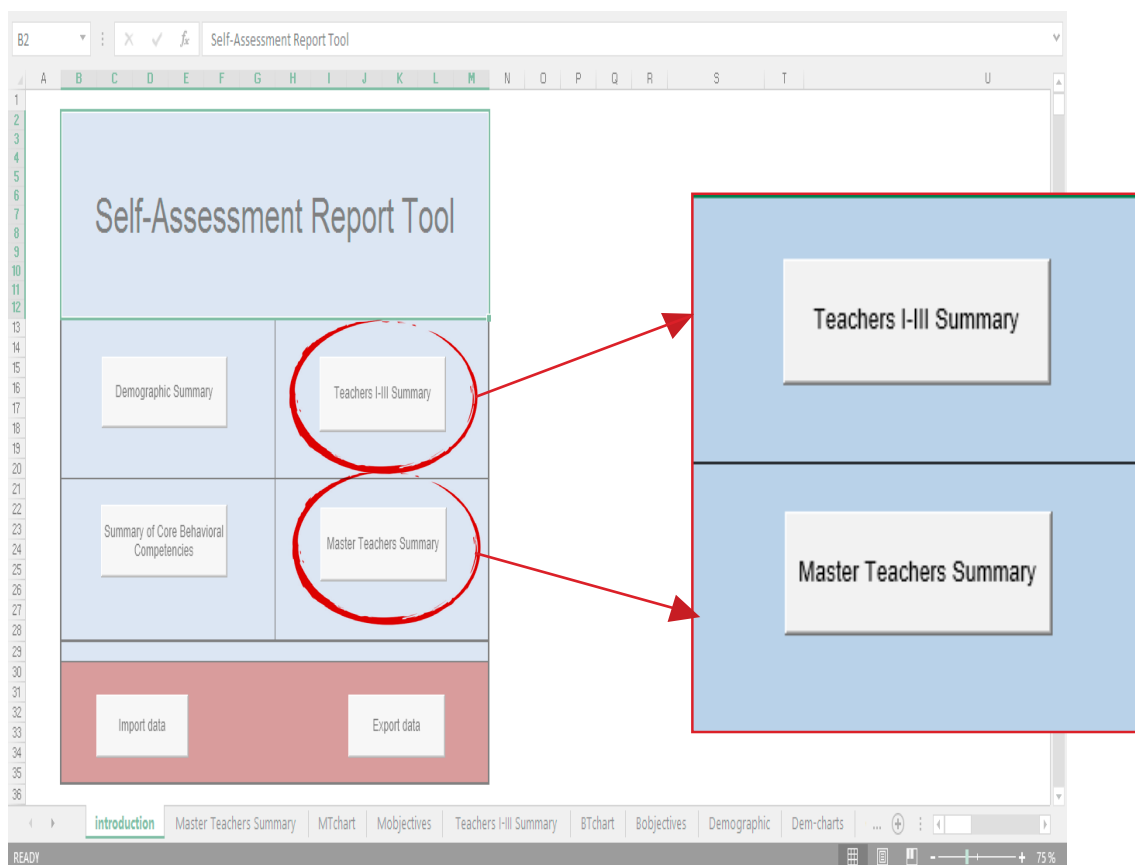


Figure 4.5. Introduction page highlighting Teachers I-III Summary and Master Teachers Summary buttons

**1** Total Response: 87

Self Assessment for Teachers I-III - Frequency Distribution of Responses by Objective

Objectives	Level of Capability				Level of Priority				Hide Charts
	Low	Moderate	High	Very High	Low	Moderate	High	Very High	
<b>1. Content Knowledge and Pedagogy</b>									
1.1 Applied knowledge of content within and across curriculum teaching areas.	2	16	51	17	13	35	24	15	Chart 1.1.1
<b>2. Learning Environment and Management</b>									
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3	16	51	17	13	35	24	15	
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	9	18	48	12	9	35	27	16	
2.1 Managed classroom structure and resources to ensure effective learning within a range of physical learning environments.	3	23	50	11	8	32	22	25	
2.2 Managed learner behavior and discipline to ensure a safe and positive learning environment.	6	38	20	23	22	32	11	22	Chart 2.3
2.3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	6	38	20	23	22	32	11	22	Chart 2.3

Figure 4.6. Sample Summary Table of Teachers' I-III e-SAT results

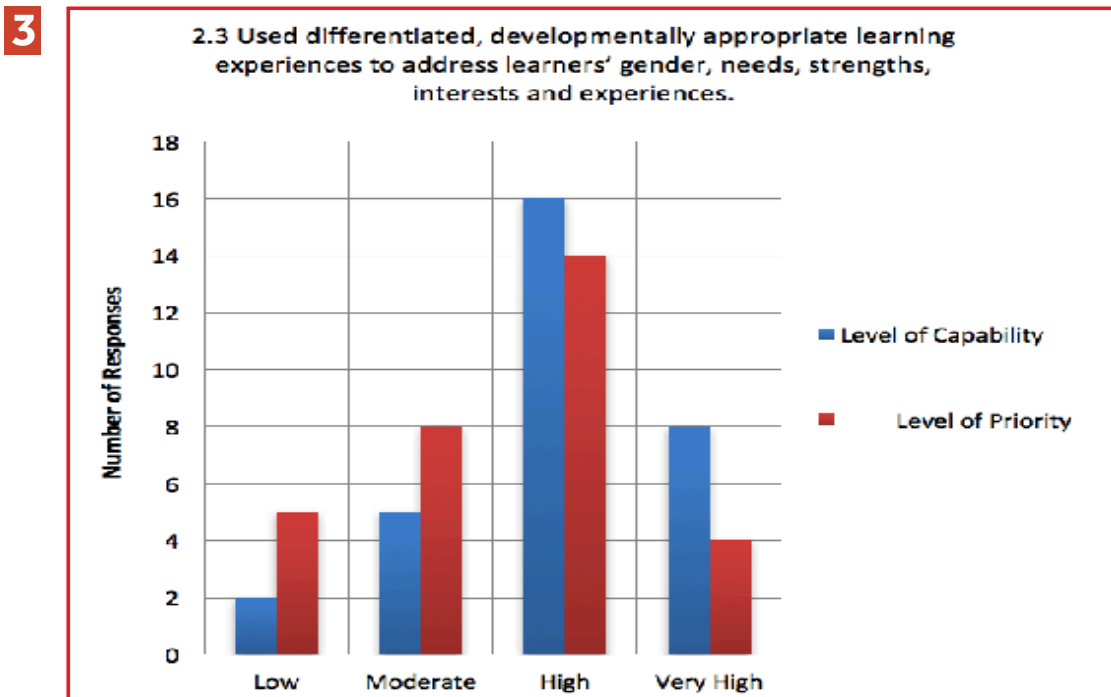


Figure 4.7. Chart of Objective 2.3

Click **“Summary Charts”** to see charts showing teachers’ responses for each objective in terms of a) level of capability; and b) level of priority for development.

Self Assessment for Teachers I-III - Frequency Distribution of Responses by Objective										Total Response:	87
Objectives	Level of Capability				Level of Priority				Hide Charts		
	Low	Moderate	High	Very High	Low	Moderate	High	Very High			
<b>1. Content Knowledge and Pedagogy</b>											
1.1 Applied knowledge of content within and across curriculum teaching areas.	3	16	51	17	13	35	24	15		Chart 1.1	
1.2 Used a range of teaching strategies to promote learner achievement in literacy and numeracy.		18	48	12	9	35	27	16		Chart 1.2	
1.3 Applied a range of teaching strategies to promote creative thinking, as well as problem-solving and critical thinking.		23	50	11	8	32	22	25		Chart 1.3	
<b>2. Learning Environment and Diversity of Learners</b>											
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	7	11	32	37	19	19	30	19		Chart 2.1	
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	1	8	34	44	25	29	25	8		Chart 2.2	
2.3 Used differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences.	6	38	20	23	22	32	11	22		Chart 2.3	

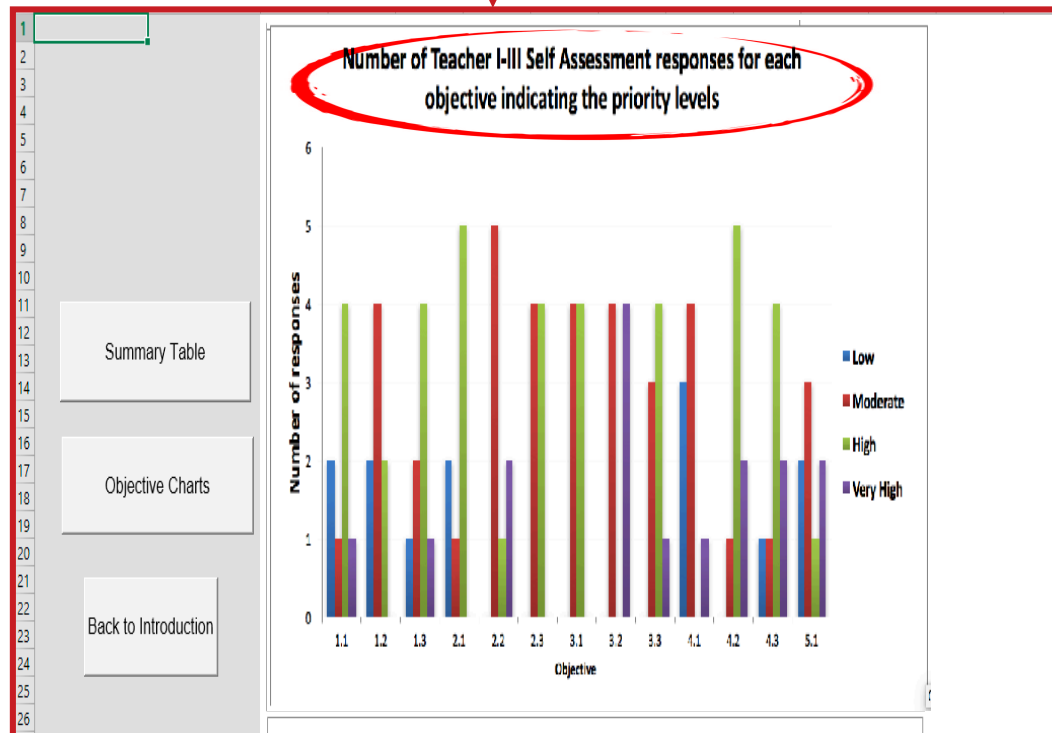
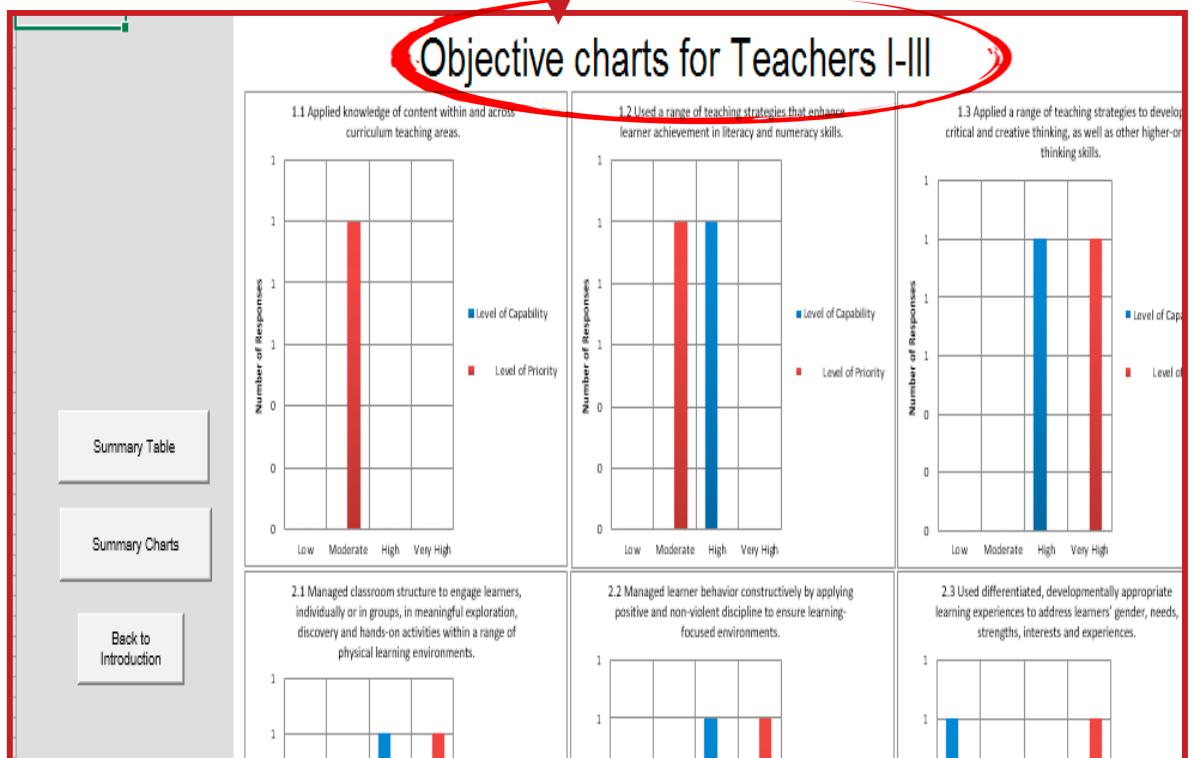
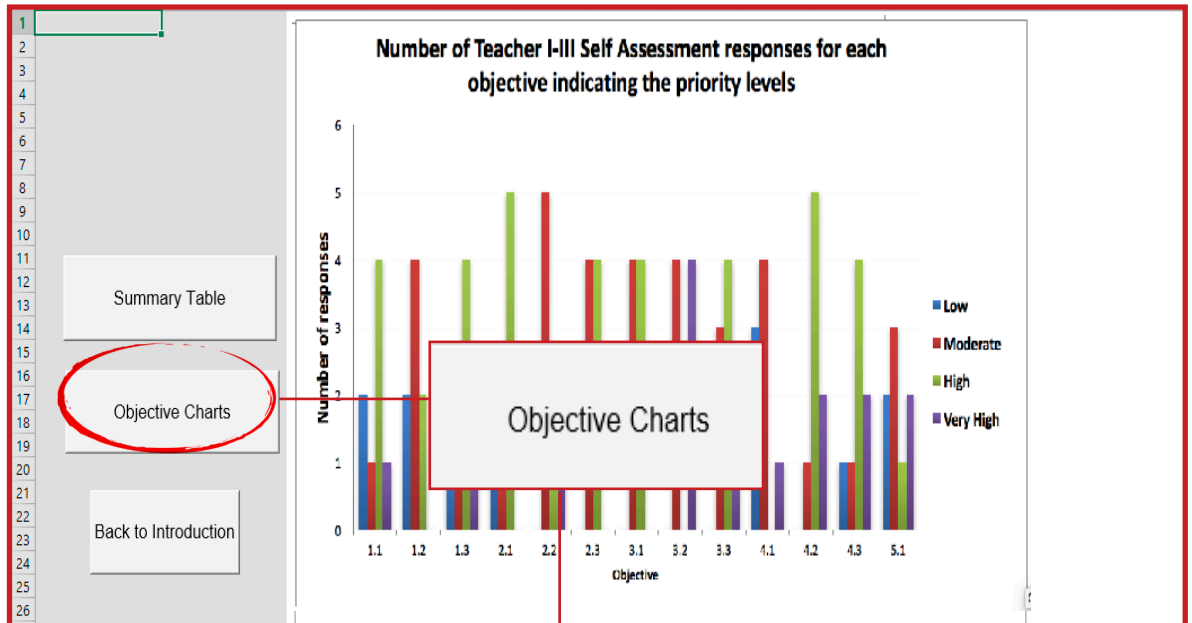


Figure 4.8. Sample Summary Charts of school-wide Teachers’ I-III assessment data

Click "Objective Charts" to see charts per objective.



The data generated from the e-SAT can be utilized to design development programs and activities for teachers at the school level based on their characteristics and needs. The Principal may also refer to the Development Plans in the monitoring and coaching of the teacher's performance and in providing the necessary interventions.

