



Republic of the Philippines  
Department of Transportation  
**PHILIPPINE RAILWAYS INSTITUTE**



**PRI Office Order No. 5, series of 2022**

**Guidelines for the Evaluation of Instructors' Performance in the Preparation for  
and Conduct of the Training Courses of the Philippine Railways Institute**

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**WHEREAS**, it is the policy of the Philippine Government to develop human resource capacities in the railway sector that would ensure its competence and compliance with the standards of practice and rules and regulations, taking into consideration the existing and new railway lines;

**WHEREAS**, Executive Order (EO) No. 96, series of 2019, otherwise known as "Establishing the Philippine Railways Institute under the Department of Transportation as the Planning, Implementing, and Regulatory Agency for Human Resources Development in the Railways Sector", created the Institute as a research and training center under the Department of Transportation (DOTr);

**WHEREAS**, Section 3 of the EO states that there shall be a Training Division, which under Article III, Section 8 of the Implementing Rules and Regulations (IRR) or DOTr Department Order (DO) No. 2020-005 shall be responsible for providing training to all existing and new railway operations and maintenance (O&M) personnel;

**WHEREAS**, corollary to the IRR provisions on assessment, evaluation of the Instructors' performance is imperative to determine their competence and strengths, provide an avenue for improvement, and ensure continued growth;

**WHEREAS**, Republic Act (RA) No. 6713, otherwise known as "Code of Conduct and Ethical Standards for Public Officials and Employees", declared the policy of the State to promote a high standard of ethics in public service, thus, public officials and employees shall, at all times, be accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence, and loyalty, act with patriotism and justice, lead modest lives, and uphold public interest over personal interest;

**WHEREAS**, the conduct of evaluation is necessary to ensure the effectiveness and consistency in the Instructors' training delivery, thus, providing quality training necessary to produce competent railway O&M personnel;

**NOW, THEREFORE, I, ANNELI R. LONTOC**, Officer-in-Charge – Executive Director (OIC-ED) of the Philippine Railways Institute (PRI), by virtue of the powers vested in me, hereby order that the following rules and procedures be adopted:

**ARTICLE I**  
**Coverage**

This Order shall apply to all PRI Instructors, including those sourced externally, who are tasked to deliver topics for any of the training courses being offered by the PRI to railway personnel, including those that will be offered in the future.

## ARTICLE II Definition of Terms

Whenever used in this Order, the following terms shall have the respective meanings hereafter set forth:

- a. Administrative and Finance Section – also called the AFS, is responsible for the support processes pertaining to the operations to the PRI's operations and maintenance, asset/material management, and human resources management;
- b. Certification and Accreditation Division – also called the CAD, is responsible for the issuance of certificates and train drivers ID, and the conduct of accreditation and quality audits;
- c. Evaluation Tools – refer to instruments used to gauge the trainees' learning development;
- d. Instructor – a PRI personnel whose job is to teach the railway personnel theoretical and/or practical skills, and for the purposes of this Order, may also refer to those sourced externally;
- e. Instructors' Performance Evaluation – also called the IPE, is a tool used to assess the Instructor's performance;
- f. Learning Content – the topic, subject, or concept expected to be learned by the trainees, which serves as a basis for teaching and learning;
- g. Moral Turpitude – refers to a behavior that is evil, reckless, and morally reprehensible. An Instructor who commits a crime involving moral turpitude has loose morals, hence, shall be banned from becoming an Instructor;
- h. Objectives – a set of expected learning outcomes of the trainees by the end of the training;
- i. Performance Areas – refer to the facets of instruction that are crucial in ensuring effective training delivery and through which the Instructors are to be evaluated;
- j. Primary Competencies/Subjects/Topics – refer to the competencies/subjects/topics mainly taught by the Instructor;
- k. Research and Development Division – also called the RDD, has the main function of identifying, formulating, recommending, and advocating strategies on the development of HRD policies, plans, and strategies for the railway sector;
- l. RO – Railway Operator operating in the Philippines;
- m. Secondary Competencies/Subjects/Topics – refer to the competencies/subjects/topics taught by the Instructor in instances where the primary Instructor is unavailable;
- n. Teaching Competencies – refer to the skills/knowledge/behavior of an Instructor in teaching necessary for an effective training delivery;
- o. Teaching Strategies – refer to methodologies or techniques employed by the Instructor to ensure high learning effectiveness;



- p. Training Division – also called the TD, is responsible for the formulation and development of training materials and curricula, as well as the conduct and update of training courses. It consists of four (4) sections: (1) Safety and Security; (2) Railway Operations; (3) Civil, Architecture, and Tracks; and (4) Rolling Stock and Electrical Facilities;
- q. Training Management – refers to processes, procedures, and/or mechanisms employed by the Training Management Team (for Refresher Training or RT Course) and Training Program Implementation Committee (for Fundamental Training or FT Course) to create and maintain a training environment conducive to learning; and
- r. Training Materials – are tools used to facilitate the discussion such as the presentation and instructors' guide, among others.

### **ARTICLE III**

#### **Frequency of Evaluation and Records of Instructors**

To determine the Instructors' fitness to teach, their strengths, and area/s for improvement thus ensuring their teaching proficiency and improving the quality of training provided by the Institute, an evaluation shall be conducted semi-annually, every June and December of the year, a week prior to the accomplishment of Individual Performance and Commitment Reviews (IPCRs).

The Instructors must provide, upon the first evaluation, the following requirements:

- a. updated personal data sheet, a list of topics taught in the last work experience as certified by the employer's HR Unit/Head, and the respective certifications, if any; and
- b. records of learning development.

The AFS shall maintain a repository of the above-mentioned requirements, including the results of previous evaluation of all Instructors, IPCRs, and peer reviews, both active and inactive ones. In case of external instructors, a copy of their evaluation results from the training conducted that is relevant to the topics that they are discussing in the PRI.

The said Section shall also maintain an updated List of Instructors, attached herein as *Annex A*, including those sourced externally, which shall contain the following information at the minimum:

- a. name of the Instructor;
- b. primary, secondary, and other competencies/subjects/topics they are able to teach;
- c. period of engagement (for inactive Instructors and those sourced externally); and
- d. previous evaluation results and intervention required, if any.

### **ARTICLE IV**

#### **Instructors' Performance Evaluation Committee**

The Instructor's Performance Evaluation (IPE) Committee, whose main function is the regular conduct of the evaluation for current and upcoming instructors of the PRI, shall be comprised of the following, with their respective functions:

- a. Committee Head – The AFS Head shall be the Committee Head with the following responsibilities:

1. supervision and administration of the IPE methods and tools;
  2. facilitation of the recommendation of committee members pursuant to this Order; and
  3. delegation of tasks to committee members.
- b. TD Representatives – The TD Chief and Section Supervisors shall serve as committee members whose main function is to provide technical expertise and determine the competency of the Instructor under evaluation to teach the subject/topic. The said members shall be from the following Sections:
1. Safety and Security;
  2. Railway Operations;
  3. Civil, Architecture, and Tracks; and
  4. Rolling Stock and Electrical Facilities.
- c. CAD Representative – A representative from the CAD, recommended by the CAD Chief, shall be a part of the Committee. The main function of the CAD representative is to provide secondary insight to the committee as a member outside of the TD.
- d. RDD Representatives – The Training Specialist IV of the Institutional and Human Skills Section and personnel from the Policy and Research Section of the RDD, as recommended by the RDD Chief, shall also be part of the Committee. The main function of the said representatives shall be to evaluate the Instructors on their adherence to the core values that the PRI teaches its trainees, as the Instructors are expected to be the prime examples of the knowledge and values that the PRI imparts in its training.
- e. AFS Representative – A representative from the AFS shall maintain the requirements, documents, and records stated under the Article III of this Order and shall serve as the secretariat during the evaluation.

There must be a quorum during the evaluation, the majority of whom must be from the TD. If deemed necessary, the PRI may also outsource the evaluation of instructors' performance to elicit more objective evaluation results subject to existing governmental budgetary and accounting rules and regulations.

## **ARTICLE V**

### **Performance Areas to be Evaluated**

Each Instructor shall be evaluated, whether announced or unannounced, in accordance with the following performance areas and their corresponding descriptions:

*a. Professionalism*

1. practices punctuality;
2. comes prepared with the lesson and the training materials;
3. well-groomed, appropriately dressed, and comes in suitable attire;
4. speaks clearly with a modulated voice and appropriate expression;
5. uses appropriate medium of instruction and vocabulary;
6. uses the allotted time effectively;
7. demonstrates sensitivity and respect to trainees;
8. handles difficult situations and technical problems; and
9. employs safety at all times.



*b. Mastery of the Subject Matter*

1. explains clearly the purpose of the topic/s;
2. explains the topic/s without relying plainly on notes, textbooks, or presentations and relates the topic/s to concepts previously learned by trainees;
3. relates the theoretical topics to the required practical skills, whenever practicable;
4. demonstrates confidence and explains the topic/s with depth;
5. uses appropriate examples, illustrations, or real-life situations; and
6. actively listens, and precisely answers the questions and/or queries at all times.

*c. Teaching Competencies*

1. Objectives

- a. presents objectives before the start of the lecture/ discussion and uses appropriate, clear, and attainable objectives.
- b. uses objectives that are consistent with the topic's level of difficulty;
- c. relates the learning content to the objectives;
- d. employs structured teaching and learning content; and
- e. achieves the objectives by the end of the session.

2. Teaching Strategies

- a. gives overview of or an introduction to the topic/s;
- b. emphasizes key areas in the topic/s;
- c. solicits ideas from the trainees;
- d. ability to process the trainees' learnings from the activities;
- e. employs relevant activities to engage the trainees, gives clear instructions, and explains the purpose of an activity;
- f. demonstrates practical tasks competently; and
- g. achieves the activity's purpose and objectives.

3. Evaluation Techniques

- a. asks probing questions for understanding before moving to the next topic/subtopic;
- b. uses evaluation tools that are consistent with the objectives; and
- c. discusses contents of the question items.

*d. Training Management*

1. commands authority over the trainees;
2. asks for the trainees' expectations at the start of the session;
3. controls the discussion and promotes healthy exchange of ideas;
4. takes into account the background of the trainees and integrates it into the discussion;
5. manages disruptive behavior constructively; and
6. provides opportunities for trainees' participation.

**e. Interpersonal Skills**

1. provides opportunities for trainees to clarify, ask questions, and share ideas;
2. clearly and precisely answers questions of the trainees;
3. provides constructive feedback;
4. has positive relationship with the trainees; and
5. does not discriminate against the trainees.

**ARTICLE VI**  
**Methods of Evaluation**

The IPE Committee and Instructors shall observe and follow the methods of evaluation set forth in this Article:

**a. Instructor's Qualifications**

1. participated in either the FT or RT Course;
2. comprehended and completely assessed all essential training materials, which include lectures that are not part of their assigned lecture(s) since they need to grasp how all the topics are interconnected;
3. underwent a minimum of eight (8) hours of immersion in each of the existing ROs, subject to ROs' approval;
4. conducted demo teach(es) with the PRI and JET;
5. conducted dry run of all assigned lecture(s); and
6. conducted another dry run that addresses the concerns raised in the previous dry run, if applicable.

**b. Classroom Observation**

The performance of the Instructor shall be reviewed during an actual and/or online training session. The instructor's evaluation can either be announced or unannounced, and the results thereof shall be recorded in the IPE Form, attached herein as *Annex B*. The secretariat will then consolidate, summarize, and analyze all completed IPE Form documents.

**c. Semi-Annual Panel Evaluation**

In addition, the Committee shall conduct a semi-annual panel evaluation of the Instructors. The said panel evaluation shall discuss with the Instructors their weaknesses, strengths, area/s for improvement, and changes from their last panel evaluation. The bases of the semi-annual panel evaluation shall be the: (1) records of at least two (2) previous classroom observations and/or IPCR from the time of the last evaluation; (2) results of the previous panel evaluation; (3) recent evaluation given by the trainees; (4) trainees' performance on the competency in the comprehensive examination to which the Instructor's topics belong; (5) scores given by each member of the IPE Committee together with an average score; and (6) changes from the last evaluation of the concerned Instructor. The said evaluation shall also identify the instructor's strengths, weaknesses, and area/s for improvement. Results of the same shall be recorded in the Semi-Annual Panel Evaluation Form, attached herein as *Annex C*.



d. **Assessment Key**

Scores given to the above methods shall follow the CSC Memorandum Circular No. 6, s. 2012 SPMS five (5)-point rating scale where the ratings and the respective criteria are defined as shown in the table below:

Numerical	Adjectival	Description
4.80 to 5.00	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4.00 to less than 4.80	Very Satisfactory	Performance exceeded expectations. All goals, objectives, and targets were achieved above the established standards.
3.00 to less than 4.00	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met.
2.00 to less than 3.00	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
below 2.00	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

Records of the evaluation shall follow the modification, control, distribution, and storage guidelines set in PRI Office Order No. 14, s. 2021, an Order amending Order No. 1, s. 2021 as regards the Formatting of Office Documents and Records Handling.

**ARTICLE VII**  
**Evaluation Results**

Evaluation scores are weighted based on how each criterion is valued by the PRI, subject to changes upon agreement of all members of the IPE Committee. The weight values of the criteria are as follows:

Criteria	Weight
Professionalism	15%
Mastery of the Subject Matter	30%
Teaching Competency	25%
Training Management	15%
Interpersonal Skills	15%

Instructors who receive poor evaluation results will not be allowed to conduct training pending proper action as recommended by the IPE Committee and approved by the ED. Poor evaluation may be incurred by receiving a rate of Unsatisfactory in the overall performance. If an Instructor fails to achieve a satisfactory rating, or rates below satisfactory in a specific category, he/she shall undertake appropriate action/s listed below as recommended by the IPE Committee and finally determined by the ED.

<b>Performance Rating</b>	<b>Action Required</b>	<b>Acceptance Criteria</b>
Below Satisfactory rating of the overall performance score	Re-training	Completed Re-training
Below Satisfactory rating in a specific category:		
a. Professionalism	Counseling, mentoring, and coaching	Counseling, mentoring, and coaching completed
b. Mastery of the Subject Matter	Re-evaluation of Instructor's credentials and/or re-training	Passed Re-evaluation
c. Teaching Competency	Re-evaluation of Instructor's teaching and facilitating skills and/or re-training	Passed Re-evaluation
d. Training Management	Re-training	Completed Re-training
e. Interpersonal Relations	Re-training	Completed Re-training
Below Satisfactory rating in two (2) consecutive semi-annual evaluation	Re-training and Understudy for a year	Completed Re-training and attended all understudy sessions

The results of the evaluation shall be formally communicated and discussed with the Instructor by the evaluator and/or their respective immediate supervisors. The Instructor shall ensure the completion of the required intervention as the immediate supervisor and AFS representative shall track the Instructor's progress and development. In the event of unfavorable evaluations, the Instructor has the right to request for reconsideration.

## ARTICLE VIII

### Initiative for Professional Growth and Improvement

Professional practice necessitates ongoing professional development. The PRI recognizes the need of maintaining a dynamic practice environment, which involves continual learning, sustaining competence, career development, and succession planning as a regulatory institution. Instructors shall attend value development programs in order to strengthen their commitment to public service and help promote the primacy of public interest over personal interest in the performance



of their duties. Such programs and other parallel efforts on value development shall include, among other things, the following subject:

- a. ethical and moral values;
- b. rights, duties, and responsibilities of public servants;
- c. nationalism and patriotism;
- d. justice and human rights;
- e. democracy in a free and just society;
- f. Philippine history, culture, and traditions; and
- g. socio-economic conditions prevailing in the country, in the depressed areas, and the need for a Code of Conduct and Ethical Standards.

Continuing refresher courses and seminars and/or workshops conducted by any accredited learning and development provider to promote a high standard of ethics in public service shall be conducted.

Professional, scientific, and technical training and education programs shall enhance to the highest degree, professionalism, excellence, intelligence and skills in the performance and discharge of duties and responsibilities of instructors. The Instructors shall also conduct continuing studies and analyses of their work systems and procedures to improve delivery of public services. Towards this end, such studies and analyses shall enable the instructors to: (1) identify systems and procedures that lead or contribute to negative bureaucratic behavior; (2) simplify rules and procedures to avoid red tape; and (3) devise or adopt systems and procedures that promote official and employee morale and satisfaction.

Additionally, Instructors are expected to have updated knowledge regarding the railway industry, particularly on railway operations and maintenance. An Instructor is expected to take at least 24 hours of learning sessions per year, credited by any of the following activities:

- a. lectures by an industry expert;
- b. professional conventions/symposiums;
- c. attendance in seminars/training by certified learning institutions;
- d. recent published work by the Instructor;
- e. lectures delivered by the Instructor in a convention/symposium; and
- f. other similar activities.

Records of any such session/s must be kept by the AFS under file and logged in the respective instructor's 201 file. Additional learning opportunities will be highly positive for the evaluated Instructor. Hence, the TD shall coordinate with the AFS on a training plan for the Instructors' learning opportunities.

## **ARTICLE IX**

### **Violations and their Sanctions**

In addition to the criteria set forth in Article VI of this Order, an Instructor may also incur sanctions such as suspension or removal from the roster of PRI Instructors, whichever is applicable. Thus, commission of any of the following offenses shall result in the said suspension or removal after an administrative hearing is conducted:

- a. falsification of documents, fraud, and forgery;
- b. criminal offenses involving moral turpitude;
- c. sexual relations with staff or trainees;
- d. relationships with trainees leading to biased evaluation; and

- e. exploitation or use of position to perform criminal acts, as well as, aiding, planning, and being an accomplice or accessory to a crime.

**ARTICLE X**  
**Amendments**



Amendment to any provision of this Order shall undergo legal review to ensure its compliance with the EO and the IRR, and approval of the ED.

**ARTICLE XI**  
**Separability Clause**

If, for any reason, any section or provision of this Order is declared unconstitutional or invalid, the other sections or provisions hereof not affected by such declaration shall remain in full force and effect.

**ARTICLE XIII**  
**Effectivity Clause**

This Order shall take effect immediately upon its issuance.

  
**ANNEL R. LONTOC, CESO I**  
Undersecretary, DOTr and   
OIC-ED, PRI





REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF TRANSPORTATION  
PHILIPPINE RAILWAYS INSTITUTE  
Administrative and Finance Section

## List of Instructors

No. PRI-F-AFS-LOI-YYYY-MM-XXXX-S

1 of 2

INSTRUCTOR LIST						
No.	NAME	PRIMARY COMPETENCIES/TOPICS OF INSTRUCTION	SECONDARY COMPETENCIES/TOPICS OF INSTRUCTION	OTHER COMPETENCIES/TOPICS OF INSTRUCTION	PART TIME / FULL TIME	STATUS
1	Atty. Princess May Butron	<b>Core:</b> - The Philippine Railways Institute - The DOTr and the Railway Sector	<b>Core:</b> - Railway Transportation Development - Passenger Oriented Service	N/A	FULL-TIME	ACTIVE
2	Mr. Julian Makilan	<b>Core:</b> - The Philippine Railways Institute - The DOTr and the Railway Sector	<b>Core:</b> - Railway Transport Development - Safety Culture and Behavioral Development	N/A	FULL-TIME	ACTIVE
3	Engr. Cesar Anthony A. Aben	<b>Tracks and Guideways Maintenance:</b> - Earthworks and Soil Mechanics	<b>Core:</b> - The Philippine Railways Institute - The DOTr and the Railway Sector	N/A	FULL-TIME	ACTIVE
4	Ms. Renlay B. Concha	<b>Departmental Maintenance:</b> - Introduction to Asset Management - Capital Spares Inventory - Project Procurement Management	N/A	N/A	FULL-TIME	ACTIVE
5	Mr. John Rey M. Legaspi	<b>Core:</b> - Railway Transportation Development - The DOTr and the Railway Sector	<b>Departmental Maintenance:</b> - Introduction to Asset Management - Capital Spares Inventory - Project Procurement Management	N/A	FULL-TIME	ACTIVE
6	Mr. Eisen Lowell Goco	<b>Core:</b> - Filipino Ingenuity in the Railway Industry - Passenger-Oriented Service - 4Cs in the 21st Century Workforce - Professional Demeanor - Self-Motivation in the Workplace  <b>Station Operations Topic:</b> - Passenger Complaints	<b>Station Operations Topic:</b> - Passenger Service - Passenger with Special Needs	N/A	FULL-TIME	ACTIVE
7	Mr. Kerby Gonzaga	<b>Core:</b> - Railway Transportation Development	<b>Core:</b> - Professional Demeanor - Philippine Railways Institute	N/A	FULL-TIME	ACTIVE
8	Mr. Ryan Christopher V. Manzano	<b>Core:</b> - Filipino Ingenuity in the Railway Industry - Passenger-Oriented Service - 4Cs in the 21st Century Workforce - Professional Demeanor - Self-Motivation in the Workplace - Transportation Systems - Railway as an Interdependent System  <b>Station Operations Topic:</b> - Passengers with Special Needs	<b>Station Operations Topic:</b> - Passenger Service - Passenger Complaints	N/A	FULL-TIME	ACTIVE

9	Mr. Christian L. Matignas	<b>Core:</b> - Passenger-Oriented Service - Self-Motivation in the Workplace  <b>Station Operations Topic:</b> - Passenger Service	<b>Core:</b> - Filipino Ingenuity in the Railway Industry - 4Cs in the 21st Century Workforce - Professional Demeanor  <b>Station Operations Topic:</b> - Passenger Complaints - Passengers with Special Needs	N/A	FULL-TIME	ACTIVE
10	Mr. Israel A. Radlaganding	<b>Core:</b> - Transportation Systems - Railway as an Interdependent System  <b>Departmental Maintenance:</b> - Maintenance Organization  <b>Tracks and Guideways Maintenance</b> - Track Structure Components - Track Turnouts - Introduction to Track Maintenance - Preventive Maintenance - Corrective Maintenance	<b>Core:</b> - Railway Transportation Development  <b>Departmental Maintenance:</b> - Introduction to Asset Management - Capital Spares Inventory - Project Procurement Management  <b>Signaling and Communication Maintenance</b> - Introduction to Railway Signaling  <b>Rolling Stock Maintenance</b> - Introduction to Rolling Stock - Types of Rolling Stock - Existing Rolling Stock in the Philippines  <b>Commercial Train Driving</b> - Basics of Rolling Stock - Body and Bogie - Fundamentals of Railway Signaling System - Fundamentals of Track	<b>Core:</b> - The Philippine Railways Institute - The DOTr and the Railway Sector  <b>Departmental Operation:</b> - Operation Organization - Introduction to Train Operations - Introduction to Station Operations - Introduction to Operations Control Center  <b>Passenger Management:</b> - Introduction to Passenger Management	FULL-TIME	ACTIVE
11	Engr. Kimjay M. Lamar	Core Technical Knowledge Specialized Building and Facilities Specialized Track and Guideways	Departmental Maintenance		FULL-TIME	ACTIVE
12	Engr. Jefferson V. Abad	<b>Tracks and Guideways Maintenance</b> - Reinforced Concrete Structures - Steel Structures - Earthworks and Soil Mechanics - Maintenance Procedures for Repairing Minor Defects in Civil Structures and Elements	<b>Tracks and Guideways Maintenance</b> - Introduction to Structural Mechanics - Track Alignment and Geometry - Level of Track Guideways - Introduction to Track Maintenance	<b>Tracks and Guideways Maintenance</b> - Track Turnouts - Corrective Maintenance - Methods of Measuring Track Alignment and Geometry	FULL-TIME	ACTIVE
13	Engr. Rosella C. Algado	<b>Tracks and Guideways Maintenance</b> -Track Alignment and Geometry -Methods in Determining Track Alignment and Geometry -Introduction to Structural Mechanics -Level of Tracks and Guideways	<b>Tracks and Guideways Maintenance</b> - Reinforced Concrete Structures - Steel Structure	<b>Buildings and Facilities Maintenance:</b> - Railway Building Structures - Water Supply System - Introduction to Maintenance of Railway Buildings and Facilities	FULL-TIME	ACTIVE
14	Arch. Ana Katrina Carlota	<b>Buildings and Facilities Maintenance:</b> - Railway Building Structures - Safety Features of Building - Railway Platform Screen Door	<b>Buildings and Facilities Maintenance:</b> - Drainage and Sewage Disposal System in Railway Transportation - Water Supply System in Railway Transportation - Introduction to Maintenance of Railway Buildings and Facilities - Lighting System and Electrical Facilities	<b>Core:</b> - Transportation Systems  <b>Departmental Maintenance:</b> - Project Procurement Management - Introduction to Engineering Drawing and Estimates	FULL-TIME	ACTIVE



15	Engr. Jomahc Aquiline E. Lagasca	<b>Buildings and Facilities Maintenance:</b> <ul style="list-style-type: none"> <li>- Railway Building Structures</li> <li>- Water Supply System in Railway Transportation</li> <li>- Drainage and Sewage Disposal System in Railway Transportation</li> <li>- Safety Features of Building</li> <li>- Introduction to Maintenance of Railway Buildings and Facilities</li> </ul> <b>Passenger Management:</b> <ul style="list-style-type: none"> <li>- Introduction to Passenger Management</li> <li>- Management of Passenger Flow in Railway Stations</li> <li>- Passenger Crowd Management</li> </ul>	<b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Structural Mechanics</li> <li>- Track Alignment and Geometry</li> <li>- Level of Track Guideways</li> </ul> <b>Station Operations:</b> <ul style="list-style-type: none"> <li>- Passenger Service</li> <li>- Passenger Complaints</li> <li>- Passengers with Special Needs</li> </ul>	<b>Core:</b> <ul style="list-style-type: none"> <li>- Transportation Systems</li> </ul> <b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>- Methods of Measuring Track Alignment and Geometry</li> <li>- Maintenance Procedures for Repairing Minor Defects in Civil Structures and Elements</li> <li>- Reinforced Concrete Structures</li> <li>- Steel Structures</li> <li>- Earthworks and Soil Mechanics</li> </ul>	FULL-TIME	ACTIVE
16	Engr. Paolo T. Manuel	<b>Core:</b> <ul style="list-style-type: none"> <li>- Transportation Systems</li> </ul> <b>Departmental Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Engineering Drawing and Estimates</li> </ul> <b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Structural Mechanics</li> <li>- Track Alignment and Geometry</li> <li>- Methods of Measuring Track Alignment and Geometry</li> <li>- Level of Track Guideways</li> <li>- Maintenance Procedures for Repairing Minor Defects in Civil Structures and Elements</li> </ul>	<b>Core:</b> <ul style="list-style-type: none"> <li>- Railway as an Interdependent System</li> <li>- Rail Transportation Development</li> </ul> <b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>- Reinforced Concrete Structures</li> <li>- Steel Structures</li> <li>- Earthworks and Soil Mechanics</li> <li>- Track Structure Components</li> <li>- Track Turnouts</li> <li>- Introduction to Track Maintenance</li> <li>- Preventive Maintenance</li> <li>- Corrective Maintenance</li> </ul>	<b>Departmental Maintenance:</b> <ul style="list-style-type: none"> <li>- Maintenance Reporting and Administration</li> <li>- Maintenance Organization</li> </ul> <b>Buildings and Facilities Maintenance:</b> <ul style="list-style-type: none"> <li>- Railway Building Structures</li> <li>- Water Supply System in Railway Transportation</li> <li>- Drainage and Sewage Disposal System in Railway Transportation</li> </ul>	FULL-TIME	ACTIVE
17	Engr. Rjay R. Yu	<b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>-Introduction to Track Maintenance</li> <li>-Preventive Maintenance</li> <li>-Corrective Maintenance</li> <li>-Maintenance Procedures for Repairing Minor Defects in Civil Structure Elements</li> </ul>	<b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>-Track Structure Components</li> <li>-Introduction to Structural Mechanics</li> <li>-Reinforced Concrete Structures</li> <li>-Steel Structures</li> <li>-Earthworks and Soil Mechanics</li> </ul>	<b>Tracks and Guideways Maintenance:</b> <ul style="list-style-type: none"> <li>-Track Turnouts</li> <li>-Track Alignment and Geometry</li> <li>-Methods of Measuring Track Alignment and Geometry</li> <li>-Level of Track Guideways</li> </ul>	FULL-TIME	ACTIVE

18	Ms. Maria Carolina P. Arzadon	<b>Departmental Operations:</b> - Train Disruptions - Human Failure, - Operational Emergency Procedures - Introduction to Train Operations - Introduction to Station Operations - Station Platform and Passenger Safety  <b>Commercial Train Driving:</b> - Duties and Responsibilities of Train Driver - Safety First Policy  <b>Passenger Management</b> - Introduction to Passenger Management - Management of Passenger Flow - Passenger Crowd Management	<b>Departmental Operations:</b> - Introduction to Train Operations - Introduction to Operation Control Center - Train Disruptions  <b>Station Operations:</b> - Passenger Service - Passenger Complaints - Passenger with Special Needs <b>Passenger Management</b> - Introduction to Passenger Management - Passenger Crowd Management	<b>Fare and Ticketing Management:</b> - Introduction to Cash and Ticket Management - Cards and Ticket Issues and Concern - Service Interruption - Ticket and Cash Allocation - Ticket Selling - Ticket and Cash Remittance - Availability of System and Equipment	FULL-TIME	ACTIVE
19	Ms. Karen B. Bitao	<b>Departmental Operations:</b> - Operations Organization - Public Information System  <b>Fare and Ticketing Management:</b> - Ticket and Cash Allocation - Ticket Selling - Ticket and Cash Remittance - Availability of System and Equipment	<b>Departmental Operations:</b> - Introduction to Station Operations - Station Platform and Passenger Safety - Operational Emergency Procedure  <b>Fare and Ticketing Management:</b> - Introduction to Cash and Ticket Management - Cards and Ticket Issues and Concern - Service Interruption  <b>Passenger Management:</b> - Introduction to Passenger Management	N/A	FULL-TIME	ACTIVE
20	Engr. Darwin D. Discaya	<b>Commercial Train Driving:</b> - Basics of Rolling Stock - General Electric Apparatus - Body and Bogie - Feature of Traction Motor - Train Characteristics - Tractive Force, Accelerating Force, and Acceleration - Significance of Train Operation Theory - Train Resistance - Tractive Force and Accelerating Force - Braking Theory  <b>Non-Commercial Train Driving:</b> - Basics of Rolling Stock - Inspection and countermeasure of rolling stock - General Electric Apparatus - Body and Bogie - Train start and brake equipment - Train Operation Theory	<b>Departmental Operations :</b> - Intro to Train Operations - Train Disruptions - Human Failure - Introduction to Operations Control Center - Operational Emergency Procedures  <b>Commercial Train Driving:</b> - Basics of Rolling Stock - Body and Bogie - Train Resistance - Train Run Curve  <b>Non-Commercial Train Driving:</b> - Train Resistance - Train Run Curve - Fundamentals of Railway Track	<b>Commercial Train Driving:</b> - General Electric Apparatus - Train Start and Brake Equipment  <b>Rolling Stock Maintenance:</b> - Ventilation and Airconditioning - Train and Bogie - Brake System - Rolling Stock Coupler	FULL-TIME	ACTIVE



21	Engr. Elgin M. Geradela, Jr.	<b>Commercial Train Driving &amp; Non-Commercial Train Driving</b> -Fundamentals of Railway Signaling System -Significance of Train Operations Theory	<b>Departmental Operations</b> -Operational Emergency Procedures  <b>Commercial Train Driving &amp; Non-Commercial</b> -General Electric Apparatus -Body and Bogle -Fundamentals of Railway Signaling System -Speed Control Method -Braking Theory	<b>Commercial Train Driving &amp; Non-Commercial</b> -Duties and Responsibilities of Train Driver -Safety First Policy -Basics of Rolling Stock -Train Run Curve	FULL-TIME	ACTIVE
22	Ms. Renalyn C. Guba	<b>Departmental Operations:</b> - Passenger Behavior  <b>Station Operations:</b> - Passenger Service  <b>Passenger Management:</b> - Intro to Passenger Management	<b>Departmental Operations:</b> -Operations Organization -Intro to Station Operations -Station Platform and Passenger Safety -Public Information System  <b>Station Operations:</b> - Passenger Complaints - Passenger with Special Needs	N/A	FULL-TIME	ACTIVE
23	Engr. Alvin P. Jamora	<b>Commercial Train Driving:</b> - Speed Control Method - Braking Theory - Train Run Curve	<b>Commercial Train Driving:</b> - Basics of Rolling Stock - Train Start and Brake Equipment - Significance of Train Operations Theory - Feature of Traction Motor - Train Characteristics - General Electric Apparatus - Railway Signalling System - Braking Theory <b>Non-Commercial Train Driving:</b> - Basics of Rolling Stock - Inspection and Countermeasure of Rolling Stock - Train Start and Brake Equipment	<b>Departmental Operation</b> - Train Disruptions - Human Failure  <b>Commercial Train Driving:</b> - Fundamentals of Railway Signaling System - Train Resistance - Tractive Force, Accelerating Force, and Acc - Track Possession - Basics of Rolling Stock - Body and Bogle  <b>Non-Commercial Train Driving:</b> - Train Operation Theory	FULL-TIME	ACTIVE
24	Engr. Agustin B. Soriano, Jr.	<b>Departmental Operations:</b> -Introduction to Station Operations -Passenger Behavior -Station Platform and Passenger Safety  <b>Fare and Ticketing Management:</b> -Introduction to Cash and Ticket Management -Cards and Ticket Issues and Concern -Service Interruption	<b>Fare and Ticketing Management</b> -Ticket and Cash Allocation -Ticket Selling -Ticket and Cash Remittance -Availability of System and Equipment	<b>Departmental Operations:</b> -Operations Organization -Public Information System  <b>Passenger Management</b> -Introduction to Passenger Management	FULL-TIME	ACTIVE
25	Mr. Abel C. Trinidad	<b>Departmental Operations:</b> -Introduction to Train Operations -Introduction To Operations Control Center (C -Train Disruptions -Human Failure -Operational Emergency Procedure  <b>Commercial Train Driving/Non Commercial</b> -Train Resistance -Fundamentals of Railway Signaling System -Fundamentals of Railway Track	<b>Departmental Operations:</b> -Train Disruptions - Human Failure  <b>Commercial Train Driving:</b> -Duties and Responsibilities of Train Driver -Safety First Policy -Fundamental of Railway Track -Train Resistance -Tractive Force, Accelerating Force, and -Accelerating Force Curve	<b>Departmental Operations:</b> Operational Emergency Procedures  <b>Commercial Train Driving:</b> -Significance of Train Operations Theory -Feature of Traction Motor -Train Characteristics -Tractive Force -Braking Theory -Speed Control Method	FULL-TIME	ACTIVE

26	Engr. Bailey John E. Bandiola	<p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Maintenance Organization</li> <li>- Maintenance Reporting and Administration</li> <li>- Rules Regulations and Procedure</li> <li>- Emergency Management Cycle in Maintenance</li> </ul> <p><b>Rolling Stock Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Rolling Stock and Door System</li> <li>- Rolling Stock Workshop Tools and Equipment Management</li> </ul> <p><b>Buildings and Facilities Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Railway Platform Screen Door</li> </ul>	<p><b>Power Supply and Distribution Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Safety Work Practices in Railway Electrical Maintenance</li> <li>- Introduction to Electricity</li> </ul> <p><b>Tracks and Guideways Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Steel Structures</li> <li>- Earthworks and Soil Mechanics</li> <li>- Reinforced Concrete Structures</li> </ul>	<p><b>Signaling and Communications Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Introduction to Electricity and Electronics in Railway Signaling and Communications</li> <li>- Communication System in Railway Transportation</li> <li>- Introduction to Level Crossing Signaling Equipment</li> <li>- Introduction to hand Tools and Test Equipment</li> </ul> <p><b>Power Supply and Distribution Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Electrical Protective Equipment</li> <li>- Maintenance Tools Required in Railway Electrical System</li> <li>- General Inspection and Maintenance in Railway Electrical Facilities</li> </ul>	FULL-TIME	ACTIVE
27	Engr. Eric Apellido	<p><b>Rolling Stock Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Introduction to Rolling Stock</li> <li>- Types of Rolling Stock</li> <li>- Existing Rolling Stock in the Philippines</li> <li>- Train Bogie</li> <li>- Brake System</li> <li>- Propulsion System</li> <li>- Scheduled Preventive Maintenance</li> <li>- Unscheduled Corrective Maintenance</li> <li>- Rolling Stock Coupler</li> <li>- Safety Awareness in the Workplace</li> <li>- Ventilating and Airconditioning System</li> <li>- Rolling Stock Workshop Tools and Equipment</li> </ul>	<p><b>Rolling Stock Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Rolling Stock Door System</li> <li>- Driver's Cab and Conductor Control</li> </ul>	<p><b>Commercial Train Driving:</b></p> <ul style="list-style-type: none"> <li>- Basics of Rolling Stock</li> <li>- Body and Bogie</li> <li>- General Electric Apparatus</li> <li>- Train Start and Brake Equipment</li> </ul> <p><b>Non-Commercial Train Driving:</b></p> <ul style="list-style-type: none"> <li>- Basics of Rolling Stock</li> <li>- General Electric Apparatus</li> <li>- Body and Bogie</li> <li>- Train start and brake equipment</li> </ul>	FULL-TIME	ACTIVE
28	Engr. Jose Noel G. Florendo	<p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Error Reduction Strategies and Techniques</li> </ul> <p><b>Signaling and Communications Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Introduction to Electricity and Electronics in Railway Signaling and Communications Systems</li> <li>- Introduction to Railway Signaling</li> <li>- Introduction to Level Crossing Signaling Equipment</li> </ul> <p><b>Rolling Stock Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Introduction to Electricity and Electronics in Rolling Stock</li> <li>- Train Communication and Control System</li> </ul>	<p><b>Signaling and Communications Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Communication System in Railway Transportation</li> <li>- Introduction to SCADA</li> <li>- Maintenance of Railway Signaling and Communication Facilities</li> <li>- Introduction to Hand Tools and Test Equipments</li> </ul> <p><b>Rolling Stock Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Propulsion System</li> </ul>	<p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Emergency Management Cycle in Maintenance</li> </ul> <p><b>Signaling and Communications Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Safety Working Policy in Signaling and Communications</li> </ul>	FULL-TIME	ACTIVE



29	Engr. Francis Bien Gonzales	<b>Rolling Stock Maintenance:</b> <ul style="list-style-type: none"> <li>- Scheduled Preventive Maintenance</li> <li>- Unscheduled Corrective Maintenance</li> <li>- Safety Awareness in the Workplace</li> <li>- Ventilating and Airconditioning System</li> <li>- Rolling Stock Workshop Tools and Equipment</li> </ul>	<b>Rolling Stock Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Rolling Stock</li> <li>- Types of Rolling Stock</li> <li>- Existing Rolling Stock in the Philippines</li> <li>- Train Bogie</li> <li>- Brake System</li> <li>- Propulsion System</li> <li>- Rolling Stock Coupler</li> </ul>	<b>Departmental Maintenance:</b> <ul style="list-style-type: none"> <li>- Error Reduction Strategies and Techniques</li> <li>- Emergency Management Cycle in Maintenance</li> </ul>	FULL-TIME	ACTIVE
30	Mr. Ezekiel Gonzales	<b>Rolling Stock Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Rolling Stock</li> <li>- Types of Rolling Stock</li> <li>- Rolling Stock Door System</li> <li>- Driver's Cab and Conductor Control</li> <li>- Train Bogies</li> <li>- Brake System</li> <li>- Propulsion System</li> </ul>	<b>Commercial Train Driving:</b> <ul style="list-style-type: none"> <li>- Basics of Rolling Stock</li> <li>- Body and Bogie</li> <li>- General Electric Apparatus</li> <li>- Train Start and Brake Equipment</li> <li>- Railway Signalling System</li> </ul>	<b>Signaling and Communications Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Railway Signaling</li> </ul>	FULL-TIME	ACTIVE
31	Engr. Kelvin Lapidario	<b>Power Supply and Distribution Maintenance:</b> <ul style="list-style-type: none"> <li>- Railway Substation System</li> <li>- General Inspection and Maintenance in Railway Electrical Facilities</li> <li>- Electrical Protective Equipment</li> </ul> <b>Rolling Stock Maintenance:</b> <ul style="list-style-type: none"> <li>- Power Supply System</li> </ul>	<b>Power Supply and Distribution Maintenance:</b> <ul style="list-style-type: none"> <li>- Railway Electrical System</li> <li>- Contact Line System</li> <li>- Maintenance Tools Required in Railway Electrical System</li> <li>- Introduction to Electricity</li> <li>- Electric Power Grid</li> <li>- Power Supply and Distribution Facilities for Lighting and Auxillary System</li> </ul>	<b>Commercial Train Driving:</b> <ul style="list-style-type: none"> <li>- Fundamentals of Railway Electrical Engineering</li> </ul> <b>Non-Commercial Train Driving:</b> <ul style="list-style-type: none"> <li>- Fundamentals of Railway Electrical Engineering</li> </ul>	FULL-TIME	ACTIVE
32	Engr. Leo Chris Mateo	<b>Signaling and Communications Maintenance:</b> <ul style="list-style-type: none"> <li>- Communication System in Railway Transportation</li> <li>- Introduction to SCADA</li> <li>- Maintenance of Railway Signalling and Communication Facilities</li> <li>- Introduction to Hand Tools and Test Equipment</li> </ul>	<b>Departmental Maintenance:</b> <ul style="list-style-type: none"> <li>- Rules, Regulations and Procedures</li> </ul> <b>Signaling and Communications Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Electricity and Electronics in Railway Signaling and Communications Systems</li> <li>- Introduction to Railway Signaling</li> <li>- Introduction to Level Crossing Signaling Equipment</li> </ul>	<b>Railway Maintenance:</b> <ul style="list-style-type: none"> <li>- Maintenance Organization</li> <li>- Maintenance Reporting and Administration</li> <li>- Rules Regulations and Procedure</li> <li>- Emergency Management Cycle in Maintenance</li> </ul>	FULL-TIME	ACTIVE
33	Engr. John Melchor C. Montes	<b>Power Supply and Distribution Maintenance:</b> <ul style="list-style-type: none"> <li>- Introduction to Electricity</li> <li>- Electric Power Grid</li> <li>- Power Supply and Distribution Facilities for Lighting and Auxillary System</li> <li>- Maintenance Tools Required in Railway Electrical System</li> </ul>	<b>Power Supply and Distribution Maintenance:</b> <ul style="list-style-type: none"> <li>- Railway Substation System</li> <li>- Railway Electrical System</li> <li>- Contact Line System</li> <li>- Safety Work Practices in Railway Electrical Maintenance</li> <li>- Electrical Protective Equipment</li> <li>- Maintenance Tools Required in Railway Electrical System</li> <li>- General Inspection and Maintenance in Railway Electrical Facilities</li> </ul> <b>Rolling Stock Maintenance:</b> <ul style="list-style-type: none"> <li>- Power Supply System</li> </ul>	<b>Commercial Train Driving:</b> <ul style="list-style-type: none"> <li>- Fundamentals of Railway Electrical Engineering</li> </ul> <b>Non-Commercial Train Driving:</b> <ul style="list-style-type: none"> <li>- Fundamentals of Railway Electrical Engineering</li> </ul>	FULL-TIME	ACTIVE

38	Mr. James Kebi D. Ledesma	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Safety Critical Communication</li> <li>- Emergency Management Cycle</li> <li>- Accident Investigation</li> <li>- PRI 12 Life Saving Rules</li> <li>- Personal Protective Equipment</li> </ul> <p><b>Departmental Operations:</b></p> <ul style="list-style-type: none"> <li>- Security Awareness for Railway Operators</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Maintenance Safety Practices (Hot Works, Mobile and Crane Equipment, and Electrical Safety)</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Introduction to OSH and Railway Safety</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Toolbox Meeting</li> <li>- Maintenance Safety Practices (Chemical Handling)</li> </ul> <p><b>Passenger Management:</b></p> <ul style="list-style-type: none"> <li>- Mitigating and Preparing for Emergency Situations</li> <li>- Responding in Emergency Situations</li> <li>- Recovering from Emergency Situations</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Drugs and Alcohol Control</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Emergency Management in Maintenance</li> </ul>	FULL-TIME	ACTIVE
39	Ms. Pritecill Flores D. Mariano	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Accident Causation</li> <li>- Occupational Health</li> <li>- Physical and Mental Health of Railway Personnel</li> <li>- Standard First Aid and Basic Life Support</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Toolbox Meeting</li> <li>- Maintenance Safety Practices (Tool and Machine, Chemical Handling, Material Handling)</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Introduction to OSH and Railway Safety</li> <li>- Occupational Safety</li> <li>- Emergency Management Cycle</li> <li>- Drugs and Alcohol</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Toolbox Meeting</li> <li>- Maintenance Safety Practices</li> </ul>	<p><b>Departmental Operations:</b></p> <ul style="list-style-type: none"> <li>- Station Platform and Passenger Safety</li> </ul> <p><b>Passenger Management:</b></p> <ul style="list-style-type: none"> <li>- Responding in Emergency Situations</li> <li>- Recovering from Emergency Situations</li> </ul>	FULL-TIME	ACTIVE
40	Engr. Rhodolph C. Nullar	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- PRI 12 Life Saving Rules</li> <li>- Occupational Safety</li> <li>- Safety Critical Communication</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Maintenance Safety Practices (Electrical Safety)</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Safety Culture and Behavioral Development</li> <li>- Accident Causation</li> <li>- Accident Investigation and Reporting</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Personal Safety: Working in Hazardous Environments</li> <li>- Toolbox Meeting</li> </ul> <p><b>Buildings and Facilities Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Lighting System and Electrical Facilities</li> </ul> <p><b>Commercial Train Driving:</b></p> <ul style="list-style-type: none"> <li>- Fundamentals of Railway Electrical Engineering</li> </ul>	<p><b>Power Supply and Distribution Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Electric Power Grid</li> <li>- Railway Electrical System</li> <li>- Railway Substation System</li> <li>- Contact Line System</li> <li>- Power Supply and Distribution Facilities for Lighting and Auxillary System</li> <li>- Safety Work Practices in Railway Electrical Maintenance</li> </ul> <p><b>Rolling Stock Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Power Supply System</li> </ul> <p><b>Non-Commercial Train Driving</b></p> <ul style="list-style-type: none"> <li>- Fundamentals of Railway Electrical Engineering</li> </ul>	FULL-TIME	ACTIVE
41	Mr. John Melvin Villafior	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Accident Causation</li> <li>- Emergency Management Cycle</li> <li>- Accident Investigation</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Personal Safety: Working in Hazardous Environments</li> </ul>	<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>- Occupational Health</li> </ul> <p><b>Departmental Maintenance:</b></p> <ul style="list-style-type: none"> <li>- Toolbox Meeting</li> </ul>	<p><b>Passenger Management:</b></p> <ul style="list-style-type: none"> <li>- Mitigating and Preparing for Emergency Situations</li> <li>- Responding in Emergency Situations</li> <li>- Recovering from Emergency Situations</li> </ul>	FULL-TIME	ACTIVE



42	Engr. Mariol Miguel Bactad	<b>Core</b> - Safety Culture and Behavioral Development - Introduction to OSH and Railway Safety - Accident Causation - Occupational Safety - Personal Protective Equipment - Accident Investigation	<b>Departmental Maintenance:</b> - Toolbox Meeting - Personal Safety: Working in Hazardous Environments	<b>Tracks and Guidways Maintenance:</b> - Earthworks and Soil Mechanics - Introduction to Structural Mechanics - Reinforced Concrete Structures - Steel Structures  <b>Buildings and Facilities Maintenance:</b> - Drainage and Sewage Disposal System - Water Supply system	FULL-TIME	ACTIVE
43	Mr. Lex Jeremiah Romero	<b>Core:</b> - Drugs and Alcohol Control - Safety Culture and Behavioral Development - Personal Protective Equipment - Safety Critical Communications	<b>Core:</b> - Emergency Management Cycle - Standard First Aid and Basic Life Support - Accident Investigation	N/A	FULL-TIME	ACTIVE

pmB





Attachment to Annex B

PERFORMANCE ASSESSMENT RUBRICS						
Criteria	5	4	3	2	1	
<b>A. Professionalism</b>						
1	Punctuality	The instructor is never late and arrives thirty (30) minutes earlier than the scheduled time.	The instructor is never late and arrives fifteen (15) minutes earlier than the scheduled time.	The instructor arrives five (5) minutes earlier than the scheduled time .	The instructor was late in one training session or arrives five (5) minutes past the scheduled time.	The instructor was always late and arrives for more than five (5) minutes past the scheduled time.
2	Comes prepared with the lesson and the training materials	The instructor exceeded the expectations in implementing the training curriculum and provided additional training materials.	The instructor followed the discussion in the training curriculum, provided complete training materials, and explained the use of the said materials.	The instructor followed the discussion in the training curriculum and provided complete training materials.	The instructor recognized the training curriculum but unable to follow suit and provided incomplete training materials.	No evidence of observing the training curriculum and there is an absence of training materials.
3	Well-groomed, appropriately dressed, and comes in appropriate and/or suitable attire	The instructor always gives special attention to professional attire and personal grooming.	The instructor gives attention to professional attire and personal grooming most of the time.	The instructor gives attention to professional attire and personal grooming.	The instructor gives little attention to professional attire and personal grooming.	The instructor gives no attention to professional attire and personal grooming.
4	Speaks clearly with a modulated voice and appropriate expression	The instructor has excellent voice modulation and clarity while speaking always; Uses a wide range of expression.	The instructor has good voice modulation and clarity while speaking most of the time; Uses varied expression.	The instructor has appropriate modulation and clarity while speaking; Uses appropriate expression.	The instructor lacks clarity and modulation in voice; Uses limited variations of expression.	Monochord, with no expression at all.
5	Uses appropriate medium of instruction and vocabulary	The instructor has excellent control of language features and a wide range of well-chosen vocabulary.	The instructor employs good language control and good range of relatively well-chosen vocabulary.	The instructor employs adequate language control and vocabulary range is good.	The instructor has weak language control and basic vocabulary choice with some words clearly lacking.	The instructor has poor language control and the vocabulary that is used does not match the task.
6	Uses the allocated time effectively	The presentation is appropriately paced (neither rushed nor slowed) with plenty of time allocated to emphasize the main points and accommodate questions.	No time management problems with time allotted to emphasize the main points of the discussion.	No time management problems are present such as presentation being slightly rushed or bit too short.	Minor time management problems are present, especially in terms of allocation of sufficient time to develop main points.	Poor time management is evident by either not using the time available to develop main points or not allowing sufficient time for questions.
7	Demonstrates sensitivity and respect to trainees	Consistently listens to the trainees to understand them and always exhibits respect and personal boundaries.	Usually listens to the trainees in order to understand them, and exhibits respect and personal boundaries.	Listens to the trainees in order to understand them, and exhibits respect and personal boundaries.	Rarely listens to the trainees, and seldom exhibits respect and personal boundaries.	Never listens for understanding and exhibits no respect and personal boundaries.
8	Handles difficult situations and technical problems	Easily identifies the conflict and provides effective resolution to it.	Manages to identify the conflict and resolve the same.	Requires little assistance to identify and resolve conflicts.	Requires full guidance to identify and resolve conflicts.	Panic arises in every conflict.



9	Employs safety at all times	The instructor followed and gave emphasis to all safety rules; ensured compliance with all its respective requirements throughout the session/training.	The instructor followed and gave emphasis to all safety rules, and complied with all its respective requirements.	The instructor followed all safety rules and complied with all its respective requirements.	The instructor recognized safety rules but failed to follow the same.	The instructor has no regard to safety.
10	Fair and Consistent	Deliberately encourages everyone, both trainees and other instructors, to behave and treat others with utmost fairness and equality throughout the session/training.	Ensures fairness and equality among the trainees throughout the session/training.	Provides fair treatment and equal opportunities for all the trainees during training sessions.	The instructor is governed by subjectivity towards the trainees.	Demonstrates bias towards the trainees.

**B. Mastery of the Subject Matter**

1	Explains clearly the purpose of the topic/s.	Interprets the purpose of the topic/s thoroughly.	Explains and simplifies the purpose of the topic/s.	Explains the purpose of the topic/s.	Identifies the purpose of the topic/s	Absence of purpose for each topic.
2	Explains the topic/s without relying on notes, textbooks, or presentations and relates the topic/s to concepts previously learned by trainees	Delivery of training/session is always substantive and reflects the instructor's exceptional preparation; Discussions are always well-supported and persuasively presented.	Delivery of training/session is substantive and reflects the instructor's good preparation; Discussions are fairly substantiated and moderately persuasive.	Delivery of training/session is substantive and reflects the instructor's adequate preparation.	Delivery of training/session is rarely substantive and reflects the instructor's less than satisfactory preparation; Discussions are little substantiated and rarely persuasive.	No evidence of preparation.
3	Application of theoretical topics to practical skills	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training without the immediate supervisor's supervision.	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training with little supervision from the immediate supervisor.	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training with little assistance from the immediate supervisor.	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training with full assistance from the immediate supervisor.	The instructor is not able to identify and apply necessary theoretical topics for the completion of practical skills training.
4	Confidence in delivering topic/s with depth	The instructor is consistent in delivering the topic/s very well, in depth, and with full confidence.	The instructor delivers the topic/s very well and with full confidence.	The instructor delivers the topic/s well and with confidence.	The instructor delivers the topic/s with shaky confidence.	The instructor did not deliver the topic/s well and was obviously lacking in confidence.
5	Ability to provide appropriate examples, illustrations, or real-life situations; actively listens, and precisely answers the questions and/or queries at all times.	Consistently employs active and emphatic listening skills, and precisely answers the trainees' questions and/or queries with numerous examples, illustrations, and etc. at all times.	Frequently employs active listening skills and precisely answers the trainees' questions and/or queries with numerous examples, illustrations, and etc.	Employs active listening skills and frequently answers the trainees' questions and/or queries precisely with examples, illustrations, and etc.	Employs active listening skills and is occasionally able to answer the trainees' questions and/or queries.	Listening skills are present but unable to precisely answer questions and/or queries.

**C. Teaching Competencies**

C.1 Objectives					
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1	Presents objectives before the start of the lecture/ discussion and uses appropriate, clear, and attainable objectives.	Consistently dissects and discusses attainable and appropriate objectives before the start of the lecture/discussion.	Frequently dissects and discusses attainable and appropriate objectives before the start of the lecture/discussion.	Frequently identifies and discusses appropriate objectives before the start of the lecture/discussion.	Occasionally identifies appropriate objectives before the start of the lecture/discussion.	Did not present attainable and/or appropriate objectives before the start of the discussion.
2	Uses objectives that are consistent with the topic's level of difficulty	Consistently provides objectives that are integrated with the level of difficulty of the topic.	Frequently provides objectives that are integrated with the level of difficulty of the topic.	Provides objectives that are integrated with the level of difficulty of the topic.	Rarely provides objectives that are integrated with the level of difficulty of the topic.	Never provides objectives that are integrated with the level of difficulty of the topic.
3	Relates the learning content to the objectives	Consistently provides sufficient learning contents that are relevant to the objectives.	Frequently provides sufficient learning contents that are relevant to the objectives.	Provides sufficient learning contents that are relevant to the objectives.	Provides limited learning contents that are relevant to the objectives.	The provided learning contents are not relevant to the objectives.
4	Employs structured teaching and learning content	Consistently employs and follows structured teaching and learning contents.	Frequently employs and follows structured teaching and learning contents.	Employs and follows structured teaching and learning contents.	Rarely employs and follows structured teaching and learning contents.	Employs unstructured teaching and learning content.
5	Achieves the objectives by the end of the session	Exceeds the fulfillment of all objectives by the end of the session.	Meets all the objectives by the end of session.	Meets majority of the objectives by the end of session.	Meets half of the objectives by the end of session.	Meets less than half of the objectives by the end of session.
<b>C.2 Teaching Strategies</b>						
1	Gives overview of or an Introduction to the topics	Provides sufficient overview of or an introduction to the topics being discussed at all times.	Frequently provides sufficient overview of or an introduction to the topics being discussed.	Provides sufficient overview of or an introduction to the topic being discussed.	Rarely provides sufficient overview of or an introduction to the topics being discussed.	Absence of overview of or an introduction to the topics being discussed.
3	Emphasizes key areas in the topics	Able to highlight the key areas in each topic in great detail.	Able to highlight the key areas in each topic in good detail.	Able to sufficiently highlight the key areas in each topic.	Able to highlight some of the key areas in each topic.	Not able to highlight the key areas in each topic.
4	Solicits ideas from the trainees	Consistently engages all the trainees to solicit ideas from their learnings.	Able to frequently engage all the trainees to solicit ideas from their learnings.	Able to frequently engage more than half of the trainees to solicit ideas from the learnings.	Able to engage less than half of the trainees to solicit ideas from their learnings.	Not able to engage the trainees to solicit ideas from the learnings.
5	Ability to process trainees' learnings from the activities	Empathizes and able to process all of the available trainees' learnings from all of the activities.	Empathizes and able to process some of the trainees' learnings from all of the activities.	Able to process trainees' learnings from all of the activities.	Able to process trainees' learning from some of the activities	Not able to process trainees' learning from any of the activities.
6	Employs relevant activities to engage the trainees, gives clear instructions and explains the purpose of an activity	Consistently engages all trainees to a relevant activities, provides clear instructions, and expounds the purpose of the activity.	Frequently engages all trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.	Engages majority of the trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.	Occasionally engages more than half of the trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.	Rarely engages more than half of the trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.
7	Demonstrates practical tasks competently	Consistently performs the practical tasks competently.	Frequently performs the practical tasks competently.	Competently performs the practical tasks.	Rarely performs the practical tasks competently.	Does not perform the practical tasks competently.
8	Achieves the activity's purpose and objectives.	Exceptionally achieves the activity's purpose and objectives.	Exceeds the activity's purpose and objectives.	Meets the activity's purpose and objectives.	Meets half of the activity's purpose and objectives.	Meets less than half of the activity's purpose and objectives.



C.3 Evaluation Techniques						
1	Asks probing questions for understanding before moving to the next topic/subtopic	Consistently promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Frequently promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Rarely promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Not employing probing questions, thus, there is no chance to ensure the trainees' understanding.
2	Uses evaluation tools that are consistent with the objectives	The instructor consistently uses appropriate assessment techniques that are aligned with the training/session objectives.	The instructor frequently uses appropriate assessment techniques that are aligned with the training/session objectives.	The instructor uses appropriate assessment techniques that are aligned with the training/session objectives.	The instructor rarely uses appropriate assessment techniques that are aligned with the training/session objectives.	Absence of appropriate assessment techniques.
3	Discusses contents of the question items	Consistently identifies, dissects, and discusses the contents of the question items.	Frequently identifies, dissects, and discusses the contents of the question items.	Identifies and discusses the contents of the question items.	Identifies, but does not discuss, the contents of the question items.	Does not identify and discuss the contents of the question items.
D. Training Management						
1	Commands authority over the trainees	Consistently appears to be a person in authority and with credibility.	Frequently appears to be a person in authority and with credibility.	Appears to be a person in authority and with credibility.	Rarely appears to be a person in authority and with credibility.	Lacks sense of authority.
2	Asks for the trainees' expectations at the start of the session	Consistently engages all trainees prior the start of the training/session by asking their expectations.	Frequently engages all trainees prior the start of the training/session by asking their expectations.	Frequently engages majority of the trainees prior the start of the training/session by asking their expectations.	Rarely engages the trainees prior the start of the training/session by asking their expectations.	Does not engage the trainees prior the start of the training/session by asking their expectations.
3	Controls the discussion and promotes healthy exchange of ideas	Always maintains and facilitates a healthy exchange of ideas while commanding the discussion.	Maintains and facilitates a healthy exchange of ideas while commanding the discussion most of the time.	Maintains and facilitates a healthy exchange of ideas while commanding the discussion during the training/session.	Rarely maintains and facilitates a healthy exchange of ideas while commanding the discussion.	Cannot control the discussion.
4	Takes into account the background of the participants and integrates it into the discussion	Consistently seeks to integrate the participants' backgrounds into the discussion in all training/session.	Seeks to integrate the participants' backgrounds into the discussion most of the time.	Seeks to integrate the participants' backgrounds into the training discussion.	Rarely seeks to integrate the participants' backgrounds into the discussion.	Disregards the participant's background.
5	Manages disruptive behavior constructively	Independently manages and controls disruptive behavior constructively and respectfully.	Requires little assistance in managing and controlling disruptive behavior constructively and respectfully.	Manages and controls disruptive behavior constructively and respectfully with assistance from immediate supervisor.	Requires full assistance in managing and controlling disruptive behavior constructively and respectfully.	Unable to manage and control disruptive behavior.
6	Provides opportunities for trainees' participation	Maintains and provides equal opportunities for all trainees to participate in every activity and discussion.	Maintains and provides opportunities for all trainees to participate in every activity and discussion.	Provides opportunities for all trainees to participate in every activity and discussion.	Attempted to provide opportunities for all trainees to participate in every activity and discussion.	Absence of opportunities for the trainees' participation in activities and discussions.
E. Interpersonal Skills						



1	Provides opportunities for trainees to clarify, ask questions, and share ideas	Accommodates the trainees' clarifications, questions, and sharing of ideas before, during, and even after the training/session.	Accommodates the trainees' clarifications, questions, and sharing of ideas during and even after the training/session.	Accommodates the trainees' clarifications, questions, and sharing of ideas during the training/session.	Accommodates some of trainees' clarifications, questions, and sharing of ideas during the training/session.	Absence of opportunities for trainees to clarify, ask questions, and share ideas.
2	Answers questions of trainees clearly and precisely	Provides clear and precise answers with additional informations, readings, and/or reference to every question.	Provides clear and precise answers to every question.	Requires little assistance from the immediate supervisor in providing clear and precise answers to every question.	Requires full assistance in providing answers to every question clearly and precisely.	Not able to provide answers to every question clearly and precisely.
3	Provides constructive feedback	Independently provides constructive and effective feedback.	Provides constructive and effective feedback with minimal supervision/assistance from the immediate supervisor from time to time.	Provides constructive and effective feedback with consistent minimal supervision/assistance from the immediate supervisor.	Provides constructive and effective feedback with full assistance from the immediate supervisor.	Not able to provide constructive and effective feedback.
5	Has positive relationship with the trainees.	Builds excellent rapport with all the trainees.	Builds good rapport with all trainees.	Builds good rapport with majority of the trainees.	Builds fair rapport to a number of trainees.	Absence of good rapport with the trainees.
6	Does not discriminate against the trainees	Deliberately encourages everyone, both trainees and other instructors, to behave and treat others with utmost fairness and equality throughout the session/training.	Ensures fairness and equality among the trainees throughout the session/training.	Provides fair treatment and equal opportunities for all the trainees during training sessions.	There are times when the instructor is governed by subjectivity towards the trainees.	Frequently demonstrates bias towards the trainees.

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DEPARTMENT OF TRANSPORTATION  
PHILIPPINE RAILWAYS INSTITUTE  
Administrative and Finance Section

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**SEMI-ANNUAL PANEL EVALUATION FORM**

No.:

1 of 3

EVALUATION No.:	EVALUATION DATE:	Evaluators' Full Name			
INSTRUCTOR NAME:		TDC:		TD4:	
		TD1:		RDD1:	
		TD2:		RDD2:	
		TD3:		CAD:	

**RESULTS OF PREVIOUS EVALUATIONS**

**1.0 RESULTS OF CLASSROOM OBSERVATIONS**

Eval. No.:	Eval. No.:
AVERAGE SCORE 1:	AVERAGE SCORE 2:
Professionalism:	Professionalism:
Mastery of Subject Matter:	Mastery of Subject Matter:
Teaching Competency:	Teaching Competency:
Classroom Management:	Classroom Management:
Interpersonal Skills:	Interpersonal Skills:

**1.1 IPCR SCORE**

Rating Period:

**2.0 RESULT OF PREVIOUS SEMI-ANNUAL EVALUATION**

Annual Eval. No.:

**ENGAGEMENT WITH TRAINEES**

**3.0 RECENT EVALUATION GIVEN BY THE TRAINEES**

**4.0 TRAINEES' PERFORMANCE ON THE COMPETENCY IN CE TO WHICH THE INSTRUCTOR'S TOPICS BELONG**

**5.0 SEMI-ANNUAL PANEL EVALUATION**

**PANEL EVALUATION GUIDE**

Evaluators:				Scoring:	
TDC	TD Chief	TD4	TD SSS Representative	4.80 - 5.00	OUTSTANDING
TD1	TD CATS Representative	RDD1	RDD IHSS Representative	4.00 - <4.80	VERY SATISFACTORY
TD2	TD ROS Representative	RDD2	RDD PRS Representative	3.00 - <4.00	SATISFACTORY
TD3	TD RSEFS Representative	CAD	CAD Representative	2.00 - <3.00	UNSATISFACTORY
				below 2.00	POOR

Criteria	Evaluators Score								Average Score
	TDC	TD1	TD2	TD3	TD4	RDD1	RDD2	CAD	
<b>Professionalism</b>									
1. Practices punctuality;									
2. Comes prepared with the lesson and the training materials;									
3. Well-groomed, appropriately dressed and comes in suitable attire;									
4. Speaks clearly with a modulated voice;									
5. Uses appropriate medium of instruction and vocabulary;									
6. Uses allotted time effectively;									
7. Demonstrates sensitivity and respect to the trainees;									
8. Handle difficult situations and technical problems;									
9. Employs safety at all times.									
<b>Mastery of Subject Matter</b>									
1. Clearly explains the purpose of the topic/s;									
2. Explains the topic/s without relying plainly on notes, textbooks, or presentation and relates the topic/s to concepts previously learned by trainees;									
3. Relates the theoretical topics to the required practical skills;									

\*\*\*continuation on the next page\*\*\*

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Attachment to Annex C

**1.0 RESULTS OF CLASSROOM OBSERVATIONS AND IPCR RATING**

Criteria	5	4	3	2	1
Records of at least two (2) previous classroom evaluations and IPCR from the time of last evaluation.	Garnered Outstanding ratings in the two (2) previous classroom evaluations and IPCR.	Garnered Very Satisfactory ratings in the two (2) previous classroom evaluations and IPCR.	Garnered Satisfactory ratings in the two (2) previous classroom evaluations and IPCR.	Garnered unsatisfactory ratings in the two (2) previous classroom evaluations and IPCR.	Garnered poor ratings in the two (2) previous classroom evaluations and IPCR.

**02. RESULTS OF PREVIOUS SEMI-ANNUAL EVALUATION**

Criteria	5	4	3	2	1
Results of previous panel evaluation.	Garnered an Outstanding rating in the previous panel evaluation.	Garnered a Very Satisfactory rating in the previous panel evaluation.	Garnered Satisfactory rating in the previous panel evaluation.	Garnered Unsatisfactory rating in the previous panel evaluation.	Garnered Poor rating in the previous panel evaluation.

**03. RECENT EVALUATION GIVEN BY THE TRAINEES**

Criteria	5	4	3	2	1
Recent evaluation given by the trainees.	Consistently garnered Outstanding ratings in the trainees' evaluation.	Consistently garnered Very Satisfactory ratings in the trainees' evaluation.	Consistently garnered Satisfactory ratings in the trainees' evaluation.	Consistently garnered Unsatisfactory ratings in the trainees' evaluation.	Consistently garnered Poor ratings in the trainees' evaluation.

**04. TRAINEES' PERFORMANCE**

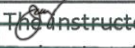
Criteria	5	4	3	2	1
Trainees' Performance on the competency which the instructor's topics belong.	Trainees got all the correct answers to questions pertaining to the competency which the instructor's topics	Trainees got 90% correct answers to questions pertaining to the competency which the instructor's topics	Trainees got 75% correct answers to questions pertaining to the competency which the instructor's topics	Trainees got 60% correct answers to questions pertaining to the competency which the instructor's topics	Trainees got less than 50% correct answers to questions pertaining to the competency which the instructor's topics

**05. SEMI-ANNUAL PABEL EVALUATION**

Criteria	5	4	3	2	1
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**A. Professionalism**



Signature:  The instructor was always late

1	Punctuality	The instructor is never late and arrives thirty (30) minutes earlier than the scheduled time.	The instructor is never late and arrives fifteen (15) minutes earlier than the scheduled time.	The instructor arrives five (5) minutes earlier than the scheduled time .	The instructor was late in one training session or arrives five (5) minutes past the scheduled time.	The instructor was always late and arrives for more than five (5) minutes past the scheduled time.
2	Comes prepared with the lesson and the training materials	The instructor exceeded the expectations in implementing the training curriculum and provided additional training materials.	The instructor followed the discussion in the training curriculum, provided complete training materials, and explained the use of the said materials.	The instructor followed the discussion in the training curriculum and provided complete training materials.	The instructor recognized the training curriculum but unable to follow suit and provided incomplete training materials.	No evidence of observing the training curriculum and there is an absence of training materials.
3	Well-groomed, appropriately dressed, and comes in appropriate and/or suitable attire	The instructor always gives special attention to professional attire and personal grooming.	The instructor gives attention to professional attire and personal grooming most of the time.	The instructor gives attention to professional attire and personal grooming.	The instructor gives little attention to professional attire and personal grooming.	The instructor gives no attention to professional attire and personal grooming.
4	Speaks clearly with a modulated voice and appropriate expression	The instructor has excellent voice modulation and clarity while speaking always; Uses a wide range of expression.	The instructor has good voice modulation and clarity while speaking most of the time; Uses varied expression.	The instructor has appropriate modulation and clarity while speaking; Uses appropriate expression.	The instructor lacks clarity and modulation in voice; Uses limited variations of expression.	Monochord, with no expression at all.
5	Uses appropriate medium of instruction and vocabulary	The instructor has excellent control of language features and a wide range of well-chosen vocabulary.	The instructor employs good language control and good range of relatively well-chosen vocabulary.	The instructor employs adequate language control and vocabulary range is good.	The instructor has weak language control and basic vocabulary choice with some words clearly lacking.	The instructor has poor language control and the vocabulary that is used does not match the task.
6	Uses the allocated time effectively	The presentation is appropriately paced (neither rushed nor slowed) with plenty of time allocated to emphasize the main points and accommodate questions.	No time management problems with time allotted to emphasize the main points of the discussion.	No time management problems are present such as presentation being slightly rushed or bit too short.	Minor time management problems are present, especially in terms of allocation of sufficient time to develop main points.	Poor time management is evident by either not using the time available to develop main points or not allowing sufficient time for questions.
7	Demonstrates sensitivity and respect to trainees	Consistently listens to the trainees to understand them and always exhibits respect and personal boundaries.	Usually listens to the trainees in order to understand them, and exhibits respect and personal boundaries.	Listens to the trainees in order to understand them, and exhibits respect and personal boundaries.	Rarely listens to the trainees, and seldom exhibits respect and personal boundaries.	Never listens for understanding and exhibits no respect and personal boundaries.
8	Handles difficult situations and technical problems	Easily identifies the conflict and provides effective resolution to it.	Manages to identify the conflict and resolve the same.	Requires little assistance to identify and resolve conflicts.	Requires full guidance to identify and resolve conflicts.	Panic arises in every conflict.



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9	Employee safety at all times	The instructor followed and gave emphasis to all safety rules; ensured compliance with all its respective requirements throughout the session/training.	The instructor followed and gave emphasis to all safety rules, and complied with all its respective requirements.	The instructor followed all safety rules and complied with all its respective requirements.	The instructor recognized safety rules but failed to follow the same.	The instructor has no regard to safety.
10	Fair and Consistent	Deliberately encourages everyone, both trainees and other instructors, to behave and treat others with utmost fairness and equality throughout the session/training.	Ensures fairness and equality among the trainees throughout the session/training.	Provides fair treatment and equal opportunities for all the trainees during training sessions.	The instructor is governed by subjectivity towards the trainees.	Demonstrates bias towards the trainees.

**B. Mastery of the Subject Matter**

1	Explains clearly the purpose of the topic/s.	Interprets the purpose of the topic/s thoroughly.	Explains and simplifies the purpose of the topic/s.	Explains the purpose of the topic/s.	Identifies the purpose of the topic/s	Absence of purpose for each topic.
2	Explains the topic/s without relying on notes, textbooks, or presentations and relates the topic/s to concepts previously learned by trainees	Delivery of training/session is always substantive and reflects the instructor's exceptional preparation; Discussions are always well-supported and persuasively presented.	Delivery of training/session is substantive and reflects the instructor's good preparation; Discussions are fairly substantiated and moderately persuasive.	Delivery of training/session is substantive and reflects the instructor's adequate preparation.	Delivery of training/session is rarely substantive and reflects the instructor's less than satisfactory preparation; Discussions are little substantiated and rarely persuasive.	No evidence of preparation.
3	Application of theoretical topics to practical skills	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training without the immediate supervisor's supervision.	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training with little supervision from the immediate supervisor.	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training with little assistance from the immediate supervisor.	The instructor is able to identify and apply necessary theoretical topics for the completion of practical skills training with full assistance from the immediate supervisor.	The instructor is not able to identify and apply necessary theoretical topics for the completion of practical skills training.
4	Confidence in delivering topic/s with depth	The instructor is consistent in delivering the topic/s very well, in depth, and with full confidence.	The instructor delivers the topic/s very well and with full confidence.	The instructor delivers the topic/s well and with confidence.	The instructor delivers the topic/s with shaky confidence.	The instructor did not deliver the topic/s well and was obviously lacking in confidence.




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5	Ability to provide appropriate examples, illustrations, or real-life situations; actively listens, and precisely answers the questions and/or queries at all times.	Consistently employs active and emphatic listening skills, and precisely answers the trainees' questions and/or queries with numerous examples, illustrations, and etc. at all times.	Frequently employs active listening skills and precisely answers the trainees' questions and/or queries with numerous examples, illustrations, and etc.	Employs active listening skills and frequently answers the trainees' questions and/or queries precisely with examples, illustrations, and etc.	Employs active listening skills and is occasionally able to answer the trainees' questions and/or queries.	Listening skills are present but unable to precisely answer questions and/or queries.
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### C. Teaching Competencies

C.1 Objectives						
1	Presents objectives before the start of the lecture/ discussion and uses appropriate, clear, and attainable objectives.	Consistently dissects and discusses attainable and appropriate objectives before the start of the lecture/discussion.	Frequently dissects and discusses attainable and appropriate objectives before the start of the lecture/discussion.	Frequently identifies and discusses appropriate objectives before the start of the lecture/discussion.	Occasionally identifies appropriate objectives before the start of the lecture/discussion.	Did not present attainable and/or appropriate objectives before the start of the discussion.
2	Uses objectives that are consistent with the topic's level of difficulty	Consistently provides objectives that are integrated with the level of difficulty of the topic.	Frequently provides objectives that are integrated with the level of difficulty of the topic.	Provides objectives that are integrated with the level of difficulty of the topic.	Rarely provides objectives that are integrated with the level of difficulty of the topic.	Never provides objectives that are integrated with the level of difficulty of the topic.
3	Relates the learning content to the objectives	Consistently provides sufficient learning contents that are relevant to the objectives.	Frequently provides sufficient learning contents that are relevant to the objectives.	Provides sufficient learning contents that are relevant to the objectives.	Provides limited learning contents that are relevant to the objectives.	The provided learning contents are not relevant to the objectives.
4	Employs structured teaching and learning content	Consistently employs and follows structured teaching and learning contents.	Frequently employs and follows structured teaching and learning contents.	Employs and follows structured teaching and learning contents.	Rarely employs and follows structured teaching and learning contents.	Employs unstructured teaching and learning content.
5	Achieves the objectives by the end of the session	Exceeds the fulfillment of all objectives by the end of the session.	Meets all the objectives by the end of session.	Meets majority of the objectives by the end of session.	Meets half of the objectives by the end of session.	Meets less than half of the objectives by the end of session.
C.2 Teaching Strategies						
1	Gives overview of or an introduction to the topics	Provides sufficient overview of or an introduction to the topics being discussed at all times.	Frequently provides sufficient overview of or an introduction to the topics being discussed.	Provides sufficient overview of or an introduction to the topic being discussed.	Rarely provides sufficient overview of or an introduction to the topics being discussed.	Absence of overview of or an introduction to the topics being discussed.
3	Emphasizes key areas in the topics	Able to highlight the key areas in each topic in great detail.	Able to highlight the key areas in each topic in good detail.	Able to sufficiently highlight the key areas in each topic.	Able to highlight some of the key areas in each topic.	Not able to highlight the key areas in each topic.



Signature:   
Not able to engage the trainees to solicit ideas from the learnings.

4	Solicits ideas from the trainees	Consistently engages all the trainees to solicit ideas from their learnings.	Able to frequently engage all the trainees to solicit ideas from their learnings.	Able to frequently engage more than half of the trainees to solicit ideas from the learnings.	Able to engage less than half of the trainees to solicit ideas from their learnings.	
5	Ability to process trainees' learnings from the activities	Empathizes and able to process all of the available trainees' learnings from all of the activities.	Empathizes and able to process some of the trainees' learnings from all of the activities.	Able to process trainees' learnings from all of the activities.	Able to process trainees' learning from some of the activities	Not able to process trainees' learning from any of the activities.
6	Employs relevant activities to engage the trainees, gives clear instructions and explains the purpose of an activity	Consistently engages all trainees to a relevant activities, provides clear instructions, and expounds the purpose of the activity.	Frequently engages all trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.	Engages majority of the trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.	Occasionally engages more than half of the trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.	Rarely engages more than half of the trainees to a relevant activity, provides clear instructions, and expounds the purpose of the activity.
7	Demonstrates practical tasks competently	Consistently performs the practical tasks competently.	Frequently performs the practical tasks competently.	Competently performs the practical tasks.	Rarely performs the practical tasks competently.	Does not perform the practical tasks competently.
8	Achieves the activity's purpose and objectives.	Exceptionally achieves the activity's purpose and objectives.	Exceeds the activity's purpose and objectives.	Meets the activity's purpose and objectives.	Meets half of the activity's purpose and objectives.	Meets less than half of the activity's purpose and objectives.
<b>C.3 Evaluation Techniques</b>						
1	Asks probing questions for understanding before moving to the next topic/subtopic	Consistently promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Frequently promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Rarely promotes critical thinking by producing probing questions prior to moving to the next topic/subtopic.	Not employing probing questions, thus, there is no chance to ensure the thtrainees' understanding.
2	Uses evaluation tools that are consistent with the objectives	The instructor consistently uses appropriate assessment techniques that are aligned with the training/session objectives.	The instructor frequently uses appropriate assessment techniques that are aligned with the training/session objectives.	The instructor uses appropriate assessment techniques that are aligned with the training/session objectives.	The instructor rarely uses appropriate assessment techniques that are aligned with the training/session objectives.	Absence of appropriate assessment techniques.
3	Discusses contents of the question items	Consistently identifies, dissects, and discusses the contents of the question items.	Frequently identifies, dissects, and discusses the contents of the question items.	Identifies and discusses the contents of the question items.	Identifies, but does not discuss, the contents of the question items.	Does not identify and discuss the contents of the question items.
<b>D. Training Management</b>						
1	Commands authority over the trainees	Consistently appears to be a person in authority and with credibility.	Frequently appears to be a person in authority and with credibility.	Appears to be a person in authority and with credibility.	Rarely appears to be a person in authority and with credibility.	Lacks sense of authority.



2	Asks for the trainees' expectations at the start of the session	Consistently engages all trainees prior the start of the training/session by asking their expectations.	Frequently engages all trainees prior the start of the training/session by asking their expectations.	Frequently engages majority of the trainees prior the start of the training/session by asking their expectations.	Rarely engages the trainees prior the start of the training/session by asking their expectations.	Does not engage the trainees prior the start of the training/session by asking their expectations.
3	Controls the discussion and promotes healthy exchange of ideas	Always maintains and facilitates a healthy exchange of ideas while commanding the discussion.	Maintains and facilitates a healthy exchange of ideas while commanding the discussion most of the time.	Maintains and facilitates a healthy exchange of ideas while commanding the discussion during the training/session.	Rarely maintains and facilitates a healthy exchange of ideas while commanding the discussion.	Cannot control the discussion.
4	Takes into account the background of the participants and integrates it into the discussion	Consistently seeks to integrate the participants' backgrounds into the discussion in all training/session.	Seeks to integrate the participants' backgrounds into the discussion most of the time.	Seeks to integrate the participants' backgrounds into the training discussion.	Rarely seeks to integrate the participants' backgrounds into the discussion.	Disregards the participant's background.
5	Manages disruptive behavior constructively	Independently manages and controls disruptive behavior constructively and respectfully.	Requires little assistance in managing and controlling disruptive behavior constructively and respectfully.	Manages and controls disruptive behavior constructively and respectfully with assistance from immediate supervisor.	Requires full assistance in managing and controlling disruptive behavior constructively and respectfully.	Unable to manage and control disruptive behavior.
6	Provides opportunities for trainees' participation	Maintains and provides equal opportunities for all trainees to participate in every activity and discussion.	Maintains and provides opportunities for all trainees to participate in every activity and discussion.	Provides opportunities for all trainees to participate in every activity and discussion.	Attempted to provide opportunities for all trainees to participate in every activity and discussion.	Absence of opportunities for the trainees' participation in activities and discussions.
<b>E. Interpersonal Skills</b>						
1	Provides opportunities for trainees to clarify, ask questions, and share ideas	Accommodates the trainees' clarifications, questions, and sharing of ideas before, during, and even after the training/session.	Accommodates the trainees' clarifications, questions, and sharing of ideas during and even after the training/session.	Accommodates the trainees' clarifications, questions, and sharing of ideas during the training/session.	Accommodates some of trainees' clarifications, questions, and sharing of ideas during the training/session.	Absence of opportunities for trainees to clarify, ask questions, and share ideas.
2	Answers questions of trainees clearly and precisely	Provides clear and precise answers with additional informations, readings, and/or reference to every question.	Provides clear and precise answers to every question.	Requires little assistance from the immediate supervisor in providing clear and precise answers to every question.	Requires full assistance in providing answers to every question clearly and precisely.	Not able to provide answers to every question clearly and precisely.



3	Provides constructive feedback	Independently provides constructive and effective feedback.	Provides constructive and effective feedback with minimal supervision/assistance from the immediate supervisor from time to time.	Provides constructive and effective feedback with consistent minimal supervision/assistance from the immediate supervisor.	Provides constructive and effective feedback with full assistance from the immediate supervisor.	Not able to provide constructive and effective feedback.
5	Has positive relationship with the trainees.	Builds excellent rapport with all the trainees.	Builds good rapport with all trainees.	Builds good rapport with majority of the trainees.	Builds fair rapport to a number of trainees.	Absence of good rapport with the trainees.
6	Does not discriminate against the trainees	Deliberately encourages everyone, both trainees and other instructors, to behave and treat others with utmost fairness and equality throughout the session/training.	Ensures fairness and equality among the trainees throughout the session/training.	Provides fair treatment and equal opportunities for all the trainees during training sessions.	There are times when the instructor is governed by subjectivity towards the trainees.	Frequently demonstrates bias towards the trainees.

**06. CHANGES FROM THE LAST EVALUATION OF THE INSTRUCTOR**

Criteria	5	4	3	2	1
Overall improvement of the instructor	Instructor consistently employs strategies/ways to further improve.	Instructor strengthens his/her credibility.	Instructor maintains his/her credibility.	Instructor's performance is degrading.	Instructor is not reliable and credible.