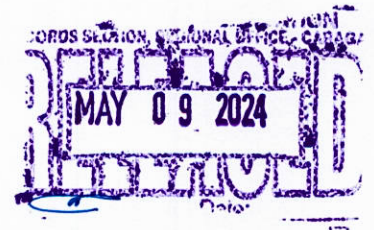




Republic of the Philippines
Department of Education
CARAGA REGION



May 3, 2024

REGIONAL MEMORANDUM
No. 0443, s. 2024

To: SCHOOLS DIVISION SUPERINTENDENTS
ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS
RO AND SDO DIVISION CHIEFS
ALL PERSONNEL AND STAFF
This Region

RECOMPOSITION OF THE REGIONAL SEARCH COMMITTEE FOR
THIRD LEVEL POSITIONS

1. In reference to DepEd Memorandum No. 090, s. 2022, the Regional Search Committee shall have the following composition effective immediately:

Chairman : **PEDRO TENEBRO ESCOBARTE, JR.**
Director III/Assistant Regional Director

Members : **DR. MINERVA T. ALBIS**
Schools Division Superintendent
PASS President

: **DR. LORENZO O. MACASOCOL**
Schools Division Superintendent

: **DR. JOSITA B. CARMEN**
Schools Division Superintendent

: **MANUEL O. CABERTE**
Schools Division Superintendent

Secretariat : **JOEL B. ROSALES**
Chief Administrative Officer, ASD

: **SHERYL R. PUYO**
Administrative Officer V/HRMO III

: **IRISH JEAN P. ABEJAR**
Administrative Officer II, Personnel Unit

: **RAEVEN F. PASOK**
Administrative Aide VI, RPSU

2. The Regional Search Committee shall assist the Regional Director in the judicious and objective assessment of candidates for recommendation to the National Search Committee and shall have the following duties and responsibilities:

Chairman:

- To perform oversight functions and ensure compliance and quality of output by the Committee;
- To spearhead the final interview of candidates and deliberate on the proficiency rating, resulting in a shortlist of candidates.

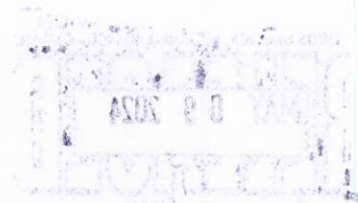


Address: J.P. Rosales Avenue, Butuan City
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Website: <https://caraga.dened.gov.ph/>



2024-05-07056

Doc. Ref. Code	RO-ASD-F107	Rev	00
Effectivity	02.01.23	Page	1 of 2



Department of Education
CANADA REGION

May 3, 2024

REGIONAL MEMORANDUM
No. 0443
a. 2024

To: SCHOOLS DIVISION SUPERINTENDENTS
ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS
RO AND SDO DIVISION CHIEFS
ALL PERSONNEL AND STAFF
This Region

RECOMPOSITION OF THE REGIONAL SEARCH COMMITTEE FOR
THIRD LEVEL POSITIONS

1. In reference to DepEd Memorandum No. 000, s. 2023, the Regional Search Committee shall have the following composition effective immediately:

- Chairman : PEDRO TERRENO ESCOBARTE JR.
Director III, Assistant Regional Director
- Members : DR. WINNIE T. ALLEN
Schools Division Superintendent
PAIS President
DR. ROBERTO O. MACASOGOC
Schools Division Superintendent
DR. JONATHAN B. CARMEN
Schools Division Superintendent
MANUEL O. CARIÑAS
Schools Division Superintendent
- Secretarial : JOSE B. ROSALES
Chief Administrative Officer, ASD
SHERYL R. BUYO
Administrative Officer V/HRMD III
IRISH JEAN P. ARALAR
Administrative Officer II, Personnel Unit
RAYVEN P. PABON
Administrative Aide VI, HRSD

2. The Regional Search Committee shall assist the Regional Director in the selection and objective assessment of candidates for recommendation to the Regional Search Committee and shall have the following duties and responsibilities:

- Chairman
- To perform oversight functions and ensure compliance and quality of output by the Committee;
 - To spearhead the final interview of candidates and deliberation on the proficiency testing results in a neutral and candid manner.

REGIONAL SEARCH COMMITTEE

Approved by: Regional Director
Date: May 3, 2024
Signature: [Signature]
Name: [Name]
Position: [Position]



Doc. Ref. Code	Doc. Ref. Title	Doc. Ref. Date	Doc. Ref. Status
ED-000-000	ED-000-000	05/03/24	Active

Members:

- To establish the list of candidates and validated information per candidate, following pre-selection processes and criteria
- Provide evidence-based profiles of candidates
- Collect and review relevant documents on all candidates
- Collect feedback from candidates' workplace (self, subordinate, supervising officer, or peer)
- Process data collected into a competency profile of each candidate
- Prepare relevant documents as prescribed by the Regional Director

3. For your information, guidance and compliance.


MARIA INES C. ASUNCION
Director III
Officer-In-Charge
Office of the Regional Director 

Encls.: NONE

Reference: DepEd Order No. 019, s. 2022

DepEd Order No. 007, s.2023

To be indicated in the Perpetual Index
under the following subjects:

OFFICIALS

PLACEMENT

PROMOTION

SELECTION

PER/srp
05/03/2024



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Website: <https://caraga.deped.gov.ph/>



2024-05-07056

Doc. Ref. Code	RO-ASD-F107	Rev	00
Effectivity	02.01.23	Page	2 of 2

- Members:
- To establish the list of candidates and related information per candidate
 - Following pre-selection process and criteria
 - Provide written-based profiles of candidates
 - Collect and review relevant documents on all candidates
 - Collect feedback from candidates' workgroup (self, supervisor, suggesting officer, or peer)
 - Process data collected into a comprehensive profile of each candidate
 - Present relevant documents as presented by the Regional Director

For your information, guidance and compliance.

MARIA IRIS O. BUNYON
 Director III
 Officer-in-Charge
 Office of the Regional Director

Encl.: NONE
 Reference: DepEd Order No. 012, s. 2022
 DepEd Order No. 007, s. 2022
 To be indexed in the Regional Index
 under the following subject:

OFFICIALS PLACEMENT PROMOTION SELECTION

Copy
 Attached

BASIC INFORMATION ON THE RESPONDENT

INSTRUCTIONS: Please fill up the information being requested. Write in print.

DATE TODAY: _____

THE UNIVERSITY OF CHICAGO

NAME: _____

--	--	--	--

FAMILY NAME

FIRST NAME

MIDDLE NAME

GENDER:

1000

CIVIL STATUS:

1000

BIRTH DATE:

DAY	MONTH	YEAR

DAY

MONTH

YEAR

RESIDENTIAL ADDRESS:

CURRENT POSITION TITLE:

NO. OF YEARS IN THE CURRENT POSITION:

DIVISION:

NO. OF YEARS IN DEPED:

REGION:

$$G_1 \times G_2 = 30 \times 11$$

INSTRUCTIONS:

In the search and selection of nominees for CESO required positions in DepED, management is following an "Evidence-based Competency Profiling" process where all interested candidates who have met the minimum Qualification Standard (QS) of the position are profiled vis-à-vis the technical and management competency requirements of the position.

Profiling each candidate entails obtaining information from the candidate him/herself, feedback from the workplace and an interview of the candidate by the next level management / oversight office to conclude the competency profile. Based on the analysis of information gathered, the candidates will be ranked to identify three nominees for submission to the office of the Secretary.

This instrument aims to obtain your perception regarding the candidate's level of competence vis-à-vis the required Technical and Managerial Competencies required of the position.

Through this instrument, please describe your perceived level competence of the candidate vis-à-vis each of the item by going through the following:

- Read through the description / behavioral indicators of each competency item
- Using the six-point scale on page 2, encircle the number that best describes your perception of the candidate's level of competence on the item
- Substantiate** your chosen descriptor (number from the rating scale) by **citing incidents or events using the SITAR approach**

SIT:	specific Situation / Task in the past that called for the application of the competence
A:	the Action/s taken on the situation (to show how the competency was manifested)
R:	the Results of the action taken.

Please note that for each item, you are requested to cite two (2) sets of critical incidents or events ("Situation/Task", "Action/s taken", and "Results of the action/s taken"). If more space is required, you may use the back page as extra sheet.

If you have questions, do not hesitate to ask your search committee member.

CONTENTS OF THIS INSTRUMENT:

THIS INSTRUMENT CONTAINS:

- Basic information on the respondent
- Menu of Competencies
- Rating Scale
- Competencies with corresponding behavioral indicators and a designated space to write the two (2) critical incidents or events ("SITAR")

ORGANIZATIONAL LEVEL: SCHOOLS DIVISION OFFICE

POSITION ITEM: ASSISTANT SCHOOLS DIVISION SUPERINTENDENT (ASDS)

MENU OF COMPETENCIES:

TECHNICAL COMPETENCIES				MANAGEMENT COMPETENCIES	
T - COMPETENCY A:	T - COMPETENCY B:	T - COMPETENCY C:	M - COMPETENCY A:		
✓ EDUCATIONAL PLANNING	✓ MONITORING AND EVALUATION	✓ CURRICULUM MANAGEMENT/SUPERVISION AND IMPLEMENTATION	✓ EDUCATION ADMIN & MGT		
A-1. Strategic Planning	B-1. Monitoring and Evaluation Design and Planning	C-5. Managing / Supervising Implementation of various Curriculum models	MA-1. Resource mobilization and management	M - COMPETENCY C. Critical and Systemic Thinking	
A-2. Implementation Planning	B-2. Implementing M&E System		MA-2. Human Resource Management (including Delegation)	M - COMPETENCY D. Identifying and Solving Problems	
A-3. Project/ Program Identification	B-3. Data Processing, Analysis and Utilization		MA-5. Understanding the intent of the Policy and its implementation	M - COMPETENCY E. Decision-Making	
A-5. Resource Allocation	B-4. Management of Education Management Information System (EMIS)			M - COMPETENCY H. Negotiation Skills and Conflict Management	
	B-5. Communication Skills/Feedback Giving				

LEVELS	DESCRIPTIONS	BEHAVIORAL DESCRIPTORS
6 Transforming	Performs the competency: - Without supervision and assistance; - With more than acceptable speed and quality of work; - With initiative and adaptability to special problem situations and - Can lead others in performing this task	Over and above indicators at the mature level, the candidate: - Extends expertise/competencies to other leaders/ heads - Institutionalizes efforts or practices found effective - Identifies and develops emerging leaders in the school community on leadership competencies - Observes, supervises, and coaches team for the purpose of sharing one's leadership competencies - Creates a culture of excellence to enhance peak performance - Creates an atmosphere where individual differences are celebrated and where every individual grows and maximizes his/her potential
5 Mature	Performs the competency: - Without supervision and assistance; - With more than acceptable speed and quality of work; - With initiative and adaptability to special problem situations	- Manifests the integrated application of the managerial and technical competencies in overseeing organization-wide program, project or initiative - Exercises management control and evaluating organization-wide projects, programs and personnel - Exhibits the integrated application of technical and managerial competencies in resolving issues involving staff development and management, client management, resource management, and delivering performance objectives - Exhibits integrated application of competencies to accomplish team objectives and respond to technical issues in a timely manner - Holds others accountable for their work and behavior while providing them with technical assistance
4 Practicing	Performs the competency: - Without supervision and assistance; - With more than acceptable speed and quality of work	- Applies the managerial competencies to facilitate the work of a team and coordinates the work of others - Exhibits competencies in managing a program, project or initiative being done by a team - Takes initiative to develop programs and providing resources for others to utilize in their work - Consistent in delivering value-added contributions over and above required performance outputs
3 Progressing	Performs the competency without assistance and / or supervision	- Applies competencies to support the work of individuals and teams - Consistent in delivering required performance outputs through independent application of competencies - Independently acts on the results of monitoring and evaluation of performance
2 Emerging	Performs the competency satisfactorily, but requires periodic supervision and some assistance	- Applies competencies in working with a team to deliver objectives - More often than not, exhibits independence in performing required outputs and resolving technical/ work issues - Exhibits competencies in implementing a program or project selected by the team or DepED leadership - Carries out tasks/objectives independently with minimum direction from higher management
1 Awareness	Performs the competency with constant supervision and some assistance	- Observes the leadership of others - Understands the work of leadership from a theoretical perspective - Follows the directives or suggestions of supervisor to perform the competency

CATEGORY: TECHNICAL :		INDICATORS						Situations/ anecdotal records denoting application of the Behavioral indicators
		1	2	3	4	5	6	
A. EDUCATIONAL PLANNING Outputs: - Education Development Plan's developed (e.g. DEEP) that are driven by data - Long term program/ project, plan's developed and successfully accomplished - Budget developed periodically								Situation / Task:
a.1 Strategic Planning	Preparing clear statements that describe a course of action in terms of identified goals and objectives. The competency requires proficiency on the following: - Analyze planning information and current situation - Prioritize needs - Identify core organizational values - Formulate a vision and mission - Perform data forecasting							Action Taken:
a.2 Implementation Planning	Translating goals and objectives into specific interventions e.g. programs and projects.							Results:
a.3 Project/ Program Identification	Involves the generation of potential project ideas to address problems or gaps							Situation / Task:
a.5 Resource Allocation	Proper distribution of funds across funding requirements							Action Taken:
								Results:

CATEGORY: TECHNICAL :	INDICATORS						Situations/ anecdotal records denoting application of the Behavioral Indicators
B. MONITORING AND EVALUATION	1	2	3	4	5	6	Situation / Task:
Outputs:							
▪ M&E Framework and/or design processes developed and M&E Plan/s ▪ M&E Tools developed and/or enhanced (e.g. Tools for monitoring supervision) ▪ Either oral / written feedback given to subordinates/peers/ management ▪ Actions initiated as a result of one's analysis of the EMIS Data							
b.1. Monitoring and Evaluation Design and Planning	▪ Promotes clear system (processes, facilities, tools) and plans for monitoring and evaluation of the M&E system (processes, facilities, tools) ▪ Establishes and monitors the implementation of the M&E system (processes, facilities, tools) ▪ Setting performance and quality standards for work processes and outputs						Action Taken:
b.2. Implementing M&E System	▪ Preparation of appropriate instruments and tools to gather information to satisfy major monitoring and evaluation areas ▪ Implements an overall review process (formative and summative) that is participatory, compliant to the standards for M&E						Results:
b.3. Data Processing, Analysis and Utilization	▪ Understands the correlation of Education indicators and its implications to improving education performance and management decision making						Situation / Task:
b.4. Management of Education Management Information System (EMIS)	▪ Promotes the maintenance of an accurate and systematic education information and reports						Action Taken:
b.5. Communication Skills/Feedback Giving	▪ Ability to convey results of education M&E results to improve program/project implementation catering to improving learning outcomes ▪ Manage a mechanism for effective feedback						Results:

CATEGORY: MANAGERIAL		INDICATORS		CATEGORY: MANAGERIAL :		INDICATORS					
						1	2	3	4	5	6
A. EDUCATION ADMINISTRATION AND MANAGEMENT Outputs: - Resource Mobilization Plan - Human Resource Management Plan											
a.1. Resource mobilization and management - Understanding budgeting and financial management principles and funding processes - Understanding COA rules, regulations, and applications - Identifying sources of funds - Monitoring of resource utilization - Ability to rally support for educational initiatives and identifying sources of funds - Providing feedback to funders on status of funds utilization and benefits derived		a.2 Human Resource Management (including Delegation)		- Establishing and leading teams to achieve positive results; - Providing opportunities for staff to collaborate, developing leadership and sharing responsibility for the tasks - Assists SDS in attracting, selecting, and hiring competent people for organizational deployment - Ability to compensate, appraise and reward performance							
		a.5 Understanding the intent of the Policy and its Implementation		- Identifying the purpose of the policy - Ability to apply the policy as intended							
Situations/ anecdotal records denoting application of the Behavioral Indicators Situation / Task:											
Action Taken:											
Results:											

CATEGORY: TECHNICAL :		INDICATORS		Situations/ anecdotal records denoting application of the Behavioral Indicators												
C. CRITICAL AND SYSTEMIC THINKING				<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>							1	2	3	4	5	6
1	2	3	4	5	6											
Ability to think strategically, to understand the bigger picture and to appreciate the diverse networks in which the organization operates or the ability to understand the interdependency of systems across the organization and between the organization and society.				Situation / Task:												
				Action Taken:												
				Results:												
D. IDENTIFYING AND SOLVING PROBLEMS				<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>							1	2	3	4	5	6
1	2	3	4	5	6											
- Ability to timely identify problems or potential problems and identify strategies or means to address these issues - Solving problems with an awareness of the educational context - Identifying legal bases in education administration for each situation and applying them accordingly				Situation / Task:												
				Action Taken:												
				Results:												

CATEGORY: TECHNICAL :	INDICATORS	Situations/ anecdotal records denoting application of the Behavioral indicators					
		1	2	3	4	5	6
E. DECISION-MAKING	▪ Efficiently arriving at conclusions on issues and problems whether internal or external, minor or major ▪ Acting on conclusions arrives at to desired results	Situation / Task:					
		Action Taken:					
		Results:					
G. DEALING EFFECTIVELY WITH PRESSURE GROUPS	▪ Handling various interests of stakeholders ▪ Involves political skills, managing political interference	Situation / Task:					
		Action Taken:					
		Results:					

FORM 2-B PERCEPTION FROM THE WORKPLACE
 ASSISTANT SCHOOLS DIVISION SUPERINTENDENT POSITION

CATEGORY: TECHNICAL :	INDICATORS	Situations/ anecdotal records denoting application of the Behavioral Indicators									
H. NEGOTIATION SKILLS AND CONFLICT MANAGEMENT											
- Ability to influence and work with people to reach solutions that everyone can live with - Ability to identify, handle and manage differences and conflict situations - Ability to resolve conflicts		Situation / Task:		Situation / Task:		1	2	3	4	5	6
		Action Taken:		Action Taken:							
		Results:		Results:							

INSTRUCTIONS: Please fill up the information being requested. Write in print.

NAME:		

MIDDLE NAME

CIVIL STATUS:

BIRTH DATE:

--	--	--

NO. OF YEARS IN THE CURRENT POSITION:

DIVISION: _____

NO. OF YEARS IN DEPED:

REGION:

INSTRUCTIONS:

In the search and selection of nominees for CESO required positions in DepED, management is following an "Evidence-based Competency Profiling" process where all interested candidates who have met the minimum Qualification Standard (QS) of the position are profiled vis-à-vis the technical and management competency requirements of the position.

Profiling each candidate entails obtaining information from the candidate him/herself, feedback from the workplace and an interview of the candidate by the next level management / oversight office to conclude the competency profile. Based on the analysis of information gathered, the candidates will be ranked to identify three nominees for submission to the office of the Secretary.

This instrument aims to obtain the candidates perception regarding one's level of competence vis-à-vis the required Technical and Managerial Competencies required of the position.

Through this instrument, please describe your perceived level competence on each of the item by going through the following:

- Read through the description / behavioral indicators of each competency item
- Using the six-point scale on page 2, encircle the number that best describes your perceived level of competence on the item
- Substantiate** your chosen descriptor (number from the rating scale) by **citing incidents or events using the SITAR approach**

S/T:	specific Situation / Task in the past that called for the application of the competence
A:	the Action/s taken on the situation (to show how the competency was manifested)
R:	the Result/s of the action taken.

Please note that for each item, you are requested to cite two (2) sets of critical incidents or events ("Situation/Task", "Action/s taken", and "Result/s of the action/s taken"). If more space is required, you may use the back page as extra sheet.

If you have questions, do not hesitate to ask your search committee member.

CONTENTS OF THIS INSTRUMENT:

THIS INSTRUMENT CONTAINS:

- Basic information on the respondent
- Menu of Competencies
- Rating Scale
- Competencies with corresponding behavioral indicators and a designated space to write the two (2) critical incidents or events ("S/TAR")

ORGANIZATIONAL LEVEL: SCHOOLS DIVISION OFFICE

POSITION ITEM: ASSISTANT SCHOOLS DIVISION SUPERINTENDENT (ASDS)

TECHNICAL COMPETENCIES				MANAGEMENT COMPETENCIES	
T - COMPETENCY A:	T - COMPETENCY B:	T - COMPETENCY C:	M - COMPETENCY A:		
EDUCATIONAL PLANNING	MONITORING AND EVALUATION	CURRICULUM MANAGEMENT/SUPERVISION AND IMPLEMENTATION	EDUCATION ADMIN & MGT		
A-1. Strategic Planning	B-1. Monitoring and Evaluation Design and Planning	C-5. Managing / Supervising Implementation of various Curriculum models	MA-1. Resource mobilization and management	M - COMPETENCY C. Critical and Systemic Thinking	
A-2. Implementation Planning	B-2. Implementing M&E System		MA-2. Human Resource Management (including Delegation)	M - COMPETENCY D. Identifying and Solving Problems	
A-3. Project/ Program Identification	B-3. Data Processing, Analysis and Utilization		MA-5. Understanding the intent of the Policy and its implementation	M - COMPETENCY E. Decision-Making	
A-5. Resource Allocation	B-4. Management of Education Management Information System (EMIS)			M - COMPETENCY H. Negotiation Skills and Conflict Management	
	B-5. Communication Skills/Feedback Giving				

LEVELS	DESCRIPTIONS	BEHAVIORAL DESCRIPTORS
6 Transforming	Performs the competency: - Without supervision and assistance; - With more than acceptable speed and quality of work; - With initiative and adaptability to special problem situations and - Can lead others in performing this task	<u>Over and above indicators at the mature level, the candidate:</u> - Extends expertise/competencies to other leaders/ heads - Institutionalizes efforts or practices found effective - Identifies and develops emerging leaders in the school community on leadership competencies - Observes, supervises, and coaches team for the purpose of sharing one's leadership competencies - Creates a culture of excellence to enhance peak performance - Creates an atmosphere where individual differences are celebrated and where every individual grows and maximizes his/her potential
5 Mature	Performs the competency: - Without supervision and assistance; - With more than acceptable speed and quality of work; - With initiative and adaptability to special problem situations	- Manifests the <u>integrated application of the managerial and technical competencies</u> in overseeing organization-wide program, project or initiative - Exercises <u>management control and evaluating organization-wide projects, programs and personnel</u> - Exhibits the <u>integrated application of technical and managerial competencies in resolving issues involving staff development and management, client management, resource management, and delivering performance objectives</u> - Exhibits integrated application of competencies to <u>accomplish team objectives and respond</u> to technical issues in a <u>timely manner</u> - Holds others accountable for their work and behavior while <u>providing them with technical assistance</u>
4 Practicing	Performs the competency: - Without supervision and assistance; - With more than acceptable speed and quality of work	- Applies the managerial competencies to <u>facilitate the work of a team and coordinates</u> the work of others - Exhibits competencies in managing a program, project or initiative being done by a team - Takes <u>initiative</u> to develop programs and providing resources for others to utilize in their work - Consistent in delivering <u>value-added contributions over and above required performance outputs</u>
3 Progressing	Performs the competency <u>without</u> assistance and / or supervision	- Applies competencies to <u>support the work</u> of individuals and teams - Consistent in delivering required performance outputs through independent application of competencies - Independently <u>acts on the results of monitoring and evaluation of performance</u>
2 Emerging	Performs the competency satisfactorily, <u>but requires periodic</u> supervision and some assistance	- Applies competencies in <u>working with a team</u> to deliver objectives - More often than not, exhibits independence in performing required outputs and resolving technical/ work issues - Exhibits competencies in implementing a program or project selected by the team or DepED leadership - Carries out tasks/objectives independently with minimum direction from higher management
1 Awareness	Performs the competency <u>with constant</u> supervision and some assistance	- Observes the leadership of others - Understands the work of leadership from a theoretical perspective - Follows the directives or suggestions of supervisor to perform the competency

CATEGORY: TECHNICAL :		INDICATORS						Situations/ anecdotal records denoting application of the Behavioral Indicators
		1	2	3	4	5	6	
A. EDUCATIONAL PLANNING Outputs: - Education Development Plan/s developed (e.g. DEDP) that are driven by data - Long term program/ project plan/s developed and successfully accomplished - Budget developed periodically								Situation / Task:
a.1 Strategic Planning	Preparing clear statements that describe a course of action in terms of identified goals and objectives. The competency requires proficiency on the following: - Analyze planning information and current situation - Prioritize needs - Identify core organizational values - Formulate a vision and mission - Perform data forecasting							Action Taken:
a.2 Implementation Planning	Translating goals and objectives into specific interventions e.g. programs and projects.							Situation / Task:
a.3 Project/ Program Identification	Involves the generation of potential project ideas to address problems or gaps							Action Taken:
a.5 Resource Allocation	Proper distribution of funds across funding requirements							Results:

CATEGORY: MANAGERIAL		INDICATORS		INDICATORS							
A. EDUCATION ADMINISTRATION AND MANAGEMENT		CATEGORY: MANAGERIAL :		1 2 3 4 5 6							
Outputs: a.1. Resource mobilization and management - Understanding budgeting and financial management principles and funding processes - Understanding COA rules, regulations, and applications - Identifying sources of funds - Monitoring of resource utilization - Ability to rally support for educational initiatives and identifying sources of funds - Providing feedback to funders on status of funds utilization and benefits derived				a.2 Human Resource Management (including Delegation) - Establishing and leading teams to achieve positive results; - Providing opportunities for staff to collaborate, developing leadership and sharing responsibility for the tasks - Assists SDS in attracting, selecting, and hiring competent people for organizational deployment - Ability to compensate, appraise and reward performance							
a.5 Understanding the intent of the Policy and its implementation - Identifying the purpose of the policy - Ability to apply the policy as intended											
Situations/ anecdotal records denoting application of the Behavioral indicators Situation / Task:				Situations/ anecdotal records denoting application of the Behavioral indicators Situation / Task:							
Action Taken:				Action Taken:							
Results:				Results:							

CATEGORY: TECHNICAL :		INDICATORS		Situations/ anecdotal records denoting application of the Behavioral Indicators						
C. CRITICAL AND SYSTEMIC THINKING										
Ability to think strategically, to understand the bigger picture and to appreciate the diverse networks in which the organization operates or the ability to understand the interdependency of systems across the organization and between the organization and society.										
Situation / Task:										
Action Taken:										
Results:										
D. IDENTIFYING AND SOLVING PROBLEMS										
- Ability to timely identify problems or potential problems and identify strategies or means to address these issues - Solving problems with an awareness of the educational context - Identifying legal bases in education administration for each situation and applying them accordingly										
Situation / Task:										
Action Taken:										
Results:										
Situation / Task:										
Action Taken:										
Results:										
				1	2	3	4	5	6	

CATEGORY: TECHNICAL :	INDICATORS	Situations/ anecdotal records denoting application of the Behavioral Indicators					
		1	2	3	4	5	6
E. DECISION-MAKING	▪ Efficiently arriving at conclusions on issues and problems whether internal or external, minor or major ▪ Acting on conclusions arrives at to desired results	Situation / Task: Action Taken: Results:					
G. DEALING EFFECTIVELY WITH PRESSURE GROUPS	▪ Handling various interests of stakeholders ▪ Involves political skills, managing political interference	Situation / Task: Action Taken: Results:					

FORM 2-A, SELF-RATING
ASSISTANT SCHOOLS DIVISION SUPERINTENDENT POSITION

CATEGORY: TECHNICAL :	INDICATORS	Situations/ anecdotal records denoting application of the Behavioral indicators									
H. NEGOTIATION SKILLS AND CONFLICT MANAGEMENT											
- Ability to influence and work with people to reach solutions that everyone can live with - Ability to identify, handle and manage differences and conflict situations - Ability to resolve conflicts		Situation / Task: Action Taken: Results:		Situation / Task: Action Taken: Results:		1	2	3	4	5	6

