



Republic of the Philippines
Department of Education
CARAGA REGION

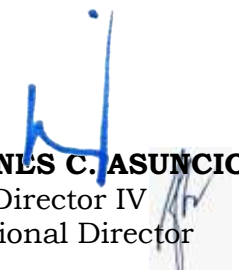
DEPARTMENT OF EDUCATION
RECORDS UNIT, REGIONAL OFFICE-CARAGA
RELEASED
AUGUST 26, 2025
BY: MLS TIME: 9:33AM

REGIONAL MEMORANDUM
No. **0876**, s. 2025

To: Schools Division Superintendents
All Others Concerned

**POLICY ON REWARDS AND RECOGNITION OF THE DEPARTMENT OF
EDUCATION (DEPED) CARAGA**

1. Pursuant to DepEd Order No. 9, s. 2002 titled, Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education, this office hereby issues the **Policy on Rewards and Recognition of Department of Education (DepEd) Caraga**.
2. All concerned are directed to strictly adhere to the provisions of the attached policy in the implementation of the Rewards and Recognition System of DepEd Caraga.
3. Effective immediately, all Regional Orders, Memoranda, and other related issuances that are inconsistent with this policy are hereby rescinded.
4. This policy shall take effect upon its issuance.
5. For immediate dissemination and strict compliance.


MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated
Reference: DepEd Order (No. 9, s. 2002)
To be indicated in the Perpetual Index
under the following subjects:

PERSONNEL

POLICY

RECOGNITION

HRDD/jbt
08/22/2025



Republic of the Philippines
Department of Education
CARAGA REGION

POLICY ON REWARDS AND RECOGNITION SYSTEM OF THE DEPARTMENT OF EDUCATION CARAGA

2025



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 - OUTSTANDING REGIONAL EDUCATION PROGRAM SUPERVISOR



Republic of the Philippines
Department of Education
CARAGA REGION

I. GENERAL PROVISIONS

Section 1. Short Title. This Manual shall be known as the Policy on Rewards and Recognition of DepEd Caraga, for brevity.

Section 2. Legal Bases of Promulgation and Related Policies. This Manual is promulgated in line with the following legal bases of promulgation and related policies:

- 2.1. Executive Order No. 292, s. 1998, Administrative Code of 1987
- 2.2. Executive Order No. 80, s. 2012, Directing the Adoption of a Performance-Based Incentive System for Government Employees
- 2.3. Executive Order No. 201, Modifying the Salary Schedule for Civilian Government Personnel and Authorizing the Grant of Additional Benefits for Both Civilian and Military and Uniformed Personnel
- 2.4. Presidential Decree No. 966 July 20, 1976, Declaring Violations of the international convention of the elimination of all forms of racial discrimination to be criminal offenses and providing penalties, therefor.
- 2.5. Republic Act No. 10524, An act expanding the positions reserved for persons with a disability, amending for the purpose of Republic Act No. 7277, as amended, otherwise known as the Magna Carta for Persons with Disability
- 2.6. Republic Act No. 10911, An act prohibiting discrimination against any Individual in Employment on Account of Age and Providing Penalties, therefor.
- 2.7. Republic Act No. 6725, An act strengthening the prohibition on discrimination against women with respect to terms and conditions of employment, amending for the purpose article one hundred thirty-five of the labor code, as amended.
- 2.8. Republic Act 7277, Magna Carta for Disabled Persons, An Act Providing for the Rehabilitation, Self-Development, and Self-Reliance of Disabled Persons and their Integration into the Mainstream of Society and for Other Purposes
- 2.9. Republic Act 6713, Code of Conduct and Ethical Standards for Public Officials and Employees
- 2.10. Guidelines on the Availment of the Special Leave Benefits for Women under R.A. 9710 (An act Providing for the Magna Carta of Women) – CSC Resolution No. 1000432, dated Nov. 22, 2010.
- 2.11. CSC MC No. 01 Series of 2001, Program on Awards, and Incentives for Service Excellence
- 2.12. DepEd Order No. 7, s. 2023, Guidelines on Recruitment, Selection, and Appointment in the Department of Education
- 2.13. DepEd Order No. 9, s. 2002, Establishing the PRAISE in the Department of Education
- 2.14. DepEd Order No. 78, S. 2007, Strengthening of the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education
- 2.15. CSC No. 6, S. 2022, Revised Policies on the Grant of Loyalty Award

Section 3. Scope. This Program on Awards and Incentives for Service Excellence (PRAISE) System of DepEd Caraga with Equal Opportunity Principle (EOP) Policy shall apply to all officials and employees in the career and non-career service of the Department of Education Caraga with its 12 Schools Division Offices and basic education public schools in Caraga Region.

Section 4. Language Construction. This policy is written in English and the words used shall be understood in the generic sense except as may be defined herein. Any doubt as to the meaning of any provision of this Manual shall be liberally interpreted in favor of an equal opportunity for all concerned and against any form of discrimination, bias, prejudice, and unfair treatment of any individual or group of individuals except that all laws of the Republic of the Philippines and all such provisions of relevant rules and regulations shall be followed when pertinent to the process or decision.

Section 5. Definition of Terms. Notwithstanding as may be provided in relevant laws, rules and regulations, the following terms are hereby defined as used in this Manual:

- 5.1. *Agency* – refers to the Department of Education Caraga.
- 5.2. *Award* – a recognition which may be monetary or non-monetary, conferred on the individual or group of individuals for ideas, suggestions, inventions, discoveries, superior accomplishments, exemplary behavior, heroic deeds, extraordinary acts, or services in the public interest which contribute to the efficiency, economy, improvement in government operations which lead to organizational productivity.
- 5.3. *Career* – positions in the Civil Service characterized by (1) entrance based on merit and fitness to be determined as far as practicable by competitive examination or based on highly technical qualifications; (2) opportunity for advancement to higher career positions; and (3) security of tenure.
- 5.4. *Contribution* - any input which can be in the form of an idea or performance.
- 5.5. *Discovery* – uncovering of something previously existing but found or learned for the first time which will improve public service delivery.
- 5.6. *Discrimination* - Any distinction, exclusion or restriction made based on sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, etc. with the purpose or intent of depriving, impairing the enjoyment or availment of right and opportunities.
- 5.7. *Equal Opportunity* – refers to the non-discriminatory and non-bias treatment of all candidates/nominees to any of the categories of the availment of the Rewards and Recognition following the principle of equal opportunity to all regardless of sex, gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, etc.
- 5.8. *Indirect discrimination* - occurs when a policy or requirement is imposed or proposed and someone with a particular attribute does not comply with the requirement or is unduly discriminated against
- 5.9. *Idea type contribution* – refers to an idea, a suggestion, or discovery for improvement to effect economy in operation, to increase production and improve working conditions.

- 5.10. *Incentive* – monetary or non-monetary motivation or privilege is given to an official or employee for contributions, suggestions, inventions, ideas satisfactory accomplishment, or demonstration of exemplary behavior based on agreed performance standards and norms of behavior.
- 5.11. *Innovation* –the process of translating an idea, concept or invention into an output, practice, policy, or system that creates value to the organization and its clientele; and results in workplace improvement through efficiency in operation, increased production, improved working standards, and/or savings in government spending.
- 5.12. *Invention* – the creation of something previously non-existent which will benefit the government.
- 5.13. *Non-Career* – positions expressly declared by law to be in the non-career service; or those entrance in the service is characterized by: (1) entrance on bases other than those of the usual tests of merit and fitness utilized for the career service; and (2) tenure which is limited to the duration of a particular project for which is limited to the duration of a particular project for which purpose of employment was made.
- 5.14. *Performance type contribution* – refers to performance of an extraordinary act or service in the public interest in connection with or related to one's official employment; or outstanding community service or heroic acts in the public interest; or sustained work performance for a minimum period of one year which is over and above the normal position requirement of the individual or group.
- 5.15. *Suggestion* – idea or proposal which improves work performance, systems and procedures and economy in operations that will benefit the government.
- 5.16. *System* – the Agency awards and incentives program for its officials and employees.

II. BASIC POLICIES

Section 6. Essential Features. DepEd Caraga PRAISE System shall be designed to encourage creativity, innovativeness, efficiency, integrity, and productivity in the public service by recognizing and rewarding officials and employees, individually or in groups, for their suggestions, inventions, superior accomplishment, and other personal efforts which contribute to the efficiency, economy, or other improvement in government operations, or for other extraordinary acts or services in the public interest. It values inclusivity as a way of life by embracing people of diverse backgrounds and treating all equitably and without discrimination to create an enabling environment free from barriers, prejudices, or preferences.

Section 7. Basis of Providing Incentives. DepEd Caraga PRAISE System shall adhere to the principles of providing incentives and awards based on the performance, innovative ideas and exemplary behavior of DepEd Caraga officials and employees, regardless of age, gender, gender identity, sex, sexual orientation, civil status, social status, family responsibility, income class, race, ethnicity, religion, political affiliation, physical condition, union affiliation, political conviction, religious belief or any other characteristic specified.

Section 8. Timeliness of Award or Recognition. DepEd Caraga PRAISE System shall give emphasis on the timeliness of giving award or recognition. Aside from conferment of awards during the formal or planned awarding ceremonies, the spirit of on-the-spot grant of recognition shall be institutionalized in DepEd Caraga Regional Office applying the equal opportunity principle.

Section 9. Principles. DepEd PRAISE shall adhere to the equal opportunity principle of providing incentives and awards based on exemplary performance, behavior, and innovative ideas.

Section 10. Monetary and Non-Monetary Awards. DepEd Caraga PRAISE System shall provide both monetary and non-monetary awards and incentives to recognize, acknowledge and reward productive, creative, innovative, and ethical behavior of employees through formal and informal mode. For this purpose, the System shall encourage the grant of non-monetary awards. Monetary awards shall be granted only when the suggestions, inventions, superior accomplishments, and other personal efforts result in monetary savings which shall not exceed 20% of the savings generated. Non-monetary awards include plaques, trophies, tokens, and certificates.

Section 11. Mandatory Five Percent (5%) Allocation for Human Resource Development. At least 5% of the HRD Fund shall be allocated for the PRAISE and incorporated in the DepEd's annual Work and Financial Plan.

III. OBJECTIVES

Section 12. General Objective. DepEd Caraga PRAISE's general objective is to encourage, recognize and reward employees, individually or in groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal efforts which contribute to the efficiency, economy, and improvement in government operations, which lead to organizational productivity. The Department of Education Caraga, in making any Human Resource decision or any related decision, shall ensure that no person is discriminated against, nor any person is unduly favored on account of their sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing and other attributes that violates the principles of equality, equity and fairness.

Section 13. Specific Objectives. The specific objectives of DepEd Caraga PRAISE System shall be as follows:

- 13.1. To establish a mechanism for identifying, selecting, rewarding and providing incentives to deserving officials and employees at the start of each year;
- 13.2. To identify outstanding accomplishments, best practices of employees on a continuing basis;
- 13.3. To recognize and reward accomplishments and innovations periodically or as the need arises; and

- 13.4. To provide incentives and interventions to motivate officials and employees who have contributed ideas, suggestions, inventions, discoveries, superior accomplishments, and other personal efforts.

IV. INSTITUTIONALIZATION OF THE PRAISE SYSTEM, COMPOSITION, DUTIES AND FUNCTIONS OF THE PRAISE COMMITTEE MEMBERS AND SECRETARIAT

Section 14. Institutionalization. The DepEd Caraga PRAISE System is hereby institutionalized for proper compliance of all concerned.

Section 15. Authority to Oversee the System. The Regional Director shall exercise supervision of DepEd Caraga PRAISE operations to ensure that they are conducted within the bounds of its mandated functions.

Section 16. Constitution and Composition of the PRAISE Committee and Secretariat. DepEd Caraga PRAISE Committee and Secretariat shall be constituted to screen and recommend eligible candidates for national awards, and likewise grant informal awards based on the CSC-approved DepEd Caraga PRAISE. This Committee will ensure efficiency, wide participation, and transparency in all processes. The PRAISE Committee shall be constituted as follows:

- 16.1. Chairperson: Assistant Regional Director
- 16.2. Vice Chairperson: Head of Finance Division or equivalent
- 16.3. Members:
 - 16.3.a. Chief of Human Resource and Development Division;
 - 16.3.b. Chief of the Administrative Service Division;
 - 16.3.c. Chief of the Policy, Planning and Research Division;
 - 16.3.d. Administrative Officer V in the Personnel Unit; and
 - 16.3.e. Two representatives from the accredited employees' union who shall serve for a period of two years (one from the first level and one from the second level).
- 16.4. The PRAISE Secretariat of DepEd Caraga Regional Office will compose of personnel from the following functional division/ unit:
 - 16.4.a. Human Resource and Development Division (HRDD); and
 - 16.4.b. Administrative Services Division (ASD)

Section 17. Duties and Functions of the PRAISE Committee. The duly constituted PRAISE Committee shall be responsible for the development, implementation, monitoring and evaluation of the awards and incentives system of DepEd Caraga. They also make sure that the equal opportunity principle is applied in the PRAISE system. As such the Committee shall meet periodically to perform the following tasks:

- 17.1. establish a system of incentives and awards to recognize and motivate employees for their performance and conduct;
- 17.2. formulate, adopt, and amend internal rules, policies and procedures to govern the conduct of its activities which shall include the guidelines in evaluating the nominees and the mechanism for recognizing the awardees.
- 17.3. determine the forms of awards and incentives to be granted;
- 17.4. monitor the implementation of approved suggestions and ideas through feedback and reports;

- 17.5. prepare plans, identify resources and propose budget for the system on an annual basis;
- 17.6. develop, produce, distribute a system policy manual and orient the employees on the same;
- 17.7. document best practices, innovative ideas and success stories which will serve as promotional materials to sustain interest and enthusiasm;
- 17.8. submit an annual report of awards and incentives system to the CSC on or before the 30th day of January;
- 17.9. monitor and evaluate the System's implementation every year and make essential improvements to ensure its suitability to the agency;
- 17.10. address issues relative to awards and incentives within fifteen (15) days from the date of submission;
- 17.11. incorporate equal opportunity principles in the PRAISE System from formulation, nominations, screening and deliberations, and awarding which shall include any nominee/candidate on account of his/her sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, and such other attributes, and shall ensure the equal and fair treatment of all;
- 17.12. ensure that those belonging to the specialized group shall not be left behind because of their limitations and restrictions; and
- 17.13. ensure continuous improvement of the program and that equal opportunity principles are observed and promoted in the System.
- 17.14. PRAISE Secretariat shall attend the PRAISE Committee Meetings to coordinate, collaborate and perform the following tasks:
 - 17.14.a. note down minutes of the Meeting.
 - 17.14.b. take part in the implementation of the PRAISE system from the evaluation of the nominees' documents, validation, interview, awarding and the monitoring and evaluation of the system within the bounds of equal opportunity principles.

Section 18. Qualities of PRAISE Committee Members. To implement the System effectively, the PRAISE Committee members are expected to possess a positive attitude; be capable of implementing submitted ideas; open-minded; decisive; have high tolerance for stress or pressure; and actively participate in all Committee meetings. To ensure that the equal opportunity principle is upheld, they must demonstrate fairness and acuity in implementing the System.

Section 19. Committee Membership as a Regular and Priority Duty. To ensure proper, effective, and efficient implementation of the DepEd Caraga PRAISE System, membership of the Committee, calendar of activities for the year must be set by them ensuring that timelines are not in conflict with other activities so that these are prioritized over other responsibilities.

Section 20. Presiding Officer. The Chairperson shall be the Presiding Officer in all PRAISE Committee Meeting and in his/her absence, the Vice-Chairperson shall preside on a particular meeting subject to the specific instructions by the incumbent Chairperson.

Section 21. Meetings. The PRAISE Committee shall regularly meet every quarter or as the need arises, on the date and time duly determined by the Chairperson duly concurred by the majority of its Members. The Chairperson or at least two (2) members may request the holding of a special meeting on the date and time so specified in the notice of meeting issued by the Chairperson or petition by the members.

Section 22. Quorum. The quorum of every meeting of the PRAISE Committee shall be fifty percent plus one (50% + 1) of the total membership. The simple majority (50% + 1) constitutes a quorum which capacitates the Committee to do business and make decisions on matters within the committee's authority.

V. TYPES OF AWARDS AND INCENTIVES

Section 23. National Awards. DepEd Caraga shall participate in the search for deserving officials or employees who may be included in the screening of candidates for awards given by other government agencies, private entities, NGOs, and other award giving bodies, such as:

- 23.1. Presidential or *Lingkod Bayan* Award – conferred on an individual for consistent, dedicated performance exemplifying the best in any profession or occupation resulting in the successful implementation of an idea or performance, which is of significant effect to the public or principally affects national interest, security, and patrimony.
- 23.2. Outstanding Public Official/Employee or *Dangal ng Bayan* Award – granted to any public official or employee in government who has demonstrated exemplary service and conduct based on his or her observance of one or more of the eight (8) norms of behavior described under Republic Act No. 6713 or the Code of Conduct and Ethical Standards for Government Officials and Employees.
- 23.3. Civil Service Commission or the PAGASA Award – conferred on a group of individuals or team who has demonstrated outstanding teamwork and cooperation, which resulted in the successful achievement of its goal or has greatly improved public service delivery, economy in operation, improved working conditions or otherwise benefited the government in many other ways.
- 23.4. Other Awards – given by other government agencies, private institutions, or NGOs to an individual or team for contributions of an idea or performance that directly benefited the government.

Section 24. DepEd Caraga PRAISE Awards. DepEd Caraga PRAISE Committee shall initiate and conduct the Search for deserving employees who may be included in the screening of candidates for awards to be given such as, but not limited to:

- 24.1. *Bulawanong Sulô Awards* – aims to recognize Outstanding DepEd Caraga officials and employees for Schools Division Offices on the following award categories:
 - a. Outstanding Teacher (Elementary and Secondary)
 - b. Outstanding Master Teacher (Elementary and Secondary)

- c. Outstanding Special Education (SpEd) Teacher (Elementary and Secondary)
 - d. Outstanding Indigenous Peoples Education (IPed) Teacher (Elementary)
 - e. Outstanding Multigrade Teacher
 - f. Outstanding Alternative Learning System (ALS) Teacher
 - g. Outstanding School Principal (Elementary & Secondary)
 - h. Outstanding Public Schools District Supervisor
 - i. Outstanding Education Program Supervisor
 - j. Outstanding Non-Teaching Personnel Level 1
 - k. Outstanding Non-Teaching Personnel Level 2
 - l. Outstanding Researcher
 - m. Outstanding School (Elementary & Secondary)
 - n. Outstanding Schools Division Office (Small and Medium)
 - o. Outstanding Inclusive Education Program Implementer
 - p. Outstanding Division Reading Program Implementer
 - q. Most Functional Learning Resource Management Center (LRMC)
 - r. Natatanging Bulawanong Sulô
- 24.2. *Bulawanong Pasidungog* – aims to recognize Outstanding DepEd Caraga officials and employees in the Regional Office, on the following award categories
- a. Outstanding Regional Education Program Supervisor
 - b. Outstanding Non-Teaching Personnel Level 1
 - c. Outstanding Non-Teaching Personnel Level 2
- 24.3. *Loyalty Award* – is granted to all officials and employees of DepEd Caraga who rendered ten (10) years of continuous and satisfactory service in the government. An official or employee who incurred an aggregate of not more than 50 days authorized vacation leave without pay within the 10-year period shall be considered continuous service for purposes of granting the loyalty award. In the same way, an official or employee who incurred an aggregate of not more than twenty-five (25) days authorized vacation leave without pay within the 5-year period may qualify for the 5-year milestone loyalty award.
- 24.4. *Service Award* – conferred to retirees whether under optional or compulsory retirement schemes held during a fitting ceremony on after the date of retirement who shall be given a Plaque of Recognition and any form of token the Office provides.
- 24.5. *On-the-Spot Awards* – DepEd Caraga establishes a culture of employee engagement where everyone, regardless of their designation, economic status, culture, creed, and beliefs are given equal opportunity to be recognized in their day-to-day experience which offer them meaning, impact and appreciation. Almost any simple act of achievement is recognized and appreciated as the Office emphasizes a culture of recognition. Any person (internal or external) may send a letter of

recommendation to the PRAISE Committee for deliberation and approval of the Regional Director and proper recording and issuance of certification.

- a. *Gawad Agad Award* – given outright to official/s and or employee/s in the Schools Division Offices and Regional Office commended by clients/superior/top management and/or functional divisions for their courtesy, promptness, efficiency, and dedication to duty. The following shall be considered for *Gawad Agad Award*:
 - i. Prompt submission of reports to the Regional Office.
 - ii. Most Punctual and perfect attendance. Personnel who consistently reports to the office on time, without undertime and with the best attendance every two months duly nominated by the top management validated by the Personnel Unit.
 - iii. The personnel with the complete attendance in the flag ceremony for 4 Mondays of the previous month.
 - iv. Wearing the prescribed uniform.
 - v. Active participation in RO activities/conferences. This shall be given to employee/functional division for actively participating in activities for/with complete attendance.
 - vi. Most punctual in RO-led activities.
- b. *Gawad Galing Award*- shall be given to official/s and or employee/s in the School Division Offices and Regional Office and in recognition for the following:
 - i. Complete, accurate (validated data), and reliable submission of reports. Only those given a *Gawad Agad* for prompt submission shall be considered for this *Gawad Galing Award*.
 - ii. Exemplary behavior based on the eight norms of conduct as provided under RA 6713 (Code of Conduct and Ethical Standards).
 1. Commitment to public interest.
 2. Professionalism.
 3. Justness and sincerity.
 4. Political neutrality.
 5. Responsiveness to the public.
 6. Nationalism and patriotism.
 7. Simple living.
 8. Commitment to democracy.
 - iii. Excellence in performing duty. This award is given to an employee/group who has excelled among peers within their respective job groups. The award shall be determined by job groups such as Functional Division Chiefs, Unit Heads, Supervisors, Level I employees, Level II employees, Contract of Service (COS) personnel, and Job Order (JO) personnel to ensure fair selection among

employees of similar position levels and responsibilities. The criteria are based on the CSC guidelines:

1. Noteworthiness of outstanding performance/contribution/s
 2. Impact of performance/achievements
 3. Reliability and effectiveness
 4. Consistency of performance
 5. Client satisfaction
- iv. An employee who has exhibited any act of courage and selflessness to the extent of risking one's own life.
- 24.6. *7S of Good House-Keeping Award* – shall be given to RO official/s and or employee/s whose physical areas of responsibility are well-maintained and follow good office-keeping practices as defined by the principles of 7S of good housekeeping, such as, Sort, Systematize, Sweep, Sanitize, Sustain, Safety, Security which have been consistently observed within the screening period.
- 24.7. *Gawad ng Regional Director Award* – shall be given in recognition to an “extra-ordinary achievement” that has successfully implemented an idea that contributed to the efficiency and economy of individual, functional division’s productivity, or improvement in operations or in the welfare of co- employees.
- 24.8. *Other awards* – any award duly approved by the Regional Director upon the recommendation of the PRAISE Committee. This may include:
- a. Career Success Award given to personnel for promotion in any position.
 - b. Successful Examination Award is given to personnel passing an examination such as Career Executive Service Exams (CESWE), Civil Service Examination, Licensure for Professional Teacher, and others
 - c. National/International Recognition Awards
- 24.9. *Hall of Fame Award* – shall recognize the contributions and accomplishments as an organization which have been significant, substantial, and long-standing. This award shall be conferred to any SDO and SDO Program Implementer who have been awarded for the same awards of the same category for five (5) consecutive years. The awardee shall receive the highest distinction and shall be included in the roster of the Hall of Fame awardees in the Regional Office.
- 24.10. *Most Sustained SDO and SDO Program Implementer* – shall be given to SDO and SDO Program Implementer who are recipients of Hall of Fame Award. They shall be evaluated using the same criteria of the award category in the ensuing year and so on.

Section 25. Types of Incentives. – DepEd Caraga shall continuously search, screen and reward deserving officials and employees to motivate them to improve the

quality of their performance and instill excellence in public service. As such, the following types of incentives shall be regularly awarded:

25.1. *Loyalty Award Memorabilia/souvenir*. The Loyalty Awardee shall receive a memorabilia/ souvenir as follows:

- | | | |
|----------------------|---|------------------------|
| 10 and 15 years | - | bronze service pin |
| 20 and 25 years | - | silver service ring |
| 30, 35, and 40 years | - | gold service medallion |

or other memorabilia/ souvenir as maybe provided by the DepEd Caraga PRAISE subject to the availability of funds as follows:

Number of Years of Service	Memorabilia/ Souvenir	Amount (in PhP)
10 years	shall be determined by the PRAISE Committee duly approved by the RD which shall depict the agency as to represent as memorabilia/ souvenir.	3,000 – 3,999
15 years		4,000 – 4,999
20 years		5,000 – 5,999
25 years		6,000 – 6,999
30 years	14 K Gold service ring	20,000 – 30,000
35 years	shall be determined by the PRAISE Committee duly approved by the RD	30,001 - 35,000.00
40 years		35,001.00 – 40,000

25.2. In addition to the loyalty memorabilia/ souvenir, a cash gift which shall not be less than Php 500.00 but not more than Php 1,000.00 for every year of service shall be given to qualified officials or employees.

25.3. The Office shall also award Plaque of Recognition to all Loyalty Service awardees. The loyalty memorabilia/ souvenir (except for the 14K gold service ring) as well as the amount may change based on availability of funds duly deliberated by the PRAISE Committee and approved by the Regional Director.

25.3.1. For third-level position employees, including but not limited to the Assistant Regional Director and Regional Director, who are inevitably mobile, they are entitled to avail of the awards provided that a certification is presented certifying that upon reaching fifteen (15), twenty (20), twenty-five (25), thirty (30), thirty-five (35) and forty (40) years of service, no service recognition rewards were given to them in their previous station similar to that of the “Bulawanong Pasidungog”. They shall be awarded for the most recent milestone year.

- 25.4. *Length of Service Incentive* - given to an employee who has rendered at least three years of continuous satisfactory service in the same position. The cash award shall be incorporated in the salary adjustments following the Joint CSC-DBM Circular No. 1, s. 1990.
- 25.5. *Productivity Enhancement Incentive (PEI)* - Php 5,000 shall be given to all qualified employees not earlier than Dec. 15 of every year to all qualified employees for the purpose of improving the government employees' productivity as stipulated in DBM Budget Circular No. 2017-4.
- 25.6. *Performance-Based Bonus (PBB)* - is a form of additional compensation paid to an employee or department as a reward for achieving specific goals or hitting predetermined targets, as provided in Memorandum Circular No. 2018-1 based on Executive Order No. 80, s. 2012 and Executive Order No. 201, s. 2016.
- 25.7. *Collective Negotiation Agreement (CNA) Incentive* - is an incentive granted to the following employees of the Regional Office:
- 25.7.1. rank-and-file employees who are members of an employees' organization accredited by the Department of Education National Employees Union (DepEd NEU), an employees' organization accredited by the Civil Service Commission (CSC) as the sole and exclusive negotiating agent of all non-academic rank-and-file employees of the Department in accordance with the rules and regulations issued by the Public Sector Labor Management Council (PSLMC);
 - 25.7.2. rank-and-file employees who are non-members of the CSC-accredited sole and exclusive negotiating agent but want to enjoy or accept benefits under the CNA, subject to the payment of the agency fee to the negotiating agent in accordance with PSLMS Resolution; and
 - 25.7.3. those who perform managerial functions.

Section 26. Forms of Awards and Incentives - The awards and incentives under the PRAISE System of DepEd Caraga shall be as follows:

- 26.1. *Compensatory Time-Off* - granted to an employee, regardless of salary, who has worked beyond his/her regular office hours without overtime pay, based on CSC-DBM Joint Circular No. 2-A, s. 2005 and CSC-DBM Joint Circular No. 2, s. 2004 relative to Non-Monetary Remuneration for Overtime Services Rendered.
- 26.2. *Flexi Time* - work arrangement allowed for all employees who may report to office as early as 7:00 a.m. - 9:00 a.m., until 4:00 p.m. - 6:00 p.m.; or a total of 8 hours a day, as indicated in DepEd Order 23, s. 2018 on the implementation of flexible working hours for non-teaching employees of the Department of Education, pursuant to the provisions of Section 6, Rule XVII of the Omnibus Rules

Implementing Book V of the Administrative Code of 1987 and Memorandum Circular No. 14, s. 1989 of the Civil Service Commission.

- 26.3. *Salu-salo Together* - meal/snacks hosted by the Regional Director/Assistant Regional Director/chiefs of functional division for employee/s who have made significant contributions.
- 26.4. *Personal Growth Opportunities* - incentives which may be in the form of attendance in conferences on official business and other learning opportunities.
- 26.5. *Other incentives* - incentives in kind which may be in the form of cellular phones, communication allowance, recognition posted on DepEd Caraga website, or newsletter to employees of the Regional Office who perform significant contribution to the Office and shall be appropriate for the position held.

Section 27. Schedule of Amounts of the PRAISE Non-Monetary Incentives and Trophies - In addition to the Plaque of Recognition provided for under this Manual, subject to availability of funds, and accounting and auditing rules and regulations, the Schedule of Non-Monetary Incentives to be provided annually shall be as follows:

Type of Awards	Amount of Incentives (Php) / Reward
Bulawanong Sulô and Bulawanong Pasidungog Awards	
- Individual employee categories	P 5,000 worth of goods*
- School and Program Implementer categories and organization	P 10,000 worth of goods*
- Schools Division Office category	P 20,000 worth of goods*
Hall of Fame Award	Hall Marker (mountable)
Gawad Agad Award	Certificate of Recognition
Gawad Galing Award	Plaque/Certificate of Recognition, token of any amount provided by DepEd Caraga
Gawad ng Regional Director	Plaque of Recognition and/or any token/amount subject to the discretion of the Regional Director

7S of Good Housekeeping Award	Certificate of Recognition
Loyalty	Please refer to Section 25, 25.1
Service Awards	Plaque of Recognition and/or any token/amount subject to the discretion of the Regional Director
<i>Salu-salo</i> Together	No specific amount from any person in a functional division who will share for a “ <i>salu-salo</i> ” in a functional division.
Professional Growth Opportunities	
- Attendance in conferences/ workshop/trainings/ webinars	Fully paid registration and per diems
- Professional Development opportunities	Fully paid attendance in short-term courses for technical enhancement, managerial upgrading, and supplementary intervention to further improve capability to serve better
- Scholarship Opportunities	Nomination to sponsoring agencies; travel/ leave on official time
Other awards	Token of any amount or benefits shall be determined by the PRAISE Committee duly approved by the Regional Director; Certificate of Recognition, Recognition posted in Hall of Fame in the Regional Office, official social media accounts, etc.

27.1. The PRAISE program will recognize and reward employees for their exceptional productivity, creativity, innovation, and ethical behavior through monetary and/or non-monetary awards.

Monetary awards will be granted when employees' suggestions, inventions, or superior accomplishments result in cost savings, with the award not exceeding 20% of the total savings generated.

Non-monetary awards shall include plaques, trophies, and goods to be given to awardees of the *Bulawanong Sulo* and *Bulawanong Pasidungog*.

“Goods” given as prizes may include electronics, merchandise, or other tangible items of value to the awardee.

- 27.2. PRAISE incentives shall be released during or after the awarding ceremony for formal and planned awards, while on-the-spot awards shall be given immediately with a Certificate of Recognition and may include additional tokens provided by the host functional division of the Region. All awards and incentives must be recommended by the PRAISE Committee and approved by the Regional Director, in compliance with applicable laws, rules, and regulations.
- 27.3. For *Bulawanong Sulo* and *Bulawanong Pasidungog*, three finalists for each category will receive a Plaque of Recognition, while the outstanding official/employee shall also receive a trophy and a non-monetary award. (Refer to the provision in *Section 27. Schedule of Amounts of PRAISE Non-Monetary Incentives and Trophies*).

VI. SEARCH AND SCREENING PROCEDURES

Section 28. General Conditions - The following conditions should be followed:

- 28.1. *For the National Awards* - The Presidential or Lingkod Bayan, Dangal ng Bayan and CSC Pagasa Awards, shall be governed by the following procedures:

- 28.1.a. Except those of Heads of Departments, Agencies and elective officials, all nominations must be submitted in the prescribed Nomination Form to the office, provincial, regional or Central Committee on PRAISE for the Committee’s evaluation.
- 28.1.b. Nominations must be approved and endorsed by the office, provincial or regional PRAISE Committee Chairperson to the Department/Agency head which, in turn, endorses the nomination to the Honor Awards Program Secretariat through the CSC Field/Provincial or Regional Offices. In the absence of a duly constituted and operational PRAISE Committee, the department/agency (office/unit) cannot nominate or endorse nominations of its officials and employees to the HAP Secretariat. In the case of group nomination composed of members from various agencies, the Chairperson of the PRAISE Committee and Agency Head of the lead agency shall approve/endorse the nomination.

- 28.1.c. The following information must be adequately provided:

For group nomination (Presidential Lingkod Bayan and CSC Pagasa Awards):

Names of group or team members, including disqualified member/s, with their respective positions and contributions enumerated in detail. For group nominee with member/s who failed to qualify, state the reason for his/her disqualification. Only members who meet the qualification requirements shall be included in the grant of award if chosen as awardee. Please refer to HAP form No. 1-A for details.

- i. Use specific terms. Define/clarify terms such as “assisted”, “contributed” or “facilitated”;
- ii. State outstanding accomplishments of exemplary norms displayed and impact of accomplishments of exemplary norms displayed and impact in brief, factual and in bullet form; and
- iii. Present impact of accomplishments by indicating problems addressed, savings generated, people/office benefited and/or transactions facilitated.

For exemplary conduct and ethical behavior – In addition to the presentation of the summary of exemplary norms of conduct manifested/displayed, give justifications why the norm/s displayed are considered exemplary.

28.1.d. The nominations of heads of offices, agencies and local government units should present their individual accomplishments or behavioral norms, not the accomplishments of the entire unit or agency.

28.1.e. For outstanding work accomplishments presented are part of the regular duties of the nominee or if these are his/her own initiative. If part of nominee’s regular duties or mandate, cite justifications on why the accomplishments are considered exceptional or extraordinary.

28.1.f. Limitation on Nomination

- i. Although an employee or official may be qualified for any of the three awards, he/she should be nominated to only one award category.
- ii. Honor awardees or those who have been previously conferred with any of the three award categories: Presidential Lingkod Bayan, Outstanding Public Officials and Employees or Dangal ng Bayan and CSC Pagasa can still be nominated to the same or to another award category after five years from the conferment of his/her award, provided that the nomination is based on a new set of accomplishments and/or exemplary norms/ behavior manifested.
- iii. Nominees who are recipients of national awards given by nationally recognized award-giving body.

- 28.1.g. Competition among Candidates or Nominees - Candidates for any of the awards, whether by individual or group categories, shall compete among themselves and be screened based on the criteria or standards, requirements and processes provided under this Manual and/or as the PRAISE Committee may determine subject to the approval of the Regional Director.

The Department of Education Caraga shall ensure that those belonging to the specialized group shall not be left behind because of their limitations and restrictions. It shall incorporate equal opportunity principles in the nomination, and screening which shall not exclude anyone on account of his/her sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, and such other attributes, and shall ensure the equal and fair treatment of all.

- 28.2. For DepEd Caraga Regional Search – The *Bulawanong Sulô* Awards and *Bulawanong Pasidungog* recognize the outstanding contributions and exemplary achievements of public basic education teachers, academic leaders, and the non-teaching personnel, regardless of sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing, following the principle of equal opportunity. The awards recognize those who strive to create deep and meaningful developments anchored on the principle of equitable service for the greater good of the office, schools, and communities one serves.

- 28.2.a. Qualification Requirements of a candidate – Nominated officials and employees must meet the following qualifications:

- i. Have rendered at least three (3) years of continuous service in the Department of Education in the position nominated for as of the deadline of submission. Accomplishments should also be made within the last three years in the current item position prior to the nomination and have been continuously carried out by the nominee.
- ii. Have a performance rating of at least Very Satisfactory or its equivalent for three (3) rating periods prior to the nomination. For nominees who have availed of a scholarship for the rating period required, their ratings considered shall be the recent rating periods available as cited in DepEd Order No. 2, s. 2015;
- iii. Have not been awarded in any National Search or similar Regional Search recognized by DepEd for the last three (3) years.

- 28.2.b. Submission of Nominees/Candidates from the Schools Division Offices (SDOs) and the Regional Office - Each SDO should recommend one (1) nominee for each of the categories. The

Regional PRAISE Committee shall not declare a winner for any of the categories with only one nominee for the entire Region. The Division Office shall submit the accomplished nomination forms, write-ups, consolidated summary of outstanding accomplishments, and documents of all nominees duly signed by the Chairperson of the Division PRAISE Committee on or before the scheduled deadline of submission for the SDOs and the functional divisions of the Regional Office.

Nominees shall prepare folders containing all the required and supporting documents and be properly indorsed to the Regional Office. Pertinent documents shall include the following:

- i. Indorsement from Schools Division Superintendent/ Functional Division Chief
- ii. Nomination Form - The Nomination Form shall be accomplished by the immediate head of the nominee along with one- to two-page (A4 size) write-ups about the nominee, highlighting his/her accomplishments and impact on learning/service and contribution to the community.
- iii. Omnibus Certification of Authenticity and Veracity of Documents - The Omnibus Certification of Authenticity and Veracity of Documents is a legal document executed by the nominee swearing to the authenticity and veracity of all documents submitted. This certification also authorizes the Department of Education to verify the authenticity of the submitted documents for the nominee's application to the Bulawanong Sulô Awards and Bulawanong Pasidungog. The document must be duly notarized to be considered valid.
- iv. Updated Service Record. Updated Service Record duly certified by the agency's Human Resource Management Officer (HRMO). The nominee's plantilla position as reflected in the Service Record shall be the position indicated in the nomination form.
- v. Personnel Data Sheet (CSC Form 212)
- vi. Certification of No Pending Case signed by the Administrative Officer/Legal Officer, certifying that the nominee has not been found guilty of any administrative or criminal offense involving moral turpitude and does not have any pending case at the time of nomination.

- vii. IPCRF for the last 3 rating periods
 - viii. Rating Sheet for Professionalism and Personal Characteristics
 - ix. Certificates and other supporting documents (refer to the criteria and MOVs of the awards category nominated for)
 - x. Signed and Approved Teaching Load/Assignment for categories a to f (refer to section 24.1)
- 28.2.c. For special cases, such as physical submission of documents is not favorable due to travel restriction and health protocols during security or health crisis as imposed by authorities, the online submission shall be an option. All required and supporting documents of nominees shall be scanned in one (1) pdf file and properly endorsed to the Regional Office through email at PRAISEcaraga@deped.gov.ph
- 28.2.d. Anybody should be allowed to nominate anyone without fear of judgment provided that he/she is given such right in accordance with the provisions of this Manual. All nominations in accordance with the guidelines should be duly recorded and no filtering whatsoever to the prejudice of the nominee or nominator shall be allowed. Otherwise, any violation shall be dealt with accordingly.
- 28.2.e. All submitted documents shall be pre-evaluated by PRAISE Secretariat on the compliance and completeness of the submitted documentary requirements. The Regional Office shall issue a Regional Bulletin/ Regional Memorandum/Office Memorandum of the list of the official nominees.
- 28.3. For the On-the-Spot Awards – A letter of Recommendation shall be submitted to the Regional PRAISE committee. The letter shall include name/s of the awardee/s and reasons for according the award. Recommendation Letter shall come from any person (internal/ external). Certificates shall be prepared by the Functional Divisions who intends to give the awards. Certificate Codes shall be provided by the PRAISE Committee secretariat upon approval of the Recommendation Letter.
- 28.3.a. *Gawad Agad Award* for punctuality, completeness in attendance, and wearing of complete uniform shall be recommended by the Personnel Unit during Monday Convocation and/or Regional Office/ Bulawanong Pasidungog. The Personnel Unit identifies employee who consistently reports to office on time, without under time and with the best attendance every six months. They are given Certificate of Recognition and awarded during the Monday Convocation.

28.3.b. *Gawad Agad Award* for prompt submissions of reports to the Regional Office shall be awarded by the concerned Functional Division.

28.3.c. *Gawad Galing Award* for complete, accurate, and reliable reports. Only those given with *Gawad Agad* for promptness shall be considered.

Gawad Galing Award is also given to an individual or a group of personnel for the exemplary behavior and performance. The Performance Management Team (PMT) shall send a letter of recommendation to the PRAISE Committee conferring the evidence/s of exemplary behavior and/or performance.

28.4. *Gawad ng Regional Director* – The Regional Director decides for whom and when the award will be given in any Regional Office activity. This award recognizes the employee who has contributed significantly towards office productivity and efficiency.

28.5. *7S of Good Housekeeping* - The 7S Committee will award the employee/functional division with the most orderly work environment/workspace compliant with the 7S standards. The PRAISE Committee and the 7S committee will coordinate in determining the awardees for this category.

Section 29. Stages of the Search for Bulawanong Sulô and Bulawanong Pasidungog Awards - The Regional PRAISE Committee shall conduct a thorough evaluation and search for each category following the three stages namely:

29.1. *Screening and Evaluation of Documents Stage* - The screening and evaluation of documents stage shall commence a day after the closing of the date of submission.

29.1.a. The Schools Division Offices (SDO) shall conduct their Division Search for Outstanding Officials and Employees. They shall nominate their awardees to the Regional PRAISE Committee for the Bulawanong Sulô Awards.

29.1.b. For Bulawanong Pasidungog Awards, each Functional Division in the regional office shall likewise conduct screening within their division prior to the nomination to the Regional PRAISE Committee.

29.1.c. Complete documents as enumerated in section 28 of the nominees shall be received by the Regional Office on or before the given due date of submission.

29.1.d. The Regional PRAISE Committee shall create Review and Evaluation Teams for each awards category. The team shall meet to discuss criteria and evaluate documents. If face-to-face interaction is not possible, teleconferencing, and other online

- platforms shall be considered and be maximized to proceed with the screening and evaluation of document stage.
- 29.1.e. The PRAISE Committee will no longer evaluate the documents of a lone nominee/candidate for any of the categories in the entire region. The lone nominee shall receive a Special Citation during the awarding ceremony.
 - 29.1.f. No nominee shall be removed at any stage of screening or selection for any reason other than he/she can no longer proceed to the next stage following the guidelines and criteria set in this Manual. The PRAISE Committee shall deliberate the results of the evaluation of documents prior to the validation stage.
 - 29.1.g. The top three nominees / candidates for each category who obtained at least 65 points and above shall qualify for the validation stage.
- 29.2. Validation Stage - The PRAISE Committee will spearhead the validation of the top three candidates for each category to the concerned schools division offices/schools/districts.
- 29.2.a. All teaching categories shall involve actual classroom demonstration teaching during this stage. In case of IATF travel restrictions, video calls or teleconferencing shall be conducted.
 - 29.2.b. During the validation, the nominee shall present original copies of the documents submitted and answer probing questions asked by the team. No additional document/s shall be required from the nominee. The team may likewise ask the immediate superior and/or colleagues of the nominee for counter validation specifically on Professional and Personal Characteristics.
 - 29.2.c. During the validation stage, candidates' scores may change based on the validation findings. The final score after the validation of documents shall comprise 90% of the overall rating. If a candidate's final score falls below the required 65 points after validation, that candidate shall be disqualified and the next highest-scoring qualified candidate shall be considered for validation.
 - 29.2.d. After the validation of documents, the PRAISE Committee shall meet to deliberate on the results, especially those points which either decrease or increase.
 - 29.2.e. The committee will have to identify the top three candidates who are considered as finalists for each category.
- 29.3. Interview of the Finalists Stage – The PRAISE Committee will conduct the interview of the finalists for individual categories at the Regional Office. Structured interview questions and a topic for the essay writing shall be prepared prior to the interview. Rating achieved during the interview and essay shall comprise 10% of the overall rating of each finalist.

For special cases, when a qualifier/s is/are not physically available or the validation team cannot proceed with on-site validation and interview, the validation and interview of qualifiers shall be conducted through video calls, teleconferencing and other platforms.

- 29.4. Deliberation of the Results - The PRAISE Committee will deliberate on the consolidation of results, by category and present to the Regional Director. The Consolidated Rating Sheet shall be duly signed by the PRAISE Committee and by the Regional Director. No member of the PRAISE Committee shall be allowed to disclose any information deliberated by the committee. The Official Result shall be kept with utmost confidentiality and shall only be declared during the Awarding Ceremony.
- 29.5. Conduct of the Awarding Ceremony - Finalists for each of the categories are recognized and formally presented during the awarding ceremony. The winners for each of the categories are declared during the Awarding Ceremony. The finalists will be issued Plaque of Recognition, while the winner also receives a trophy and a cash prize.
- 29.6. Publication of Results - The official results of the Bulawanong Sulo Awards and Bulawanong Pasidungog specifying the finalists and winners shall be disseminated through a Regional Memorandum/ Regional Bulletin not more than five days from the Awarding Ceremony. The Annual Report of the PRAISE Implementation in the Regional Office shall be prepared and submitted to the CSC Regional Office on or before the 30th day of January. The Souvenir Program shall also be prepared, and a copy will be provided to the Schools Division Offices on the second quarter of the year.

Section 30. Criteria and Standards - In the evaluation of nominees' documents for Bulawanong Sulô Award, Criteria by category (Annex 1); Rating Sheet for Professionalism and Personal Characteristics (Annex 2); and Consolidated Rating Sheet (Annex 3) shall be used with emphasis on the Equal Opportunity Principle Policy.

- 30.1. Criteria and Standards for other PRAISE Awards - The criteria and standards for other PRAISE Awards such as the Gawad Agad Award shall be in accordance with the specific requirements as may be indicated in the Certificate of Recognition which will be presented during the Monday Convocation and or other forms of Regional Office gathering, team building activities, conferences, and celebration. These shall be consistent with applicable laws, rules and regulations promulgated by competent authority/ies and/or as the PRAISE Committee which may be prescribed duly approved by the Regional Director.
- 30.2. Other Considerations - Other similar circumstances or considerations in favor of the nominee, as may be determined by the PRAISE Committee concerned duly approved by the Regional Director.

Section 31. Grounds for the Disqualification of a Candidate or Nominee - The PRAISE Committee shall defer or cancel the screening process for a candidate or nominee, whether individual or group, for any of the following grounds:

- 31.1. Non-compliance with the submission of complete documentary requirements and policies, including those pertaining to the deadline, size and number of folders, accuracy and completeness of information required in the nomination form and for a maximum number of pages for the accomplishment write-up, clearances, and other required documents, shall render the nominee ineligible for the Search. Nominations with incomplete documents shall no longer be processed.
- 31.2. For teachers nominated for teacher categories, failure to submit a signed and approved teaching assignment/load of the Bulawanong Sulô Awards.

Nominees for the teacher categories shall not only occupy a teaching item position but must also be handling and assigned as actual classroom teacher from the time of application until the awarding ceremony or for the whole duration of the Search. An approved teaching assignment/load of teaching hours (360 min/day) signed by the School Head and the District Supervisor shall be submitted to substantiate the qualification.

- 31.3. *Grounds for Disqualification* – Candidates/nominees for any of the awards shall have no pending case and/or had not been found guilty of any administrative, criminal, or civil case relative to the performance of his/her duties and obligations in the Department of Education.

- 31.3.a. Pendency of any administrative, civil or criminal case before an appropriate tribunal or competent authority;

Pending case shall refer to any complaint that has already gone through preliminary investigation and that a formal charge has been filed against a candidate or nominee before a competent tribunal thirty (30) days before the official acceptance of letter of intent or nomination.

However, nominees with a pending case that has already been considered dismissed and awaiting a formal resolution shall not be disqualified as a candidate or nominee, provided that a certification duly issued by the Secretary of the investigation committee or body is submitted.

- 31.3.b. All employees whose conviction for violation of any criminal, administrative, and criminal cases decided with finality are disqualified as nominee/candidate for any category under this PRAISE awards.

Section 32. Notification of Awarding Ceremony and Results - For the Bulawanong Sulô Awards, a Regional Memorandum shall be disseminated on the three finalists per category notifying them to attend the Ceremony where the outstanding candidate will be declared. After the Awarding Ceremony, a Regional Memorandum shall be disseminated announcing the official results of the Bulawanong Sulô Awards for the Regional Search.

For the national awards, DepEd Regional Office shall disseminate to the field the Regional Office' winning entry/ies of the National Search.

Section 33. Prohibition on the Change of Awards - A change of awards by any candidate or nominee is prohibited after the final screening and deliberation results have been undertaken by the PRAISE Committee duly approved by the Regional Director.

Section 34. Forms of Decisions by the PRAISE Committee - All decisions by the PRAISE Committee shall be documented in the Minutes of Meeting and must be approved by a majority of the members participating in the deliberation. Once approved, these decisions shall be final and irrevocable.

VII. RECOGNITION OF PRAISE AWARDEES FOR PERSONNEL ACTION

Section 35. Recognition of PRAISE Awardees for Personnel Action - The awards conferred to the awardees and finalists shall be credited under Outstanding Accomplishments subject to the appreciation to the HRMPSB concerned for future possible promotion/ reclassification/ conversion to higher position, subject to the allowable points under the Merit Selection Plan of the Department of Education.

VIII. POLICY REVIEW AND ENHANCEMENT

Section 36. The PRAISE Committee shall meet on the first quarter of the Calendar Year to evaluate the PRAISE implementation of the Region and review the policy to continuously improve the process and guidelines.

IX. FUNDING REQUIREMENTS

Section 37. Source of Funds – Subject to pertinent provisions in this Manual and CSC circulars, rules and regulations, the following conditions shall strictly be observed in the determination of the PRAISE incentives and sources of funds, to wit:

- 37.1. The amount of the PRAISE incentives shall be determined by the PRAISE Committee duly approved by the Regional Director upon the recommendation of the PRAISE Committee Chairman, as reflected in the activity proposal.

X. IMPLEMENTING GUIDELINES

Section 38. Rule-Making Authority - DepEd Caraga Regional Director shall, upon the recommendation by the PRAISE Committee, formulate such implementing guidelines deemed necessary and incidental to ensure proper, effective, and efficient implementation of the provisions of this Policy Manual.

XI. EFFECTIVITY

This DepEd Caraga PRAISE Policy Manual shall be effective upon approval by the Civil Service Commission. Subsequent amendments shall likewise be submitted to CSC for evaluation and shall take effect immediately.

XII. COMMITMENT

I hereby commit to implement and abide by the provisions of this DepEd Caraga PRAISE Policy Manual which shall be the basis for the grant of awards and incentives stated herein.

The Annual PRAISE Report shall be submitted to the CSC Regional Office concerned on or before the thirtieth day of January to enable our employees to qualify for nominations to the CSC-sponsored national awards.

MARIA INES C. ASUNCION
Regional Director

Date: _____

CSC Action:

I have evaluated the herein agency PRAISE and found it to be in accordance with the provision of CSC MC No. 1, S. 2001 and may now be implemented.

WINSTON L. PLAZA
Director IV
CSC Regional Director

Date: _____

ANNEXES

Annex A: Rewards and Recognition System Process

Annex B: Omnibus Certification of Authenticity and Veracity of Documents

Annex C: Nomination Form

Annex D: Professionalism and Personal Characteristics Rating Sheet

Annex E: Consolidated Rating Sheet (sample for Outstanding Teacher)

Annex F: Criteria & Means of Verification (MOVs)

1. Outstanding Teacher
2. Outstanding Master Teacher
3. Outstanding Special Education (SpEd) Teacher
4. Outstanding Indigenous Peoples Education (IPEd) Teacher
5. Outstanding Multigrade Teacher
6. Outstanding Alternative Learning System (ALS) Teacher
7. Outstanding School Principal
8. Outstanding Public Schools District Supervisor
9. Outstanding Education Program Supervisor
10. Outstanding Non-Teaching Personnel Level 1
11. Outstanding Non-Teaching Personnel Level 2
12. Outstanding Researcher
13. Outstanding School
14. Outstanding Schools Division Office
15. Outstanding Inclusive Education Implementer
16. Outstanding Reading Program Implementer
17. Most Functional Learning Resource Management Center (LRMC)
18. *Natatanging Bulawanong Sulô*
19. Outstanding Regional Education Program Supervisor



Republic of the Philippines
Department of Education
CARAGA REGION

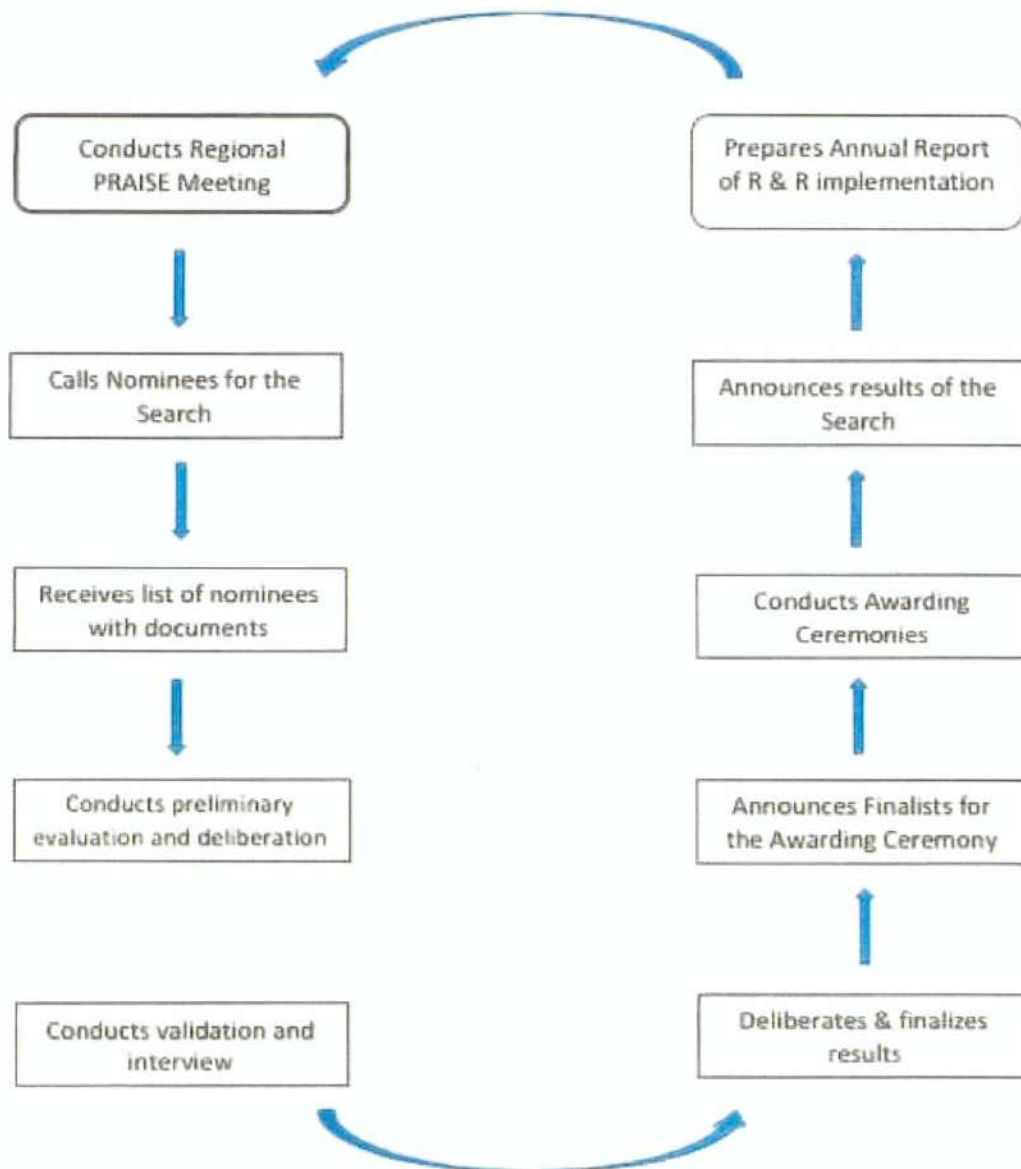
Annex A:
REWARDS AND RECOGNITION
SYSTEM PROCESS



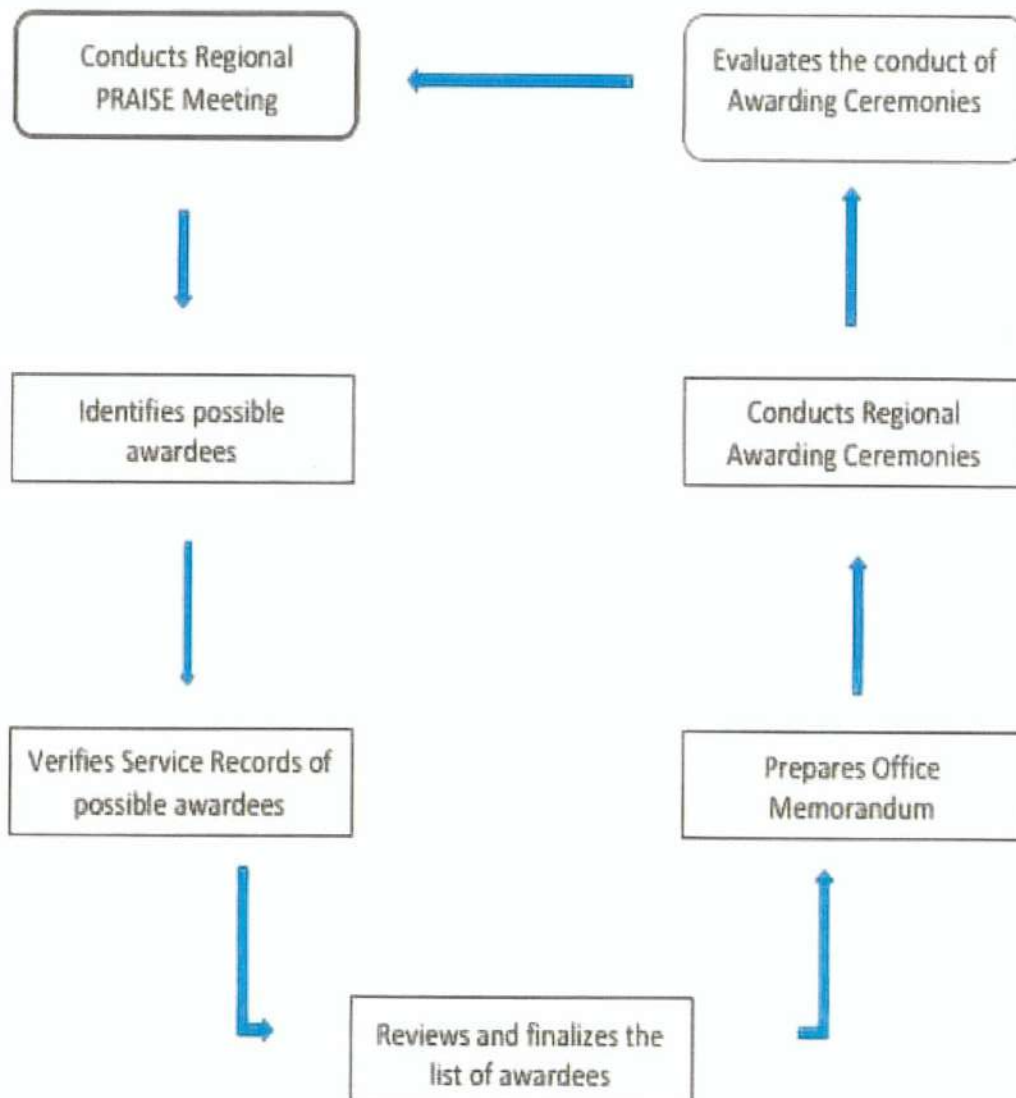
Republic of the Philippines
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CARAGA REGION

Rewards and Recognition System Process

Search for Outstanding DepEd Caraga Officials and Employees (*Bulawanong Sulô Awards*)



Loyalty Service Awardees for Regional Office Employees





Republic of the Philippines
Department of Education
CARAGA REGION

Annex B:
OMNIBUS CERTIFICATION OF
AUTHENTICITY AND VERACITY OF
DOCUMENTS



Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (085) 225-1151
Telefax No: (085) 342-5959
Email: caraga@deped.gov.ph
Website: caraga.deped.gov.ph





Republic of the Philippines
Department of Education
CARAGA REGION

OMNIBUS CERTIFICATION OF AUTHENTICITY AND VERACITY OF DOCUMENTS

I _____ Filipino, of legal age, with permanent address _____ at under oath, hereby depose and state that:

That each of the documents submitted is an authentic and original copy or a true and faithful reproduction of the original, complete and that all statements and information provided therein are true and correct.

That I am assuming full responsibility and accountability for the validity and authenticity of the documents submitted.

That I am aware that any violation will automatically disqualify me from the selection process, without prejudice to being subjected to disciplinary action.

That I am making these statements as part of the requirement for Bulawanong Sulô Awards/ Bulawanong Pasidungog 20__ of the Department of Education Caraga.

By executing this Omnibus Certification of Authenticity and Veracity of Documents, I hereby authorize the Department of Education Caraga to verify the authenticity of documents I have submitted.

Nominee

Witness:

SUBSCRIBE AND SWORN to before me this _____ day of _____, 20__, affiant exhibiting to me his/her Community Tax Certificate No. _____ issued on _____ at _____, Philippines.

Notary Public

Until _____
PTR No. _____
Date _____
Place _____
Tin _____

Doc. no. _____
Page no. _____
Book no. _____



Republic of the Philippines
Department of Education
CARAGA REGION

Annex C:
NOMINATION FORM



Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (085) 225-1151
Telefax No: (085) 342-5959
Email: caraga@deped.gov.ph
Website: caraga.deped.gov.ph





Republic of the Philippines
Department of Education
 CARAGA REGION

NOMINATION FORM

Bulawanong Sulô Awards / Bulawanong Pasidungog (Calendar Year)

THE PRAISE COMMITTEE

DepEd Caraga Region
 J.P. Rosales Avenue, Butuan City

After undergoing a thorough evaluation at the division level based on the guidelines and criteria of the *Bulawanong Sulô Awards / Bulawanong Pasidungog* for DepEd Caraga Officials and Employees, I hereby nominate:

Category	
Name of Nominee / Focal Person	
Current Position	
Contact Number	
Email Address	
School/Office	
School/Office Address	
District <i>(if applicable)</i>	
School Division	
Name of ASDS	
Name of SDS	

I hereby certify that, to the best of my knowledge, the information contained in the accompanying supporting documents are true and correct.

The nominee and the undersigned understand that the decision of the PRAISE Committee is final and that we agree to abide by it.

 Name of Nominator
 (Division PRAISE Chair)

 Signature

 Position

 Date Signed

*(Note: Please enclose 1-2 pages write-up about the significant accomplishments of the nominee duly signed by the **immediate head**.)*

DATA PRIVACY NOTICE: The data and information in this form are intended for the purpose of conducting Bulawanong Sulô Awards / Bulawanong Pasidungog. The data will be kept by the process owner for the purpose of verifying and authenticating identity of the nominee. The use of data indicated here for purposes not intended by the process owner is a violation of Data Privacy Act of 2012. Data subjects voluntarily provided these data and information.



Republic of the Philippines
Department of Education
CARAGA REGION

Annex D:
PROFESSIONALISM AND PERSONAL
CHARACTERISTICS RATING SHEET



Address: J.P. Rosales Avenue, Butuan City
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Republic of the Philippines
Department of Education
CARAGA REGION

RATING SHEET FOR PROFESSIONALISM & PERSONAL CHARACTERISTICS

Name of Nominee: _____
School/Office: _____
Division: _____
Category: _____
Name of Immediate Superior: _____

Directions: Put a check mark (/) on the space provided for if the nominee AT ALL TIMES exhibits the following indicators otherwise put an (X).

INDICATORS	/
A. Manifested genuine enthusiasm and pride in the nobility of teaching/related teaching profession	
1. Demonstrate punctuality at all times.	
2. Participate actively in all office activities.	
3. Attend in all required seminars and trainings for professional development.	
4. Gets involved in all school programs and projects/office activities as required.	
5. Communicate the DepEd vision, mission, and core values to stakeholders.	
B. Observe and demonstrates desirable personal and professional (RA 6713) and Code of Ethics RA 786) behaviors like respect, honesty, dedication, patriotism and genuine for others at all times.	
1. Maintains stature and behavior worthy of respect and emulation.	
2. Respects the privacy of co-workers, does not spread office gossips or rumors.	
3. Gives honest remarks regarding his/her work outputs and is willing to receive feedback.	
4. Provides honest and constructive feedback and is generous enough to give credits due to co-workers.	
5. Is honest, upright and trustworthy in all his/her dealings with all People.	
6. Serves beyond working hours to be able to meet organizational goals and objectives.	
7. Performs jobs cheerfully and with much positivism exceeding expectations of superiors as to work outputs	
8. Observes at all times loyalty to the republic and to the Filipino people, promotes use of locally produced goods, resources and technology and encourages, appreciation and pride of country and people.	



Republic of the Philippines
Department of Education
 CARAGA REGION

9. Extends prompt and adequate services to the public.	
C. Maintains harmonious relation with superiors, colleagues, subordinates, learners, parents and other stakeholders.	
1. Respects authority and is able to work harmoniously with superiors and colleagues.	
2. Maintains good working relationship with co-workers, parents and stakeholders.	
3. Performs well whether as a team leader or member.	
D. Maintains good reputation with respect to financial matters such as the settlement of his/her debts, loans and other financial affairs/liabilities.	
1. Discloses personal financial interest as well as that of spouse and other minor children exercising proper discretion.	
2. Settles loans and other financial affairs on time.	
3. Has not been subjected to any complaint/ charged administratively relative to financial matters.	
NO. OF CHECKS (/)	
TOTAL POINTS = NO. OF CHECKS x (0.5)	

Rated by:

 Signature over Printed Name of the Immediate Head

Date: _____



Republic of the Philippines
Department of Education
CARAGA REGION

Annex E:
CONSOLIDATED RATING SHEET
(sample for Outstanding Teacher)



Address: J.P. Rosales Avenue, Butuan City
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Republic of the Philippines
Department of Education
 CARAGA REGION

CONSOLIDATED RATING SHEET

Bulawanong Sulô/Pasidungog Awards (Calendar Year)

Category: _____

Criteria/Indicators		Maximum Points	Points gained per indicator		
			Nominee 1	Nominee 2	Nominee 3
1. Instructional Competence (40)	1.1. Teaching Competence	20			
	1.2. Outstanding Accomplishment	10			
	1.3. Creativity & Innovation	5			
	1.4. Research	5			
2. Professional & Personal Competence (40)	2.1. Performance Rating	15			
	2.2. Education	5			
	2.3. Resource Speakership/ Learning Facilitation	10			
	2.4. Membership in TWG of Committee	5			
	2.5. Trainings Attended	5			
3. Community Development & Involvement (10)	3.1. Outreach Activity	5			
	3.2. Networking / Linkages	5			
4. Professionalism / Personal Characteristics & Attributes (10)		10			
TOTAL POINTS		100			

Reviewed by: _____
 PRAISE Committee

NOTED: _____

Schools Division Superintendent/Regional Director



Republic of the Philippines
Department of Education
CARAGA REGION

Annex F:
CRITERIA &
MEANS OF VERIFICATION (MOV_s)



Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING TEACHER



Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING TEACHER
(Elementary and Secondary)

Requirements:

1. Rendered at least three years of continuous service as a classroom teacher in the Department of Education as of the deadline of submission until the end of the search stages.
2. Have a performance rating (IPCRF) of at least Very Satisfactory or its equivalent for three rating periods prior to the nomination.
3. Signed & approved Teaching Load/Assignment and Class Program (Adviser) for the last three S.Y. must be submitted.

Summary:

Criteria	Points
1. Instructional Competence & Teaching Effectiveness	40
2. Professional & Personal Competence	40
3. Community Development & Involvement	10
4. Professionalism/Personal Characteristics & Attributes	10
<i>Total</i>	100

1. INSTRUCTIONAL COMPETENCE & TEACHING EFFECTIVENESS - 40

1.1. Teaching Competence (20)

The overall ability and authority of teachers in carrying out their profession, including responsibilities in educating students with knowledge and skills.

1.1.a. Demonstration Teacher (5)

Served as Demonstration Teacher **within the last 3 years.**

MOVs: (All listed MOVs must be submitted)

- A. Any issuance/Memorandum/Letter of Request;
- B. Lesson Plan;
- C. Classroom Observation Tool (COT); and
- D. Certificate of Recognition/Commendation/Appreciation

Level	Points
National	5
Regional	4
Division	3
District	2
School	1

1.1.b. INSET/LAC Sessions (5)

Conducted/participated INSET/LAC Sessions regarding the improvement of teaching competence **within the last 3 years.**

MOVs:

- A. Approved INSET/LAC Plan
- B. Certificate of Recognition/Participation/Attendance
- C. Accomplishment/Narrative Report with attachments (training matrix, pictorials, program, attendance sheet, etc.)

MOVs Submitted	Points
ALL MOVs	5
2 MOVs	3
only 1 MOV	1

1.1.c. NAT Performance (5)

Considered the **latest NAT Result** of the school where the teacher nominee is currently teaching.

MOV: Certification of NAT Result verified by the planning officer & noted by the SDS

NAT MPS	Points
75% & above	5
65% – 74.99%	4
55% – 64.99%	3
45% – 54.99%	2
below 45%	1

1.1.d. Holding Power (Dropout Rate) (5)

MOVs:

- A. Certification of Drop-out Rate (previous SY) verified by the planning officer & noted by the SDS
- B. Must be presented during the validation:
Class Adviser (SF 1, SF 2, & SF 5 of the previous SY)
Non-Adviser (School data / SF4 & SF6 of the previous SY)

Dropout Rate	Points
0%	5
0.01% - 1%	4
1.01% - 2%	3
2.01% - 3%	2
3.01% and above	1

1.2. Outstanding Accomplishments (10)

Outstanding employee, coach, or trainer of winning students in various competitions or winner in a competition (teacher's

category). To consider only the certificate with highest point **within the last 3 years**.

1.2.a. Outstanding Employee Award (5)

MOVs: (All listed MOVs must be submitted)

- A. Any issuance, memorandum or document showing the Criteria for the Search;
- B. Any issuance, memorandum, bulletin or document for Results Announcement or Letter of Conferment; and
- C. Certificate/Plaque of Recognition/ Commendation/ Merit/Medal

Level	Points
National/International	5
Regional	4
Division/Provincial	3
District/Municipal/City	2
School	1

1.2.b. Winning Coach / Winner in a Competition (5)

MOVs: (All listed MOVs must be submitted)

- A. Any issuance, memorandum or document showing the conduct of the activity/contest;
- B. Any issuance, memorandum, bulletin or document for Results Announcement or Letter of Conferment; and
- C. Certificate/Plaque of Recognition/ Commendation/ Merit/Medal

Rank	Points			
	District/ Municipal/ City Level	Division/ Provincial Level	Regional Level	National/ International
1 st	2	3	4	5
2 nd	1	2	3	4
3 rd	0.5	1	2	3

1.3. Creativity & Innovation (5)

Innovation means something new. It is a demonstration of creativity, initiative, and innovativeness through development of new or

superior work procedures, methods, concepts, inventions, and devices. Innovative and creative work plan, Re-Entry Action Plan, or quality-assured module (SLMs)/instructional materials (WLAs), or SIM proposed and/or implemented **within the last 3 years** shall be considered as innovation. A copy of the innovation must be submitted.

MOVs:

- A. *Proposal duly approved by the Head of Office*
- B. *Accomplishment Report verified by the Head of Office*
- C. *Certification of utilization of the innovation, within the school/office duly signed by the Head of Office*
- D. *Certification of adoption of the innovation by another school/district/higher office duly signed by the Head of Office*
- E. *Certification that the module/instructional material underwent quality-assurance procedure*

MOVs Submitted	Points
A, B, C, D & E	5
A, B, C & D/E	4
Only A, B & C	3
Only A & B	2
Only A	1

1.4. Research (5)

Initiated or headed an educational research activity duly approved by educational authorities either for improvement of instruction, for community development, or teacher welfare conducted **within the last 3 years**. Points earned shall be divided according to the number of researchers in a team.

MOVs:

- A. *Proposal duly approved by the Head of Office or the designated Research Committee per DO No. 16, 2. 2017*
- B. *Accomplishment Report verified by the Head of Office*
- C. *Certification of utilization of the research, within the school/office duly signed by the Head of Office*
- D. *Certification of adoption of the research by another school/office duly signed by the Head of Office*
- E. *Proof of citation by other researchers (whose study/research, whether published or unpublished, is likewise approved by authorized body) of the concept/s developed in the research*

MOVs Submitted	Points
A, B, C, D & E	5
A, B, C & D/E	4
Only A, B & C	3
Only A & B	2
Only A	1

2. PROFESSIONAL & PERSONAL COMPETENCE - 40

2.1. Performance Rating (15)

The three recent performance ratings (IPCRF) of the nominee prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods vs the highest possible rating shall be multiplied by 15.

MOV:

Scanned copy of the 3 recent approved IPCRF

e.g.

$$\frac{(4.720 + 4.600 + 4.890) \div 3}{5.00 \text{ (highest rating)}} \times 15 = \mathbf{14.210}$$

2.2. Education (5)

MOV: A copy of scholastic/academic record such as but not limited to Transcript of Records (TOR), including certification of completion of graduate and post-graduate units/degrees

Educational Level	Points
with MA units	1
Completed Academic Requirements (CAR) in a master's degree	2
Master's degree holder	3
Completed Academic Requirements (CAR) in a doctoral degree	4
Doctoral degree holder	5

2.3. Resource Speakership/Learning Facilitation (5)

This shall apply to nominee who has been requested and invited to share his/her knowledge and expertise on specific subject matter/s. This may include nominee who served as a Resource Speaker, Resource Person, Trainer, Consultant, and/or Learning Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc. To consider only the certificate with highest point **within the last 3 years**.

MOVs: (All listed MOVs must be submitted.)

- A. Issuance/Memorandum/ Invitation/ Training Matrix/ Program,
- B. Certificate of Recognition/ Merit/ Commendation/ Appreciation, and
- C. Slide Decks/ Session Guides used

Level	Points
School	1
District /Municipal/City	2
Division/ Provincial	3
Regional	4
National/ International	5

2.4. Membership in Technical Working Group (TWG) or Committee (5)

This shall apply to nominee who has been chosen and requested to use his/her technical knowledge, skills, and expertise to develop an output, or work towards an outcome. This may include but not limited to the development and/or validation / evaluation / translation of framework, models, policies, and learning materials **within the last 3 years**.

MOVs: (All listed MOVs must be submitted.)

- A. Issuance/Memorandum showing the membership in TWG or Committee,
- B. Certificate of Participation or Attendance, and
- C. Output/ Adoption by the organization

Level	Points
School	1
District /Municipal/City	2
Division/ Provincial	3
Regional	4
National/ International	5

2.5. Trainings/Seminars/Workshops/Conferences/Webinars/Online Courses attended (10)

Training conducted for **at least three days or 24 hours** and acquired **within the last 3 years** that are relevant to the position nominated for as of the deadline of submission. Only with complete set of MOVs submitted per training shall be considered and counted.

MOVs:

- A. *Issuance/Memorandum of the conduct of the training, and*
- B. *Certificate of Participation/Attendance/Completion*

Number of Hours	Points
24 – 48 hours	2
49 – 72 hours	4
73 – 96 hours	6
97 – 120 hours	8
121 hours or more	10

3. COMMUNITY DEVELOPMENT & INVOLVEMENT - 10

3.1. Outreach Activity (5)

Sponsored/conducted/participated feeding program, tree planting, home visitation program and other similar activities or community project / activity of another agency or coordinator of a rural service improvement activity in a community **within the last 3 years**.

MOVs:

- A. *Approved Activity Proposal/ Action Plan*
- B. *Accomplishment/ Narrative Report with attachments*
- C. *Certificate of Recognition/ Commendation/ Appreciation/ Participation*

MOVs Submitted	Points
A, B & C	5
A & B/C	3
only C	1

3.2. Networking/Linkages (5)

Sponsored /conducted /participated Income Generating Projects and Programs for School Founding Anniversary, Brigada Eskwela and other similar school activities **within the last 3 years**.

MOVs:

- A. *Approved Activity Proposal/ Action Plan*
- B. *Accomplishment/ Narrative Report with attachments*
- C. *Certificate of Recognition/ Commendation/ Appreciation/ Participation*

MOVs Submitted	Points
A, B & C	5
A & B/C	3
only C	1

4. PROFESSIONALISM / PERSONAL CHARACTERISTICS & ATTRIBUTES - 10

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled-up by the immediate head)

TOTAL - 100

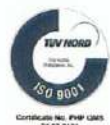


Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING MASTER TEACHER



Address: J.P. Rosales Avenue, Butuan City
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Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING MASTER TEACHER
(Elementary and Secondary)

Requirements:

1. Rendered at least three years of continuous service as a Master Teacher in the Department of Education as of the deadline of submission until the end of the search stages.
2. Have a performance rating (IPCRF) of at least Very Satisfactory or its equivalent for three rating periods prior to the nomination.
3. Signed and approved Teaching Load/Assignment, Instructional Leadership/Supervisory Plan and Class Program covering the past three S.Y. must be submitted.

Summary:

Criteria	Points
1. Instructional Competence & Teaching Effectiveness	40
2. Outstanding Accomplishments	30
3. Education and Training	10
4. Community Engagement	10
5. Professionalism/ Personal Characteristics & Attributes	10
<i>Total</i>	100

1. INSTRUCTIONAL COMPETENCE & TEACHING EFFECTIVENESS - 40

1.1 Performance Rating (10)

The nominee must have at least three (3) Individual Performance Commitment and Review Form (IPCRF) ratings of "Very Satisfactory" or higher prior to the screening process.

MOV: Signed and approved IPCRFs for the last 3 years as Master Teacher

Illustrative example:

$$\frac{(4.720 + 4.600 + 4.890) \div 3}{5.00 \text{ (highest rating)}} \times 10 = \mathbf{9.473}$$

1.2 Demonstration Teacher (10)

Served as Demonstration Teacher **within the last 3 years.**

MOVs: (All listed MOVs must be submitted)

- A. Any issuance/ Memorandum/ Letter of Request;
- B. Approved Lesson Plan;
- C. Classroom Observation Tool (COT)/ Rating Sheet; and
- D. Certificate of Recognition/ Commendation/ Appreciation

Level	Points
National	10
Regional	8
Division	6
District	4
School	2

1.3 Provision of Mentoring and Coaching or Technical Assistance (10)

MOVs:

- A. Technical Assistance and Supervisory plan duly signed by the School Head
- B. PMCF with the signature of the mentee and the Master Teacher
- C. Intervention Activity duly signed by the school head to support the TA given as identified in the PMCF
- D. Proof that the mentor and mentee agreement was effectively applied, achieving set goals through collaboration and actions.

MOVs Submitted	Points
All MOVs	10
Only A, B, & C	7
Only A, & B	5
Only A	3

1.4 Organized/Managed Learning Action Cell (LAC) sessions, In-Service Training (INSET) activities, or similar programs at least at the school level within the last 3 years (10)

1.4.A. Organized In-Service Training (5)

MOVs:

- A. Activity Proposal with Activity Matrix of the activity duly approved by the Head of Office
- B. Accomplishment Report with pictures and attendance of participants verified by the Head of Office
- C. Certificate of participation for the participants
- D. Memorandum of the conduct of INSET certified by the School Head

MOVs Submitted	Points
All MOVs	5
Only A, B, & C	4
Only A & B	3
Only A	2

1.4.B. Managed/facilitated/conducted Learning Action Cell (LAC) (5)

MOVs: (All listed MOVs must be submitted)

- A. LAC Implementation Plan
- B. Completion Report with LAC forms 1- 4
- C. Minutes/Narrative Reports with attachments (training matrix, pictorials, program, attendance sheet, etc.)
- D. Certificate of Recognition/Commendation

Number of LAC sessions conducted	Points
10 and above	5
9	4
8	3
7	2
6	1

2. OUTSTANDING ACCOMPLISHMENT (30)

2.1 Outstanding Accomplishments (10)

Outstanding employee, coach, or trainer of winning students in various competitions or winner in a competition (teacher's category). To consider only the certificate with highest point **within the last 3 years**.

2.1.A. Outstanding Employee Award (5)

MOVs: (All listed MOVs must be submitted)

- A. Any issuance, memorandum or document showing the Criteria for the Search;
- B. Any issuance, memorandum, bulletin or document for Results Announcement or Letter of Conferment; and
- C. Certificate/Plaque of Recognition/Commendation/Merit/Medal

Level	Points
National/International	5
Regional	4
Division/Provincial	3
District/Municipal/City	2
School	1

2.1.B. Winning Coach / Winner in a Competition (5)

MOVs: (All listed MOVs must be submitted)

- A. Any issuance, memorandum or document showing the conduct of the activity/contest;*
- B. Any issuance, memorandum, bulletin or document for Results Announcement or Letter of Conferment; and*
- C. Certificate/Plaque of Recognition/ Commendation/ Merit/Medal*

Rank	Points			
	District/ Municipal/ City Level	Division/ Provincial Level	Regional Level	National/ International
1 st	2	3	4	5
2 nd	1	2	3	4
3 rd	0.5	1	2	3

2.2 Research and Innovation (10)

Educational research completed in the last three years. For team research, total points earned shall be divided by the number of team members.

MOVs:

- A. Proposal duly approved by the Head of Office or the designated Research Committee per DO No. 16, s. 2017*
- B. Accomplishment Report verified by the Head of Office*
- C. Certification of utilization of the innovation or research, within the school/office, duly signed by the Head of Office.*
- D. Certification of adoption of the innovation or research by another school/office duly signed by the Head of Office.*

MOVs Submitted	Points
All MOVs	10
Only A, B, & C	8
Only A & B	6
Only A	2

2.3 Consultant/ Resource Speaker/Facilitator/ Discussant (10)

This shall apply to a nominee who has been requested and invited to share his/her knowledge and expertise on specific subject matter/s. This may include nominee who served as a Resource Speaker, Resource Person, Trainer, Consultant, and/or Learning

Facilitator in seminars, training programs, conferences, convention, congress, forums, learning action cells (LAC) sessions, etc. To consider only the certificate with highest point **within the last 3 years**.

MOVs: (All listed MOVs must be submitted.)

- A. Issuance/ Memorandum/ Invitation/ Training Matrix/ Program,
- B. Certificate of Recognition/ Merit/ Commendation/ Appreciation, and
- C. Slide Decks and Session Guides used

Level	Points
School	2
District /Municipal/City	4
Division/ Provincial	6
Regional	8
National/ International	10

3. Education and Training (10)

3.1. Education (5)

MOV: A copy of scholastic/academic record such as but not limited to Transcript of Records (TOR), including certification of completion of graduate and post-graduate units/ degrees

Educational Level	Points
Completed Academic Requirements (CAR) in a master's degree	1
Master's degree holder	2
With Doctoral units	3
Completed Academic Requirements (CAR) in a doctoral degree	4
Doctoral degree holder	5

3.2. Trainings/Seminars/Workshops/Conferences/Webinars/ Online Courses attended for the last three years (5)

- Only those sanctioned by DepEd with Memoranda/ Advisory will be considered valid.
- Participation in scholarship programs, short courses (e.g., UP-OU Diploma Course, NTC-Lunduyan ng Kahusayan, SEAMEO Short Course Programs), and study grants are also deemed acceptable.
- Non-degree training programs or courses are valid if sponsored by countries with a bilateral agreement with the Philippines or organizations partnered with DepEd.
- International training is valid only if the trainers have international recognition or accreditation.
- National training is accepted if the trainers have national recognition or accreditation, specifically NEAP-recognized and endorsed by DepEd.
- Must complete a minimum of three (3) consecutive training days, with each activity lasting at least eight hours per day.

MOVs: (All listed MOVs must be submitted)

- A. Issuance/ Memorandum identifying the nominee as a participant in the conduct of the training
- B. Certificate of Participation/ Attendance/ Completion
- C. Photo documentation during the training

Level	Points
National/International	5
Regional	4
Division/Provincial	3
District/Municipal/City	2
School	1

4. COMMUNITY DEVELOPMENT & INVOLVEMENT (10)

4.1. Outreach Activity (5)

Sponsored/conducted/participated in outreach programs, including but not limited to feeding programs, tree planting, home visitations and other similar activities. These may also involve coordinating community improvement activities or engagements with rural service organizations **within the last three years.**

MOVs:

- A. *Approved Activity Proposal/ Action Plan*
- B. *Accomplishment/ Narrative Report with attachments*
- C. *Certificate of Recognition/ Commendation/ Appreciation/ Participation*

MOVs Submitted	Points
A, B & C	5
A & B/C	3
only C	1

4.2. **Networking/Linkages (5)**

Sponsored/conducted/participated Income Generating Projects and Programs for School Founding Anniversary, *Brigada Eskwela* and other similar school activities **within the last 3 years**.

MOVs:

- A. *Approved Activity Proposal/ Action Plan*
- B. *Accomplishment/ Narrative Report with attachments*
- C. *Certificate of Recognition/ Commendation/ Appreciation/ Participation*

MOVs Submitted	Points
A, B & C	5
A & B/C	3
only C	1

5. **PROFESSIONALISM / PERSONAL CHARACTERISTICS & ATTRIBUTES (10)**

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)

TOTAL - 100



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING SPECIAL EDUCATION
TEACHER**



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Republic of the Philippines
Department of Education
 CARAGA REGION

OUTSTANDING SPECIAL EDUCATION TEACHER
 (Elementary and Secondary)

For this award category, the annual competition is for either a teacher of Fast Learners (FL) or a teacher of differently abled students.

Basic Requirement: A SPED or Receiving Teacher handling any of the following classes for **at least 3 years**:

A. Fast Learners' Category: Fast/Gifted learners

B. Differently abled Category:

- a. Autism
- b. Hearing Impairment
- c. Visual Impairment
- d. Intellectual Disability
- e. Learning Disability
- f. Multiple Disability

1. INSTRUCTIONAL COMPETENCE AND TEACHING EFFECTIVENESS (90)

1.1. Outstanding contribution in the Special Education Program (35)

1.1.1. Introduced/tried out effective approaches or innovations in teaching which contributed to the improvement of instruction in meeting the learners with special educational needs (10)

Stages of Implementation	Points
Adopted in the division	10
Adopted in the district	9
Fully implemented in the school	8
Started the implementation	7
Conceptualized	6

1.1.2. Written/produced Instructional Materials (IMs) in SPED such as modules, learning activity sheets, equipment/teaching devices, technical paper/publications (10)

Level	Points
National	10
Regional	9
Division	8
District	7
School	5

- 1.1.3. a. Organized/trained socio-cultural activities (5)
(i.e., choral group, dance troupe, theater and drama, arts club, etc.)
 b. Students trained presented during programs/activities (5)

Level	Points
National	5
Regional	4
Division	3
District	2
School	1

- 1.1.4. Graduates (record of number of batches or names of successful graduates in either elementary/secondary level **for Fast/Gifted Learners or under transition program for non-graded** for the past three (3) School Years) (5)

1.2 Leadership (30)

- 1.2.1. Coordinated the organization of classes/implementation of SPED program (5)

Level	Points
Division	5
District	4
School	3

MOVS: (All listed MOVs must be submitted.)

A. *Coordinatorship*

B. *Approved Master Plan or other similar document*

- 1.2.2. Participated in-service training programs related to SPED (10)
Only those sanctioned by DepEd with Memoranda/ Advisory will be considered.

Level	Points
National Participation to at least 1 training conducted in at least three days	10
Regional Participation to at least 3 training courses each conducted in at least three days	9
Division Participation to at least 3 training courses each conducted in at least three days	8
District Participation to at least 3 training courses each conducted in at least three days	7
School Participation to at least 3 training courses each conducted in at least three days	6

- 1.2.3. Consultant/ Resource Speaker/ Facilitator/Discussant/
Lecturer in training/seminars/workshops. To consider only the
certificate with the highest points (10)

MOVs: (All listed MOVs must be submitted.)

- A. Issuance/Memorandum/Invitation/Training Matrix/
Program*
- B. Certificate of Recognition/Merit/Commendation/
Appreciation*
- C. Slide Decks/Session Guides used*

Level	Points
National	10
Regional	9
Division	8
District	7
School	6

- 1.2.4. Coordinated in community activities/programs/projects for the
development of the learners in their areas of interests (5)

MOVs: (All listed MOVs must be submitted.)

- A. Activity Proposal*
- B. Certificate of Recognition/Merit/Commendation/
Appreciation*
- C. Activity Documentation Report with Attachments*

1.3. Continuous and Dedicated Service (20)

- 1.3.1. Rendering continuous and dedicated service in
SPED Teaching (10)

No. of Years	Points
10 and above	10
9-9.9	8
7-8.9	6
5-6.9	4
3-4.9	2

- 1.3.2 Performance Rating (10)

MOV: Scanned copy of the 3 recent approved IPCRF

The last three (3) performance ratings should be at least Very Satisfactory.
Performance Rating shall be computed by:

$$\text{Rating} = \frac{\text{Average of the 3 performance rating}}{5.00 \text{ (highest performance rating)}} \times 10$$

1.4. Professional Advancement (5)

MOV's:

Transcript of Records (Certified, Authenticated, and Verified (CAV)

Level	Points
With MA units	1
With Complete Academic Requirements in MA	2
MA degree holder	3
With doctoral units	4
Doctoral degree holder	5

2. PROFESSIONAL/PERSONAL CHARACTERISTICS (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)

TOTAL - 100



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING INDIGENOUS PEOPLES
EDUCATION TEACHER**



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Republic of the Philippines
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CARAGA REGION

OUTSTANDING INDIGENOUS PEOPLES EDUCATION (IPEd) TEACHER

For this award category, nominees must be currently teaching in IPEd implementing schools.

1. Experience as an IPEd Teacher (at least 3 consecutive years) (20)

MOVs:

- *Approved Assignment/ Advise Order/ Designation as teacher in an IPEd implementing school for at least three consecutive school years;*
- *Approved class program/ teacher's class schedule for the last 3 consecutive school years.*

No. of Years	Points
9-10 (or more)	20
7-8	18
5-6	16
3-4	14

2. Instructional Competence (35)

2.1 Teaching Competence (20)

MOV: *Performance rating sheets for the past 3 rating periods*

The three (3) recent performance ratings of the nominee prior to the screening should be at least Very Satisfactory (**VS**). The rate of the average numerical rating for the 3 periods vs the highest possible rating shall be multiplied by **20**.

e.g.

$$\frac{(4.720 + 4.600 + 4.89)}{5.00 \text{ (highest rating)}} \times 20 = \mathbf{18.947}$$

2.2 Cultural Competency, Language Proficiency, and Pedagogical Skills (15)

MOVs Presented	Points
1. Teaching Portfolio: A detailed portfolio showcasing the nominee's teaching methods and materials tailored to the needs and learning styles of indigenous learners. Evidence: Indigenized lesson plans (SY 2024-2025) indicating learners' evaluation results, contextualized teaching aids, and student work samples that incorporate culturally relevant content. Written	10

testimonials from learners and parents, as well as classroom observation reports, can also be included.	
2. Community Feedback and Testimonials regarding the nominee's cultural competency, language proficiency, and pedagogical skills. Evidence: Written testimonials, video interviews, or survey results highlighting the positive impact of the nominee's work on the community.	3
3. Language Proficiency Certification – certification or letter of endorsement from community leaders or language experts, with examples of the nominee using the language in various contexts (e.g., teaching, community meetings)	2
Total	15

3. Outstanding Accomplishment (15)

3.1 Introduced an effective approach/innovation/contextualization in teaching which contributed to the improvement of instructions responsive to the needs and context of IP learners (5)

MOVs: Certification, Material (signed report/write-up)

Stages of Implementation	Points
Fully implemented in the school	5
Started the implementation	3
Conceptualized	1

3.2 Received accolades with the IP approach/Instructional Materials/ Action Research made (5)

MOVs: Certification, Material (signed report/write-up/ action research/ IMs)

Level	Points
Division	5
District	4
School	3

3.3 Resource Speakership/Consultancy in IPed-related training/SLAC Sessions (5)

MOVs: Certification, Signed Report/ documentation with photos

Level	Points
Division	5
District	4
School	3

4. Continuous Learning and Development (10)

4.1 Education (5)

MOVs: Transcript of Records (TOR)

Educational Level	Points
with MA units	1
Completed Academic Requirements (CAR) in a master's degree	2
Master's degree holder	3
Completed Academic Requirements (CAR) in a doctoral degree	4
Doctoral Degree holder (CAR)	5

4.2 Trainings/Seminars/Workshops/Conferences/Webinars/Online Courses Attended (5)

Note: accumulated hours for the last 5 years

MOVs: Certificates of Participation

Topic/Content			
General Education		IPEd Related	
No. of hours attended	Points	No. of hours attended	Points
40 or more	3	40 or more	5
24-32	2	24-32	4
8-16	1	8-16	3

5. Community Engagement (10)

The nominee was able to engage with the local community, build trust, and involve community members in the educational process within the last three years.

MOVs: Certification, Approved Activity Design, signed Activity Documentation Report

A. Teaching-Learning Related or School Initiatives (5)	
Role	Points
Chairperson/Organizer	5
Vice Chair	4
Member	3

B. Non-teaching Related or Community Initiatives (5)	
<i>Role</i>	<i>Points</i>
Chairperson/Organizer/Co-organizer	5
Vice Chair	4
Member	3

6. Professional/Personal Characteristics (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head.)

TOTAL 100



Republic of the Philippines
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CARAGA REGION

OUTSTANDING MULTIGRADE TEACHER



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OUTSTANDING MULTIGRADE TEACHER

1. Experience as Multigrade Teacher (20)

No. of Years	Points
3-4.99	14
5-6.99	16
7-8.99	18
9 and above	20

2. Instructional Competence (55)

2.1 Teaching Competence (20)

The three (3) recent performance ratings of the nominee as a **Multigrade Teacher** prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods vs. the highest possible rating shall be multiplied by 20.

e.g.

$$\frac{(4.720 + 4.600 + 4.890) \div 3 \times 20}{5.00 \text{ (highest rating)}} = 18.947$$

2.2 Outstanding Accomplishments (20)

Outstanding employee or coach or trainer of winning students in the different competitions. To consider only the certificate with the highest points.

MOV: Certificate, Official Memorandum/ Bulletin for Results Announcement, or Letter of Conferment

Rank	Points			
	District Level	Division Level	Regional Level	National/ International
1st	5	10	15	20
2nd	3	8	13	18
3rd	1	7	12	17
Finalist	0.5	6	11	16

2.3 Creativity & Innovation (10)

Innovation means something new. It is a demonstration of creativity, initiative, and innovation through development of new or superior work procedures, methods, inventions, and

devices. Innovative and creative work plan, Re-Entry Action Plan, or quality-assured module (SLMs) or instructional materials (WLAs), proposed and/or implemented **within the last 3 years** shall be considered as innovation.

MOV: copy of the innovation (only submit the innovation which is at the highest stage of implementation)

Stages of Implementation	Points
Started the implementation MOV: Proposal duly signed by the Head of Office and Progress Monitoring Report with significant milestones aligned to the plan	2
Fully implemented in the school MOV: Accomplishment Report verified by the Head of Office	4
Adopted in the School/ District MOV: Certification of the utilization of the innovation within the school/district duly signed by the Head of Office	6
Adopted in the division MOV: Certification of the utilization of the innovation in the division duly signed by the Schools Division Superintendent; certification from the LR Manager that the module/instructional material underwent quality-assurance procedure	8
Adopted in the region MOV: Certification of the utilization of the innovation in the region duly signed by the Regional Director; certification from the LR Manager that the module/instructional material underwent quality-assurance procedure	10

2.4. Publication/Authorship (5)

- Articles duly approved by the regional/ division committee or with the PAU should have been published in newspapers/ magazines/ journals of wide circulation at least within a province/ city or official publication or websites. Opinion/ feature articles, which need not be approved by the Head of office, must contain data/ scientific research and must be educational. Articles published online shall be published on an official/reputable educational website.
- Books duly approved by the division committee must have been published with ISBN/ ISSN by a recognized publishing



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- company.
- c. Authorship of DepEd-developed and produced materials (e.g., SLMs and WLAs) which pass through quality assurance procedures conducted by SDO/RO LR shall be included when the supporting documents are provided:
- Memorandum where name of nominee is included
 - Final copy of the material/s as published
- d. Points earned shall be divided among the number of authors.

Nature of Publication <i>(Published within the last 3 years)</i>	Points
Articles published (0.5 points per article but not to exceed 2 pts.)	0.5
Authorship of DepEd-developed and produced materials (e.g., SLMs and WLAs; 1 point each not to exceed 3 points)	1
Co-authorship of a book	4
Sole authorship of a book, workbook, Big books, textbooks, module	5

3. Professional Growth (15)

3.1 Education (5)

MOV: Transcript of Records (Certified, Authenticated, and Verified (CAV))

Educational Level	Points
With MA units	1
Completed Academic Requirements for MA	2
Master's degree	3
Completed Academic Requirements for doctoral degree	4
Doctoral degree	5

3.2 Training/Seminars/Workshop/Conferences/Webinars/Online Courses attended (10)

- Participation in trainings/seminars/workshops/conference/webinars/online courses in any modality in the previous calendar year
- Only those sanctioned by DepEd with Memoranda/Advisory will be considered.
- International training is when trainers are internationally recognized/accredited. The same is true to national training which trainers are nationally recognized/accredited NEAP-recognized by DepEd
- Participant in a specialized training e.g., Scholarship Programs, short courses, and study grants sponsored by countries which



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Philippines has bilateral agreement and/or organizations which DepEd has forged partnership with shall be given (1) point for every month but not to exceed five (5) points

MOVs:

- A. Issuance/memorandum identifying the nominee as participants
- B. Certificate of Participation/Completion/ Attendance/ Appearance

Level	Points
International (at least 1 training activity conducted in at least 3 days)	10
National (at least 1 training activity conducted in at least 3 days)	9
Regional (Conducted in at least 2 days, not to exceed 8)	8
Division (Conducted in at least 3 days, 1.5 points each not to exceed 6 points)	6
District (Conducted in at least 3 days; 1 point each but not to exceed 4 points)	4
School (Conducted in at least 3 days; 0.5 point each but not to exceed 2 points)	2

4. Professionalism and Personal Characteristics (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)

TOTAL 100



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Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING ALTERNATIVE LEARNING
SYSTEM TEACHER**



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Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING ALTERNATIVE LEARNING SYSTEM (ALS) TEACHER

ALS Mobile Teachers play a vital role in bringing education to diverse communities and ensuring that marginalized learners gain access to meaningful learning opportunities. Their work involves flexible teaching arrangements, strong community engagement, and the creation of innovative strategies to address the unique needs of learners in various contexts. This checklist outlines the required documents in hardcopy to be submitted for each criterion, with all supporting documents duly certified by the principal or school head to ensure authenticity and uphold the integrity of the evaluation process.

SECTION 1: Instructional Competence and Teaching Effectiveness (70%)

Focuses on the teacher's ability to effectively facilitate learning in diverse and multi-level settings using flexible approaches.

1A. Teaching Competence and Learner Performance (15%)

- Documented performance ratings in the Individual Performance Commitment and Review (IPCRF) or equivalent for the last three years.
- Evidence of learner achievement:
 - **Enrollment trends** (3-year comparative data: BLP, ELEM, JHS).
 - **Presentation Portfolio Assessment (PPA) results** (takers vs. passers for 3 years).
 - **Accreditation and Equivalency (A&E) Test Results 2024** (passers vs. takers, with percentage rate of passing).
- Certification of service record (ALS teaching experience).

1A-Required Documents (Hardcopy):

- Certified true copy of service record
- Performance rating summaries (last 3 years, numerical & descriptive equivalent)
- 3-year comparative enrollment data (BLP, ELEM, JHS)
- 3-year comparative PPA results (takers vs. passers)
- Certified copy of 2024 A&E Test Results (summary showing number of takers vs passers, pass rate, and comparison to regional/national average if available)

1B. Development and Utilization of ALS Contextualized Learning Materials (15%)

- Original instructional materials adapted to community context:
 - Published or unpublished modules, workbooks, learning activity sheets, radio-based instruction (RBI), or video lessons.
- Proof of adoption (school-wide, division, regional, or national use)
- Certification describing impact on learners (e.g., improved literacy or numeracy)

1B-Required Documents (Hardcopy)

1. **Certified list of developed contextualized learning materials** (2023 to present)
 - Signed by school head/principal
 - Indicate type (module, workbook, LAS, RBI, video lesson) and year produced
2. **Proof for Published Materials** (*if applicable*)
 - Title page
 - Copyright page (with publisher and publishing house details)
 - Level of adoption (school/division/region/nationwide)
3. **Proof for Unpublished Materials**
 - Title page
 - Certification of usage (indicating where and how the material was used – school-wide, division, region)
4. **One-page description and certification of impact**
 - Narrative on how the material improved literacy/numeracy or addressed specific learner/community needs
 - Signed by the school head/principal or immediate supervisor
5. **Supporting photos or documentation (if any)**
 - Photos of materials in use during learning sessions or community-based activities (optional but strengthens evidence)

1C. Action Research and Creative Outputs in ALS (10%)

- Research or innovative projects addressing ALS-specific challenges (e.g., multi-grade teaching, flexible delivery modes, literacy interventions).
- Abstract with rationale, objectives, methodology, findings, and impact.
- Certification attesting to utilization of research findings.

1C-Required Documents (Hardcopy)

- 1. Certified list of completed action research or creative outputs (2023 to present)**
 - Signed by the school head/principal
 - Indicate title, date started/completed, and role of nominee (sole researcher, team leader, member)
- 2. Abstract for each completed research**
 - Must include:
 - Rationale
 - Objectives
 - Methodology/Procedures
 - Major findings
 - Recommendations
 - Impact on ALS learners or program
- 3. Certification of utilization or dissemination**
 - Attestation from school/division/region (whichever applies) that the research findings were used in ALS implementation, policy, or practice
 - Should state the level of utilization (school, division, regional, or national)
- 4. Proof of publication or presentation (if applicable)**
 - Copy of publication, conference proceedings, or certificate of presentation (local, regional, national)
- 5. Photos or documentation of implementation (optional but supportive)**
 - Photos of dissemination, presentation, or application of findings in ALS contexts

1D. Innovative Teaching Devices, Strategies, and Approaches (10%)

- Creation and implementation of indigenous/low-cost teaching devices or multimedia suited for mobile learning environments.
- Original teaching practices or strategies tailored for OSY/adult learners (e.g., livelihood-integrated instruction, community-based literacy campaigns).

1D-Required Documents (Hardcopy)

For Innovative / Indigenous / Low-Cost Teaching Devices

1. **Certified summary of top 10 teaching devices** (2023 to present)
 - Signed by school head/principal
 - Indicate title, type of material, description, and year developed
2. **Photos of each teaching device with captions**
 - Show how and when the device is used during learning sessions or community-based instruction
3. **Certification of usage or impact**
 - Brief statement from immediate supervisor or head on how the devices improved teaching and learning

For Innovative Teaching Strategies / Approaches

4. **Certified summary of top 10 innovative teaching strategies/practices** (2023 to present)
 - Signed by school head/principal
 - Indicate title, brief description, originality (original, modified, or adapted), and year implemented
5. **Action photos of strategies in use**
 - Photos showing learners or community engaged in the innovative practice
6. **Certification of effectiveness or recognition** (*if any*)
 - Endorsement or note from supervisor/community attesting to positive impact or success of the strategy

1E. Learner and Community Engagement Activities (10%)

- Involvement in extra/co-curricular activities for ALS learners (e.g., livelihood training, literacy month events, skills festivals).
- Evidence of awards or recognition received by learners mentored by the nominee.

1E-Required Documents (Hardcopy)

1. Certified Summary of Engagement Activities (2023–present)

- Signed by the ALS Focal Person or immediate supervisor
- Indicate activity title, type (e.g., livelihood, literacy campaign, sports), date, location, and the nominee's role/involvement

2. Supporting Documents per Activity (any or all of the following):

- **Attendance sheets or participant lists** with the nominee's name indicated as facilitator, organizer, or coach
- **Program of activities** with the nominee's name or role highlighted
- **Photos with captions** showing actual learner/community engagement and the nominee's participation
- **Certificates of appreciation/recognition** awarded to the nominee (if any)

3. Documentation of Learner Awards/Recognition

- **List of mentored learners** who received awards (2023–present)
 - Indicate name of learner, award/title received, event, and year
 - Signed/certified by school head, ALS focal person, or relevant authority
- **Photocopy of learner's certificate/award**
- **Photo documentation** of awarding ceremony or event (optional but preferred)

1F. Professional Growth and Educational Advancement (10%)

- Degrees attained (Master's, Doctorate, or units earned).
- Attendance in relevant seminars/trainings related to ALS delivery, flexible learning options, literacy education, and 21st-century skills.

1F-Required Documents (Hardcopy)

1. Degrees Attained / Graduate Studies

- **Certified true copy of diploma(s)** for completed Master's or Doctorate degrees
- **Certified true copy of Transcript of Records (TOR)** for:
 - Completed graduate degrees
 - Ongoing studies or earned units (if the degree is not yet completed)
- **Certification of enrollment** or **official receipt of tuition payment** (if currently enrolled, for ongoing graduate studies)

2. Seminars/Trainings Attended (2020–present)

Must be **relevant to ALS delivery**, literacy education, flexible learning options, or 21st-century skills.

- **Certified list of seminars/trainings attended**
 - Include: Title, date, duration, organizer, and your role (participant/speaker/facilitator)
 - Must be signed by your supervisor or ALS Focal Person
- **Photocopies of certificates of participation or completion**
 - With clear training titles and dates
 - Highlight relevance to ALS (e.g., community-based learning, modular instruction, digital literacy)
- **Training matrix or program (if available)**
 - To show content/topics covered during the training

SECTION 2: Professional Leadership and Community Involvement (20%)

Measures leadership in ALS-related programs, community partnerships, and contribution to ALS advocacy.

2A. Leadership in ALS Programs and Activities (10%)

- Roles as coordinator, facilitator, trainer, or LAC leader in ALS capacity-building programs.
- Leadership in organizing literacy campaigns or community-based learning initiatives

2A-Required Documents (Hardcopy):

- Designation or appointment letters (e.g., ALS coordinator, LAC leader, trainer, facilitator)
- Certificates of appearance, facilitation, or training conducted
- Program or training matrix with name of nominee indicated as a lead organizer/speaker
- Photo documentation with captions showing involvement in ALS-related leadership roles
- Minutes or reports of activities showing coordination/facilitation roles
- Testimonials or certifications from schools/divisions or partner agencies on leadership contributions

2B. Community Partnerships and Advocacy (10%)

- Initiatives linking ALS with LGUs, NGOs, faith-based groups, or private sector.
- Evidence of resource mobilization, partnership agreements, or community support generated for ALS programs.

2B-Required Documents (Hardcopy):

- MOUs, MOAs, or partnership agreements with LGUs, NGOs, or other partners
- Letters of support or endorsement from partner agencies or community leaders
- Resource mobilization reports (e.g., donations received, resources acquired)
- Project proposals or implementation reports indicating community partnerships
- Photo documentation of community engagement and partnership activities
- Certificates of appreciation from partners acknowledging the nominee's advocacy work

SECTION 3: Professionalism and Personal Characteristics (10%)

Based on feedback from immediate supervisors, peers, learners, and community partners. Evaluated through an adapted rating sheet.

- Integrity, punctuality, and work ethics in delivering mobile teaching duties
- Commitment to ALS mission: reaching marginalized learners and ensuring inclusivity
- Collaboration and interpersonal relationships with learners, parents, and community stakeholders

Required Documents (Hardcopy):

- **Accomplished rating sheet** (from immediate supervisor, peers, learners, community stakeholders)
- **Narrative report** summarizing strengths in punctuality, integrity, ethics, and collaboration
- **Certificates of commendation or recognition** related to work ethics or collaboration (if any)
- **Learner or community feedback forms/testimonials** (can be in the form of handwritten or typed notes, evaluation results, or letters)
- **Attendance records or logs** (showing consistency and punctuality)
- **Recommendation letter** from immediate supervisor attesting to nominee's character and work performance



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OUTSTANDING SCHOOL PRINCIPAL



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OUTSTANDING SCHOOL PRINCIPAL
(Elementary and Secondary)

Criteria	Highest Point
I. Professional Growth / Educational Background	20
a. Education	5
b. Performance Rating	5
c. Application of Education	5
d. Application of L & D	5
II. Management and Leadership Competence	70
a. Leading Strategically	10
b. Managing School Operations and Resources	15
c. Focusing on Teaching and Learning	20
d. Developing Self and Others	15
e. Building Connections	10
III. Professionalism and Personal Characteristics & Attributes	10
TOTAL	100

I. PROFESSIONAL GROWTH / EDUCATIONAL BACKGROUND (20 POINTS)

A. Education (5 Points)

MOVs: A copy of scholastic/academic records such as but not limited to Transcript of Records (TOR), including certification of completion of graduate and post-graduate units/degrees.

Table 1: Scoring Rubrics for Education

Education Level	Points
Doctoral degree holder	5
Completed Academic Requirements (CAR) in a doctoral degree	4
Master's degree holder	3
Completed Academic Requirements (CAR) in a Master's degree	2

B. Performance Rating (5 Points)

The three recent performance ratings (OPCRF) of the nominee prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods versus the highest possible rating shall be multiplied by 5.

MOVs: Scanned copy of the 3 recently approved Office Performance Commitment Form (OPCRF) for School Principal

Formula: $((\sum \text{Rating} / 3) / 5) * 5 = \text{Points (Performance)}$

C. Application of Education (5 Points)

MOVs:

- A. *Certified True Copy of the Original Transcript of Records*
- B. *Approved Position-related Work Application Plan/ Proposal/ Completed Staff Work (CSW) signed by the Head of Office*
- C. *Terminal/ Accomplishment/ Full Documentation Report (all Paperwork relative to the Planning, Implementation, and Impact Evaluation stages, inclusive of minutes of meetings, photos/videos, and impact reports) signed by the Head of Office*
- D. *Certification of Utilization/ Adoption signed by the Head of Office*

Table 2: Scoring Rubrics for Application of Education

MOVs Submitted	Points Related	Points Not Related
All 4 MOVs	5	3

Note: No point shall be given to incomplete MOVs since credits are only given to fully implemented improvement programs, projects, and activities.

D. Application of Learning and Development (5 Points)

MOVs:

- A. *Action Plan/ Implementation Plan/ Re-entry Action Plan (REAP) / job Embedded Learning (JEL) Impact Project / Work Application Plan (WAP) applying the learning from the L and D intervention done/ attended, duly approved by the Head of Office*
- B. *Accomplishment Report/ Implementation Report/ Project or Activity Completion Report together with a general Certification that the L and D intervention was used/ adopted by the office at the District/ Division / Regional Level*
- C. *Accomplishment Report together with the general Certification that the L and D intervention was used/ adopted by a different office at a higher level*

Table 3: Scoring Rubrics for Learning and Development

MOVs Submitted	Points
All 4 MOVs	5
Only A and B	3
Only A	1

Note: Validity of the L and D activities shall be within the last 3 years.

II. MANAGEMENT AND LEADERSHIP COMPETENCE (70 POINTS)

A. Leading Strategically

Leading Strategically refers to the nominees' ability to embody the DepEd vision, mission, and core values to sustain shared understanding and alignment of school programs, projects and activities based on school planning and implementation.

A.1 School Planning and Implementation (5 Points)

MOVs:

- A. Minutes of the Meeting on the crafting of the ESIP / Accomplishment Report with attachments (Attendance Sheet, Pictorials, etc.)*
- B. Certificate of Approval/ Acceptance of ESIP and AIP duly signed by the SDS*
- C. Resolution acknowledging the appointment of the School Governance Council (SGC) Officers as indicated in DO 26, s. 2022, including supporting documentation on their specific roles in governance and the established feedback mechanisms)*
- D. Copy of the School Parent Teacher Association (SPTA) Officers' Composition as indicated in DO13, s. 2022, supported by documentation on their specific roles in governance and their contributions to resource allocation for various programs, activities, and projects (PAPs).*
- E. Copy of the approved SPTA Action Plan and Accomplishment Report*

Table 4: Scoring Rubrics for School Planning and Implementation

MOVs Submitted	Points
All MOVs	5
4 MOVs presented	4
3 MOVs presented	3
2 MOVs presented	2
1 MOV presented	1

A.2 Research (5 Points)

MOVs:

- A. Proposal duly approved by the Schools Division Superintendent/ Regional Director or the Designated Research Committee Head as per DO 16, s. 2017*
- B. Certificate of Completion approved by the Schools Division Superintendent/ Regional Director or the Designated Research Committee Head as per DO 16, s. 2017*
- C. Certification of research utilization within the office duly approved by the Schools Division Superintendent/ Regional Director or the Designated Research Committee Head as per DO 16, s. 2017*
- D. Memorandum of adoption on the research findings*
- E. Proof of citation of the concept/s developed in the research by other researchers whose study/ research is likewise approved by an authorized body.*

Table 5: Scoring Rubrics for Research and Innovation

MOVs Submitted	Points
All MOVs (A,B,C,D and E)	5
Only A, B, C and D	4
Only A, B and C	3
Only A and B	2
Only A	1

B. Managing School Operations and Resources

B.1 Financial Management (5 Points)

This refers to the nominees' effective management of all downloaded and local funds, including timely utilization, submission of liquidation reports, implementation of the Annual Procurement Plan (APP), and posting reports on the transparency board.

MOVs:

- Certification of submission of Financial Reports covering the last three years duly signed by the Division Accountant*
- Certification of on-time Liquidation Report submission duly signed by the Division Accountant*
- Certification from the Division Accountant on the utilization of the School MOOE Web-based Monitoring System.*

Table 6: Scoring Rubrics for Financial Management

MOVs Submitted	Points
No records late submission for the past 3 Fiscal Years	5
No records late submission for the past 2 Fiscal Years	3
No records late submission for the past 1 Fiscal Year	1

B.2 Data Management System (5 Points)

This refers to the nominee's demonstration of good practices in technology-based data and information management to ensure operational effectiveness and efficiency.

MOVs:

- Certificate of submission of EOSY / BOSY Reports duly signed by Schools Division Superintendent / Division Planning Officer*
- Certificate of 100% Data Submission and Validation in LIS duly signed by Schools Division Superintendent / Division Planning Officer*
- Copy of the Quarterly SMEA Accomplishment Report*
- Signed Monitoring and Evaluation Plan on the School Data Management System.*

Table 7: Scoring Rubrics for Data Management System

MOVs Submitted	Points
All MOVs (A,B,C and D)	5
Three MOVs presented	4
Two MOVs presented	3
One MOV presented	2

B.3 Protection of Children and School Safety (5 Points)

MOVs:

- A. Accomplishment Report on the implementation of School Disaster Risk Reduction Management Program / Contingency Plan includes drills, Student LED Hazard Mapping Result, Training of Teachers, non-teaching, parents, and learners on DRRM*
- B. Localized or Contextualized School Child Protection Policy (approved by Division Child Protection Committee)*
- C. Certification of NO Neglected Child Abuse and Bullying Cases to be certified by the Division Legal Officer*
- D. Certification of 3 Stars Wash in School (WinS) duly certified by the Division WinS TWG.*

Table 8: Scoring Rubrics for Protection of Children and School Safety

MOVs Submitted	Points
All MOVs (A,B,C and D)	5
Three MOVs presented	4
Two MOVs presented	3
One MOV presented	2

C. Focusing on Teaching and Learning

This refers to sharing exemplary practices in contextualizing and implementing learning standards and assisting teachers in making the curriculum relevant to the learners.

C.1 Contextualization and implementation of learning standards (5)

MOVs:

- A. List of approved school-based contextualized instructional materials duly signed by the Division Learning Resource Coordinator (List of school-based contextualized instructional materials approved and signed by the Division Learning Resource Coordinator, across all learning areas)*
- B. Monthly Instructional Supervision Plan and Accomplishment Report*
- D. Certification of the use of the contextualized instructional materials*
- E. Monthly Technical Assistance Plan and Accomplishment Report*

Table 9: Scoring Rubrics for Contextualization and implementation of learning standards

MOVs Submitted	Points
All MOVs (A,B,C and D)	5
Three MOVs presented	4
Two MOVs presented	3
One MOV presented	2

C.2 Promotion Rate (5 Points)

Promotion Rate refers to the percentage of students who successfully advance to the next grade level or academic year, typically based on their academic performance and meeting specified criteria set by the educational institution. (3 consecutive years with a 100% promotion rate)

The promotion rate is computed by averaging the increase/decrease observed over the past three years.

MOVs:

- A. Certification of School Dashboard from the Division Planning Personnel
- B. School Report Card

Table 10: Scoring Rubrics for Promotion Rate

Percentage of Promotion	Points
100%	5
98% - 99%	4
96% - 97%	3
94% - 95%	2
92% - 93%	1

C.3 Drop-Out Rate (5 Points)

Promotion Rate refers to the percentage of students who discontinue their studies or fail to graduate from a particular educational level within a specified timeframe, such as a school year or academic program.

The drop-out rate is computed by averaging the decrease observed over the past three years.

MOVs:

- A. Government Elementary/Secondary School Profile validated the Division Planning Officer
- B. School Report Card

Table 11: Scoring Rubrics for Drop-out Rate

Range	Points
0	5
0.01 – 1	4
1.01 – 2	3
2.01 – 3	2
3.01 and above	1

C.4 Learning Environment (5 Points)

Empowering the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment through management of school facilities.

MOVs:

- A. Validated Child Friendly School System score*
- B. National School Building Inventory (NSBI)*
- C. School Site Development Plan*
- D. Brigada Eskwela Report*
- E. Accomplishment Report on the Student-led School Hazard Mapping*

Table 12: Scoring Rubrics for Learning Environment

MOVs Submitted	Points
All MOVs	5
4 MOVs presented	4
3 MOVs presented	3
2 MOVs presented	2
1 MOV presented	1

D. Developing Self and Others

This refers to modeling exemplary practices within and beyond contexts and ensure personal and professional development for oneself and for others.

D.1 Trainings/ Conferences / Seminars Attended (5 Points)

MOVs:

- A. Certificate of Participation/ Appearance/ Attendance/ Completion*
- B. Memorandum/ Issuances (only DepEd recognized trainings are to be considered)*

(Note: All listed MOVs must be submitted and attendance to training shall be within the last 3 years.)

Table 13: Scoring Rubrics for Trainings/ Conferences / Seminars Attended

MOVs Submitted	Points
At least 2 international level	5
At least 4 national level	4
At least 5 regional level	3
At least 6 division level	2
At least 7 district level	1

D.2 Speakership and Learning Facilitator (5 Points)

MOVs:

(Note: All listed MOVs must be submitted and speakership shall be within the last 3 years.)

- A. Issuance / Invitation/ Memorandum/ Training Matrix*
- B. Certificate of Speakership*
- C. Slide decks*
- D. Documentation/ proof as facilitator during the event*

Table 14: Scoring Rubrics for Speakership / Learning Facilitator

MOVs Submitted	Points
International	5
National	4
Regional	3
Division/Provincial	2
Cluster/District/Municipal/City	1

D.3 Outstanding Employee Awards / School Award (5 Points)

Outstanding Employee Award/Awards, a distinction received by the nominee within the last 3 years.

MOVs:

(Note: All listed MOVs must be presented)

- A. Letter of Commendation/ Certificate/ Plaque of Award/ Merit*
- B. Memorandum of Recognition released or endorsed by the Central, Regional, or Schools Division Office*
- C. Documentation/ Proof of the Awarding*

Table 15: Scoring Rubrics for Outstanding Employee Awards / School Award

MOVs Submitted	Points
International	5
National	4
Regional	3
Division/Provincial	2
Cluster/District/Municipal/City	1

E. Building Connections (10 Points)

This refers to nominees' significant contributions to a school's overall effectiveness through building partnerships, including initiating the sourcing of funds and in-kind donations for school improvement or activities, with all efforts within the calendar year properly documented.

MOVs:

- A. *Certificate of the DepEd Partnership Data Base System (DPDS) duly signed by the Division of Social Mobilization and Network Coordinator*
- B. *MOA/MOU*

Table 16: Scoring Rubrics for Building Connections

Number of Forged MOA/MOU	Points
10 and above	10
8 - 9	8
6 - 7	6
4 - 5	4
1 - 3	2

IV. PROFESSIONALISM AND PERSONAL CHARACTERISTICS & ATTRIBUTES (10 POINTS)

(Refer to Annex D: Professionalism and Personal Characteristics & Attributes Rating Sheet to be filled up by the immediate head)



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING PUBLIC SCHOOLS
DISTRICT SUPERVISOR**



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Website: caraga.deped.gov.ph



Certificate No. PNP QMS
24 52 0131



Republic of the Philippines
Department of Education
 CARAGA REGION

OUTSTANDING PUBLIC SCHOOLS DISTRICT SUPERVISOR

I. SUPPORTING CURRICULUM MANAGEMENT AND IMPLEMENTATION (10)

Supervisors are expected to provide assistance for effective management and implementation of Curriculum Reforms, Learning Resources, and Assessment of Learning Outcomes

1. Management of Programs, Projects, and Activities (PPAs) (5)
aligned with Curriculum Standards/ MATATAG Agenda

MOVs:

- A. *Approved Annual Action Plan of the PPAs managed within 3 years signed by the head of the agency*
- B. *Annual Implementation Report/ Activity Completion Report of the PPAs managed*
- C. *Monitoring and Evaluation Report of PPAs conducted/implemented*
- D. *Submitted recommendation to CO/RO/SDO to improve PPA Implementation*

MOVs	Points
All four (4) MOVs are present	5
A, B, and C	4
A and B	3
A only	2

2. Subject Matter Expert/ Membership in National/Regional TWGs or Committees. (5)

- a. Chosen/Requested to use technical knowledge, skills. Experience to develop an output or work towards and outcome in the national/regional level. This may include but not limited to the development and/or validation of framework, models, policies, and learning materials (SLMs, session guides, etc.)
- b. Subject matter expertise or membership in National/Regional TWGs or Committees must be relevant to the criteria nominated for, and/or
- c. Conducted professional development activities including sharing expertise, writing or quality assuring instructional materials, capacity building, and needs assessment to support learning resource development in the region, division, district, schools, and learning centers within the last 3 years

MOVs:

- A. *Issuance/ Memorandum showing the membership in TWG or Committee*
- B. *Certificate of Participation/ Certificate of Appreciation*
- C. *Output/ Adoption by the organization/ DepEd*

Rubrics:

Document:

MOVs	Points
All MOVs	3
A and B	2

Level:

Level	Points
National	2
Regional	1

II. STRENGTHENING SHARED ACCOUNTABILITY (20)

Supervisors are expected to provide harmonized needs-based support to division personnel/ school heads and other field implementers to inform forward planning and decision-making

1. Conducted Monitoring and Evaluation on the Status and Progress of Programs and Projects aligned with the educational development plan <i>MOVs</i> A. <i>Approved M&E Implementation Plan</i> B. <i>Approved Monitoring and Evaluation Tool</i> C. <i>Division Memorandum for the Conduct of the M&E</i> D. <i>Travel Authority and Certificate of Appearance</i> E. <i>Monitoring and Evaluation Report of PPAs conducted/implemented</i> F. <i>Submitted recommendation to CO/RO/SDO to improve PPA Implementation</i> <table border="1" data-bbox="295 1384 1093 1585"> <thead> <tr> <th>MOVs</th><th>Points</th></tr> </thead> <tbody> <tr> <td>All six (6) MOVs are present</td><td>8</td></tr> <tr> <td>A, B, C and D</td><td>6</td></tr> <tr> <td>A, B and C</td><td>4</td></tr> <tr> <td>A and B</td><td>2</td></tr> <tr> <td>Only A</td><td>1</td></tr> </tbody> </table>	MOVs	Points	All six (6) MOVs are present	8	A, B, C and D	6	A, B and C	4	A and B	2	Only A	1	8
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2. Instructional Supervisory Leadership 2.1 Instructional Supervision/Technical Assistance conducted to Districts/Schools/Learning Centers MOVs: A. <i>Approved Instructional Supervisory Plan/Technical Assistance Plan</i> B. <i>Division Memorandum for the Conduct of Instructional Supervision/ Field Technical Assistance</i> C. <i>Instructional Supervisory Report/Technical Assistance Report submitted and confirmed by the head of office</i> D. <i>Travel Authority and Certificate of Appearance</i> <table border="1" data-bbox="300 757 1088 927"> <thead> <tr> <th>MOVs</th><th>Points</th></tr> </thead> <tbody> <tr> <td>All four (4) MOVs are present</td><td>8</td></tr> <tr> <td>A, B, and C</td><td>6</td></tr> <tr> <td>A and B</td><td>4</td></tr> <tr> <td>A only</td><td>2</td></tr> </tbody> </table> 2.2 Number of Instructional Supervision/ Technical Assistance Conducted with complete MOVs in the School Year 2023-2024 <table border="1" data-bbox="320 1025 1066 1196"> <thead> <tr> <th>No. of IS/TAs Conducted</th><th>Points</th></tr> </thead> <tbody> <tr> <td>More than 10 times</td><td>4</td></tr> <tr> <td>7-9</td><td>3</td></tr> <tr> <td>4-6</td><td>2</td></tr> <tr> <td>1-3</td><td>1</td></tr> </tbody> </table>	MOVs	Points	All four (4) MOVs are present	8	A, B, and C	6	A and B	4	A only	2	No. of IS/TAs Conducted	Points	More than 10 times	4	7-9	3	4-6	2	1-3	1	12
MOVs	Points																				
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III. FOSTERING A CULTURE OF CONTINUOUS IMPROVEMENT (20)

Supervisors are expected to provide support in creating an environment to ensure efficient and effective delivery of basic education services.

1. Innovations Innovation is a demonstration of creativity, initiative, and innovativeness through development of new or superior work procedures, methods, inventions and devices. Innovation shall be an application of education/application of learning and development attended. Innovation can be any of the following: a. Applied appropriate instructional leadership support strategies to help districts or schools or learning centers for the continuous improvement of the teaching-learning process b. Utilized relevant technology-based innovations including ICT in the effective delivery of roles and functions to support districts/schools/learning centers.	10
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- c. Implemented communities of practice such as job-embedded learning, learning networks, and learning action cells, to improve the delivery of basic education services
- d. Used communication platforms including print and non-print media to support districts/schools/learning centers in improving basic education services.

1.1 Innovations designed and implemented
MOVs:

- A. *Transcript of Records (TOR) for application of Education or Certificate of Participation for application of learning and development*
- B. *Application Plan signed by the head of agency (SDS)*
- C. *Accomplishment Report verified by the Head of Agency*
- D. *Certification of the utilization/adoption signed by the authority concerned*
- E. *Accomplishment Report of the utilization/adoption signed by the authority concerned*

MOVs Presented	Points
All five (5) MOVs are present	6
MOV A, B, C and D	4
MOV A, B and C	2
MOV A and B	1

1.2 Number of innovations designed and implemented in the last three years with complete MOVs as enumerated in 1.1

No. of Innovations implemented	Points
3 and above	4
2	2
1	1

2. Research Work

10

2.1 Conducted research and utilized research findings to improve practice.

MOVs:

- A. *Approved Research Proposal signed by the head of the Agency/ Approval Letter Signed by the Regional Research Committee Chair*
- B. *Certificate of Acceptance from the National or Regional Research Committee*
- C. *Certificate of Recognition for presenting research work in a research forum or congress organized by the Department of Education (in any governance level)*
- D. *Approved Action Plan to utilize findings of research undertaken to improve workplace practice or teaching-learning practice signed by the head of the agency.*
- E. *Accomplishment Report of the utilization/adoption signed by the authority concerned*

MOVs Presented	Points
All five (5) MOVs are present	6
MOV A, B, C and D	4
MOV A, B and C	3
MOV A and B	2
MOV A only	1

2.2 Number of research works conducted/ implemented within the last 3 years with MOVs with enumerated in 2.1

No. of Research implemented	Points
3 and above	4
2	2
1	1

IV. DEVELOPING SELF AND OTHERS (20)

Supervisors are expected to commit to ensuring people and team effectiveness

1. Education Highest Educational Attainment MOVs: a. <i>Transcript of Records (CAV), and</i> b. <i>Diploma (if graduated)</i> <table><tr><th>Total Number of Hours</th><th>Points</th></tr><tr><td>PhD/ EdD</td><td>5</td></tr><tr><td>Completed Academic Requirements in PhD/EdD</td><td>3</td></tr><tr><td>PhD/EdD Units</td><td>1</td></tr></table>	Total Number of Hours	Points	PhD/ EdD	5	Completed Academic Requirements in PhD/EdD	3	PhD/EdD Units	1	5				
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2. Professional and Learning and Development Program attended/participated in the last three years. Attendance/Participation to L&D/ PDP which are relevant to the current position which are targeting competencies in the Philippine Professional Standards for Supervisors, RPMS-Linked Competencies (Core Competencies, Leadership Skills, and Functional Skills, etc), MATATAG Training, Reading Program, Cath Up Fridays, Learning-Focused Trainings, etc. MOV: <i>Certificate of Participation with the Memorandum as Participant.</i> <table><tr><th>Total Number of Hours</th><th>Points</th></tr><tr><td>More than 120 hours</td><td>5</td></tr><tr><td>97 – 120 hours</td><td>4</td></tr><tr><td>73-96 Hours</td><td>3</td></tr><tr><td>49-72 Hours</td><td>2</td></tr><tr><td>24- 48 Hours</td><td>1</td></tr></table>	Total Number of Hours	Points	More than 120 hours	5	97 – 120 hours	4	73-96 Hours	3	49-72 Hours	2	24- 48 Hours	1	5
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More than 120 hours	5												
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49-72 Hours	2												
24- 48 Hours	1												

3. Professional Learning and Development Programs/ Trainings/ Workshops Organized within the last 3 years 3.1 Professional Learning and Development Programs Organized and Delivered MOVs: A. <i>Certificate of PDP Recognition/ Accreditation from NEAP/ PRC CPD</i> B. <i>Certificate of Recognition/Appreciation as Organizer or Proponent of the PDP</i> C. <i>Approved Activity Proposal</i> D. <i>Memorandum issued in conducting/implementing the PDP</i> E. <i>Activity Completion Report (Executive Summary List of Participants, Signed attendance sheets, QAME Result, etc.)</i> <table border="1"> <thead> <tr> <th>MOVs Presented</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>All five (5) MOVs are present</td> <td>5</td> </tr> <tr> <td>MOV A, B, C, and D</td> <td>4</td> </tr> <tr> <td>MOV A, B, and C</td> <td>3</td> </tr> <tr> <td>MOV A and B</td> <td>2</td> </tr> <tr> <td>Only A</td> <td>1</td> </tr> </tbody> </table> 3.2 Number of Professional Learning and Development Programs organized and delivered within the last 3 years with complete MOVs enumerated in 2.1 <table border="1"> <thead> <tr> <th>No. of PDPs Conducted</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>5 and above</td> <td>5</td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>2</td> <td>2</td> </tr> <tr> <td>1</td> <td>1</td> </tr> </tbody> </table>	MOVs Presented	Points	All five (5) MOVs are present	5	MOV A, B, C, and D	4	MOV A, B, and C	3	MOV A and B	2	Only A	1	No. of PDPs Conducted	Points	5 and above	5	4	4	3	3	2	2	1	1	10
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V. OUTSTANDING ACCOMPLISHMENTS (20)

1. Performance Rating (10)

The last three (3) performance ratings should be at least Very Satisfactory. Performance Rating shall be computed by:

$$\text{Rating} = \frac{\text{Average of the 3 performance rating}}{5.000 \text{ (highest performance rating)}} \times 10$$

2. Outstanding Employee Award/ Leadership in Organization (5)

(DepEd-Initiated/Endorsed, CSC Honors Award Program and other Recognized Partners). Awards from the same award giving body such as searches that are progressive (nominative to a higher rank level), only the highest-level award shall be credited.

MOVs:

- A. Any issuance, memorandum or document showing the Criteria for the Search*
- B. Certificate/Plaque of Recognition/Merit*
- C. DepEd CO/RO/SDO Memorandum/Bulletin with name as awardee*

Level	Points
National	5
Regional	4
Division	3
Municipal/District	2

3. NEAP Accredited Learning Facilitator (5)

This shall apply to nominees who have been given accreditation as Learning Facilitator by the National Educators Academy of the Philippines (NEAP)

MOVs:

- A. Certificate of Recognition as Learning Facilitator issued by NEAP CO/Regional Office*
- B. DepEd Issuance on the result of the Screening of NEAP Learning Facilitator*

Rubrics:

Level	Points
Accredited NEAP National Trainer/ Learning Facilitator	5
Accredited NEAP Regional Trainer/ Learning Facilitator	3

VI. PROFESSIONALISM / PERSONAL CHARACTERISTICS & ATTRIBUTES (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING EDUCATION PROGRAM
SUPERVISOR**



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Republic of the Philippines
Department of Education
 CARAGA REGION

OUTSTANDING DIVISION EDUCATION PROGRAM SUPERVISOR

I. SUPPORTING CURRICULUM MANAGEMENT AND IMPLEMENTATION (10)

Supervisors are expected to provide assistance for effective management and implementation of Curriculum Reforms, Learning Resources, and Assessment of Learning Outcomes

1. Management of Programs, Projects, and Activities (PPAs) (5) aligned with Curriculum Standards/ MATATAG Agenda

MOVs:

- Approved Annual Action Plan of the PPAs managed within 3 years signed by the head of the agency
- Annual Implementation Report/ Activity Completion Report of the PPAs managed
- Monitoring and Evaluation Report of PPAs conducted/implemented
- Submitted recommendation to CO/RO/SDO to improve PPA Implementation

MOVs	Points
All four (4) MOVs are present	5
A, B, and C	4
A and B	3
A only	2

2. Subject Matter Expert/ Membership in National/Regional TWGs or Committees. (5)

- Chosen/Requested to use technical knowledge, skills. Experience to develop an output or work towards and outcome in the national/regional level. This may include but not limited to the development and/or validation of framework, models, policies, and learning materials (SLMs, session guides, etc.)
- Subject matter expertise or membership in National/Regional TWGs or Committees must be relevant to the criteria nominated for, and/or
- Conducted professional development activities including sharing expertise, writing or quality assuring instructional materials, capacity building, and needs assessment to support learning resource development in the region, division, district, schools, and learning centers within the last 3 years

MOVs:

- Issuance/ Memorandum showing the membership in TWG or Committee
- Certificate of Participation/ Certificate of Appreciation
- Output/ Adoption by the organization/ DepEd

Rubrics:

Document:

MOVs	Points
All MOVs	3
A and B	2

Level:

Level	Points
National	2
Regional	1

II. STRENGTHENING SHARED ACCOUNTABILITY (20)

Supervisors are expected to provide harmonized needs-based support to division personnel/ school heads and other field implementers to inform forward planning and decision-making

1. Conducted Monitoring and Evaluation on the Status and Progress of Programs and Projects aligned with the educational development plan <i>MOVs</i> A. <i>Approved M&E Implementation Plan</i> B. <i>Approved Monitoring and Evaluation Tool</i> C. <i>Division Memorandum for the Conduct of the M&E</i> D. <i>Travel Authority and Certificate of Appearance</i> E. <i>Monitoring and Evaluation Report of PPAs conducted/implemented</i> F. <i>Submitted recommendation to CO/RO/SDO to improve PPA Implementation</i> <table border="1"> <thead> <tr> <th>MOVs</th><th>Points</th></tr> </thead> <tbody> <tr> <td>All six (6) MOVs are present</td><td>8</td></tr> <tr> <td>A, B, C and D</td><td>6</td></tr> <tr> <td>A, B and C</td><td>4</td></tr> <tr> <td>A and B</td><td>2</td></tr> <tr> <td>Only A</td><td>1</td></tr> </tbody> </table>	MOVs	Points	All six (6) MOVs are present	8	A, B, C and D	6	A, B and C	4	A and B	2	Only A	1	8
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2. Instructional Supervisory Leadership 2.1 Instructional Supervision/Technical Assistance conducted to Districts/Schools/Learning Centers MOVs: A. <i>Approved Instructional Supervisory Plan/Technical Assistance Plan</i> B. <i>Division Memorandum for the Conduct of Instructional Supervision/ Field Technical Assistance</i> C. <i>Instructional Supervisory Report/Technical Assistance Report submitted and confirmed by the head of office</i> D. <i>Travel Authority and Certificate of Appearance</i> <table border="1" data-bbox="303 757 1094 929"> <thead> <tr> <th>MOVs</th><th>Points</th></tr> </thead> <tbody> <tr> <td>All four (4) MOVs are present</td><td>8</td></tr> <tr> <td>A, B, and C</td><td>6</td></tr> <tr> <td>A and B</td><td>4</td></tr> <tr> <td>A only</td><td>2</td></tr> </tbody> </table> 2.2 Number of Instructional Supervision/ Technical Assistance Conducted with complete MOVs in the School Year 2023-2024 <table border="1" data-bbox="323 1025 1070 1198"> <thead> <tr> <th>No. of IS/TAs Conducted</th><th>Points</th></tr> </thead> <tbody> <tr> <td>More than 10 times</td><td>4</td></tr> <tr> <td>7-9</td><td>3</td></tr> <tr> <td>4-6</td><td>2</td></tr> <tr> <td>1-3</td><td>1</td></tr> </tbody> </table>	MOVs	Points	All four (4) MOVs are present	8	A, B, and C	6	A and B	4	A only	2	No. of IS/TAs Conducted	Points	More than 10 times	4	7-9	3	4-6	2	1-3	1	12
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III. FOSTERING A CULTURE OF CONTINUOUS IMPROVEMENT (20)

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1. Innovations Innovation is a demonstration of creativity, initiative, and innovativeness through development of new or superior work procedures, methods, inventions and devices. Innovation shall be an application of education/application of learning and development attended. Innovation can be any of the following: a. Applied appropriate instructional leadership support strategies to help districts or schools or learning centers for the continuous improvement of the teaching-learning process b. Utilized relevant technology-based innovations including ICT in the effective delivery of roles and functions to support districts/schools/learning centers.	10
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- c. Implemented communities of practice such as job-embedded learning, learning networks, and learning action cells, to improve the delivery of basic education services
- d. Used communication platforms including print and non-print media to support districts/schools/learning centers in improving basic education services.

1.1 Innovations designed and implemented
MOVs:

- A. *Transcript of Records (TOR) for application of Education or Certificate of Participation for application of learning and development*
- B. *Application Plan signed by the head of agency (SDS)*
- C. *Accomplishment Report verified by the Head of Agency*
- D. *Certification of the utilization/adoption signed by the authority concerned*
- E. *Accomplishment Report of the utilization/adoption signed by the authority concerned*

MOVs Presented	Points
All five (5) MOVs are present	6
MOV A, B, C and D	4
MOV A, B and C	2
MOV A and B	1

1.2 Number of innovations designed and implemented in the last three years with complete MOVs as enumerated in 1.1

No. of Innovations implemented	Points
3 and above	4
2	2
1	1

2. Research Work

10

2.1 Conducted research and utilized research findings to improve practice.

MOVs:

- A. *Approved Research Proposal signed by the head of the Agency/ Approval Letter Signed by the Regional Research Committee Chair*
- B. *Certificate of Acceptance from the National or Regional Research Committee*
- C. *Certificate of Recognition for presenting research work in a research forum or congress organized by the Department of Education (in any governance level)*
- D. *Approved Action Plan to utilize findings of research undertaken to improve workplace practice or teaching-learning practice signed by the head of the agency.*
- E. *Accomplishment Report of the utilization/adoption signed by the authority concerned*

MOVs Presented	Points
All five (5) MOVs are present	6
MOV A, B, C and D	4
MOV A, B and C	3
MOV A and B	2
MOV A only	1

2.2 Number of research works conducted/ implemented within the last 3 years with MOVs with enumerated in 2.1

No. of Research implemented	Points
3 and above	4
2	2
1	1

IV. DEVELOPING SELF AND OTHERS (20)

Supervisors are expected to commit to ensuring people and team effectiveness

1. Education Highest Educational Attainment MOVs: a. <i>Transcript of Records (CAV), and</i> b. <i>Diploma (if graduated)</i> <table><tr><th>Total Number of Hours</th><th>Points</th></tr><tr><td>PhD/ EdD</td><td>5</td></tr><tr><td>Completed Academic Requirements in PhD/EdD</td><td>3</td></tr><tr><td>PhD/EdD Units</td><td>1</td></tr></table>	Total Number of Hours	Points	PhD/ EdD	5	Completed Academic Requirements in PhD/EdD	3	PhD/EdD Units	1	5				
Total Number of Hours	Points												
PhD/ EdD	5												
Completed Academic Requirements in PhD/EdD	3												
PhD/EdD Units	1												
2. Professional and Learning and Development Program attended/participated in the last three years. Attendance/Participation to L&D/ PDP which are relevant to the current position which are targeting competencies in the Philippine Professional Standards for Supervisors, RPMS-Linked Competencies (Core Competencies, Leadership Skills, and Functional Skills, etc), MATATAG Training, Reading Program, Cath Up Fridays, Learning-Focused Trainings, etc. MOV: <i>Certificate of Participation with the Memorandum as Participant.</i> <table><tr><th>Total Number of Hours</th><th>Points</th></tr><tr><td>More than 120 hours</td><td>5</td></tr><tr><td>97 – 120 hours</td><td>4</td></tr><tr><td>73-96 Hours</td><td>3</td></tr><tr><td>49-72 Hours</td><td>2</td></tr><tr><td>24- 48 Hours</td><td>1</td></tr></table>	Total Number of Hours	Points	More than 120 hours	5	97 – 120 hours	4	73-96 Hours	3	49-72 Hours	2	24- 48 Hours	1	5
Total Number of Hours	Points												
More than 120 hours	5												
97 – 120 hours	4												
73-96 Hours	3												
49-72 Hours	2												
24- 48 Hours	1												

3. Professional Learning and Development Programs/ Trainings/ Workshops Organized within the last 3 years 3.1 Professional Learning and Development Programs Organized and Delivered <i>MOVs:</i> A. Certificate of PDP Recognition/ Accreditation from NEAP/ PRC CPD B. Certificate of Recognition/Appreciation as Organizer or Proponent of the PDP C. Approved Activity Proposal D. Memorandum issued in conducting/implementing the PDP E. Activity Completion Report (Executive Summary List of Participants, Signed attendance sheets, QAME Result, etc.) <table border="1"> <thead> <tr> <th>MOVs Presented</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>All five (5) MOVs are present</td> <td>5</td> </tr> <tr> <td>MOV A, B, C, and D</td> <td>4</td> </tr> <tr> <td>MOV A, B, and C</td> <td>3</td> </tr> <tr> <td>MOV A and B</td> <td>2</td> </tr> <tr> <td>Only A</td> <td>1</td> </tr> </tbody> </table> 3.2 Number of Professional Learning and Development Programs organized and delivered within the last 3 years with complete MOVs enumerated in 2.1 <table border="1"> <thead> <tr> <th>No. of PDPs Conducted</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>5 and above</td> <td>5</td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>2</td> <td>2</td> </tr> <tr> <td>1</td> <td>1</td> </tr> </tbody> </table>	MOVs Presented	Points	All five (5) MOVs are present	5	MOV A, B, C, and D	4	MOV A, B, and C	3	MOV A and B	2	Only A	1	No. of PDPs Conducted	Points	5 and above	5	4	4	3	3	2	2	1	1	10
MOVs Presented	Points																								
All five (5) MOVs are present	5																								
MOV A, B, C, and D	4																								
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MOV A and B	2																								
Only A	1																								
No. of PDPs Conducted	Points																								
5 and above	5																								
4	4																								
3	3																								
2	2																								
1	1																								

V. OUTSTANDING ACCOMPLISHMENTS (20)

1. Performance Rating (10)

The last three (3) performance ratings should be at least Very Satisfactory. Performance Rating shall be computed by:

$$\text{Rating} = \frac{\text{Average of the 3 performance rating}}{5.000 \text{ (highest performance rating)}} \times 10$$

2. Outstanding Employee Award/ Leadership in Organization (5)

(DepEd-Initiated/Endorsed, CSC Honors Award Program and other Recognized Partners). Awards from the same award giving body such as searches that are progressive (nominative to a higher rank level), only the highest-level award shall be credited.

MOVs:

- A. Any issuance, memorandum or document showing the Criteria for the Search
- B. Certificate/Plaque of Recognition/Merit
- C. DepEd CO/RO/SDO Memorandum/Bulletin with name as awardee

Level	Points
National	5
Regional	4
Division	3
Municipal/District	2

3. NEAP Accredited Learning Facilitator (5)

This shall apply to nominees who have been given accreditation as Learning Facilitator by the National Educators Academy of the Philippines (NEAP)

MOVs:

- A. Certificate of Recognition as Learning Facilitator issued by NEAP CO/Regional Office
- B. DepEd Issuance on the result of the Screening of NEAP Learning Facilitator

Rubrics:

Level	Points
Accredited NEAP National Trainer/ Learning Facilitator	5
Accredited NEAP Regional Trainer/ Learning Facilitator	3

VI. PROFESSIONALISM / PERSONAL CHARACTERISTICS & ATTRIBUTES (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING NON-TEACHING
PERSONNEL LEVEL 1**



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Republic of the Philippines
Department of Education
 CARAGA REGION

OUTSTANDING NON-TEACHING PERSONNEL LEVEL I

(Division and Regional Levels)

This is open to all non-teaching level 1 personnel from the schools, districts, Schools Division Offices (SDOs), and the Regional Office (RO) with Salary Grade 9 and below.

1. Performance Rating (30)

The three (3) recent performance ratings of the nominee prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods vs. the highest possible rating shall be multiplied by 30.

e.g.

$$(4.720 + 4.600 + 4.890) \div 3 \times 30 = 28.420$$

5.00 (highest rating)

2. Awards Received (10)

To consider only the certificate with the highest points.

MOVs:

- A. Official Memorandum/Bulletin for Results Announcement, or Letter of Conferment
- B. Certificate of Commendation/Recognition

Rank	Points			
	District Level	Division Level	Regional Level	National/ International
1st	3	5	8	10
2nd	2	4	7	9
3rd	1	3	6	8
Finalist	0.5	1	2	4

3. Innovation (10)

Innovation refers to the process of translating an idea, concept or invention into an output, practice, policy, or system that creates value to the organization and its clientele; and results in workplace improvement through efficiency in operation, increased production, improved working standards, and/or savings in government spending. Work that has been implemented **within the last 3 years** shall be considered for innovation points.

MOV: Copy of the innovation (only submit the innovation which is at the highest stage of implementation)

Stages of Implementation	Points
Adopted and institutionalized in all Divisions and Schools in the region MOV: Certification of the utilization of the innovation in the region duly signed by the Regional Director (5 points each but not to exceed 10 points)	10
Adopted has been adopted by two or more similar offices MOV: Certification of the utilization of the innovation, within the school/district duly signed by the Head of Office (4 points each but not to exceed 8 points)	8
Fully implemented in the office where nominee is assigned MOV: Accomplishment Report verified by the Head of Office (3 points each but not to exceed 8 points)	6
Started the implementation MOV: Proposal duly signed by the Head of Office and Progress Monitoring Report with significant milestones aligned to the plan (2 points each but not to exceed 4 points)	4
Conceptualized Innovation MOV: Proposal duly signed by the Head of Office (1 point each but not to exceed 2 points)	2

4. Membership in a Technical Committee (5)

MOVs:

- A. Memorandum indicating the name of the nominee as Member of the technical committee,
- B. Copy of the designation order as member/pictures and other applicable MOVs such as Action Plan/ Activity Documentation Report/Annual Accomplishment Report.

Level	Member
National/ International	5
Regional	4
Division	3
District	2
School	1

5. Professional Development (30)

5.1. Education (10)

Educational Level	Points
Less than 18 MA/MS units	1
At least 18 MA/MS units	2
At least 27 MA/MS units	3
At least 36 MA/MS units	4

CAR in MA/MS	6
Master's degree	7
With Ph/EdD units	8
CAR in doctoral degree	9
Doctoral degree	10

5.2. Trainings/ Seminars/ Workshops/ Conferences/ Webinars/Online Courses attended (10)

- Participation to trainings/ seminars/ workshops/ conference/ webinars/ online courses in any modality in the previous calendar year.
- International Training is when trainers are internationally recognized/ accredited. The same is true to national training which trainers are nationally recognized/ accredited NEAP-Recognized by DepEd.
- Participant in a specialized training e.g., Scholarship Programs, Short courses, and Study grants sponsored by countries which Philippines has bilateral agreement and/or organizations which DepEd has forged partnership with shall be given (1) point for every month but not to exceed five (5) points.

MOVs:

- Memorandum/ Issuance identifying nominee as participant
- Certificate of Participation/ Completion and Certificate of Attendance/ Appearance.

Level	Points
International (at least 1 training activity conducted in at least 3 days)	10
National (at least 1 training activity conducted in at least 3 days)	9
Regional (Conducted in at least 3 days, 2.0 points each but not to exceed 8 points)	8
Division (Conducted in at least 3 days, 1.5 points each but not to exceed 6 points)	6
District/ School (Conducted in at least 3 days; 1 point each but not to exceed 4 points)	4

5.3. Consultant/Resource Speaker / Facilitator in Training/ Seminars/ Workshops (5)

To consider only the certificate with the highest points.

MOVs:

- A. Issuance/ Memorandum/ Invitation/ Training Matrix
- B. Certificate of Recognition/ Commendation
- C. Slide Decks used and/or Session Guide

Level	Points
National	5
Regional	4
Division	3
District	2
School	1

5.4. Publication/Authorship (5)

Nature of Publication/Authorship	Points
Articles published in a school organ/newsletter (Per article but not to exceed 4 pts)	1
Articles published in a journal/newsletter/magazine of wide circulation (Per article but not to exceed 4 pts)	2
Co-authorship of a book	4
Sole authorship of a book	5

6. Community Development & Involvement (5)

Community engagement within the last three years encompasses both leadership and participatory roles in service initiatives. This includes initiating or serving as coordinator/organizer of community projects, inter-agency activities, or rural service improvement programs such as nutrition programs, agro-industrial fairs, and livelihood development projects. It also involves sponsoring, conducting, or participating in outreach programs such as feeding programs, tree planting, and other community improvement activities, as well as coordinating engagements with rural service organizations.

Projects must be community-based rather than school-based and sponsored by any of the following: local government units (LGUs), Rural Improvement Clubs, other government agencies, non-government organizations, or private individuals.

MOVs:

- A. *Approved Activity Proposal/ Action Plan*
- B. *Designation/ Assignment Order stating the nature of assignment*
- C. *Action plan noted by the school Head/ Barangay Captain/ Head of the Organization*
- D. *Accomplishment/ Narrative Report with pictorials*
- E. *Certification by benefitting barangay or community*
- F. *Certificate of Recognition/ Commendation/ Appreciation/ Participation*

Level	Points
Chairman/ Organizer/ Initiator	5
Member	3
Sponsor/ Donor/ Patron	2

7. Professionalism/Personal Characteristics (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)

TOTAL 100



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING NON-TEACHING
PERSONNEL LEVEL 2**



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OUTSTANDING NON-TEACHING PERSONNEL LEVEL II

(Division and Regional levels)

This is open to all non-teaching employees in the schools, districts, Schools Division Offices and the Regional Office with Salary Grade 10 to 23.

1. Performance Rating (30)

The three (3) recent performance ratings of the nominee prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods vs. the highest possible rating shall be multiplied by 30.

e.g.

$$\frac{(4.720 + 4.600 + 4.890)}{5.00 \text{ (highest rating)}} \div 3 \times 30 = 28.420$$

2. Awards Received (10)

To consider only the certificate with the highest points.

MOVs:

- A. Official Memorandum/ Bulletin for Results Announcement, or Letter of Conferment
- B. Certificate of Commendation/ Recognition

Rank	Points			
	District Level	Division Level	Regional Level	National/ International
1st	3	5	8	10
2nd	2	4	7	9
3rd	1	3	6	8
Finalist	0.5	1	2	4

3. Innovations (10)

Innovation refers to the process of translating an idea, concept or invention into an output, practice, policy, or system that creates value to the organization and its clientele; and results in workplace improvement through efficiency in operation, increased production, improved working standards, and/or savings in government spending. Work that has been implemented **within the last 3 years** shall be considered for innovation points.

MOV: Copy of the innovation (only submit the innovation which is at the highest stage of implementation)

Stages of Implementation	Points
Adopted and institutionalized in all Divisions and Schools in the region MOV: Certification of the utilization of the innovation in the region duly signed by the Regional Director (5 points each but not to exceed 10 points)	10
Adopted has been adopted by two or more similar offices MOV: Certification of the utilization of the innovation, within the school/district duly signed by the Head of Office (4 points each but not to exceed 8 points)	8
Fully implemented in the office where nominee is assigned MOV: Accomplishment Report verified by the Head of Office (3 points each but not to exceed 8 points)	6
Started the implementation MOV: Proposal duly signed by the Head of Office and Progress Monitoring Report with significant milestones aligned to the plan (2 points each but not to exceed 4 points)	4
Conceptualized Innovation MOV: Proposal duly signed by the Head of Office (1 point each but not to exceed 2 points)	2

4. Professional Development (35)

4.1. Education (10)

Educational Level	Points
At least 18 MA units	2
At least 27 MA units	3
At least 36 MA units	4
CAR in MA	6
Master's degree	8
CAR in doctoral degree	9
Doctoral degree	10

4.2. Trainings/ Seminars/ Workshops/ Conferences/ Webinars/Online Courses attended (5)

- Participation to trainings/ seminars/ workshops/ conference/ webinars/ online courses in any modality in the previous calendar year.
- International Training is when trainers are internationally recognized/ accredited. The same is true to national training which trainers are nationally recognized/ accredited NEAP-Recognized by DepEd.
- Participant in a specialized training e.g., Scholarship Programs, Short courses, and Study grants sponsored by countries which Philippines has

bilateral agreement and/or organizations which DepEd has forged partnership with shall be given (1) point for every month but not to exceed five (5) points.

MOVs:

- A. Memorandum/ Issuance identifying nominee as participant
- B. Certificate of Participation/ Completion and Certificate of Attendance/ Appearance.

Level	Points
International (at least 1 training activity conducted in at least 3 days)	5
National (at least 1 training activity conducted in at least 3 days)	4
Regional (Conducted in at least 3 days, 1.5 points each but not to exceed 3 points)	3
Division (Conducted in at least 3 days, 1 point each but not to exceed 2 points)	2
District/School (Conducted in at least 3 days; 0.5 point each but not to exceed 1 point)	1

4.3 Consultant/Resource Speaker / Facilitator in Training/ Seminars/ Workshops (5)

To consider only the certificate with the highest points.

MOVs:

- A. Issuance/ Memorandum/ Invitation/ Training Matrix
- B. Certificate of Recognition/ Commendation
- C. Slide Decks used and/or Session Guide

Level	Points
National	5
Regional	4
Division	3
District	2
School	1

4.4 Training and workshops organized **within the last 3 years** (10)



Republic of the Philippines
Department of Education
 CARAGA REGION

Only present documents of the trainings conducted in the highest level.

MOVs:

- A. *Approved Activity Proposal*
- B. *Session Guide and Slide decks*
- C. *Activity Documentation Report with attachments*
- D. *Attendance sheets signed by participants*
- E. *QATAME Result*

Level	Points
Regional	10
Division	8
District/ School/ Assigned Office	6

4.5 Publication/Authorship (5)

Nature of Publication/Authorship	Points
Articles published in a school organ/newsletter (Per article but not to exceed 4 pts)	1
Articles published in a journal/newsletter/magazine of wide circulation (Per article but not to exceed 4 pts)	2
Co-authorship of a book	4
Sole authorship of a book	5

5. Community Development & Involvement (5)

Community engagement within the last three years encompasses both leadership and participatory roles in service initiatives. This includes initiating or serving as coordinator/organizer of community projects, inter-agency activities, or rural service improvement programs such as nutrition programs, agro-industrial fairs, and livelihood development projects. It also involves sponsoring, conducting, or participating in outreach programs such as feeding programs, tree planting, and other community improvement activities, as well as coordinating engagements with rural service organizations.



Republic of the Philippines
Department of Education
CARAGA REGION

Projects must be community-based rather than school-based and sponsored by any of the following: local government units (LGUs), Rural Improvement Clubs, other government agencies, non-government organizations, or private individuals.

MOVs:

- A. *Approved Activity Proposal/ Action Plan*
- B. *Designation/ Assignment Order stating the nature of assignment*
- C. *Action plan noted by the school Head/ Barangay Captain/ Head of the Organization*
- D. *Accomplishment/ Narrative Report with pictorials*
- E. *Certification by benefitting barangay or community*
- F. *Certificate of Recognition/ Commendation/ Appreciation/ Participation*

Level	Points
Chairman/ Organizer/ Initiator	5
Member	3
Sponsor/ Donor/ Patron	2

6. Professionalism/Personal Characteristics (10)

(Refer to Annex D: Professionalism & Personal Characteristics

Rating Sheet to be filled up by the immediate head)



Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING RESEARCHER



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Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING RESEARCHER

1. ORIGINALITY & RESEARCH RESULTS UTILIZATION - (30)

Evidence of the researcher's original scientific or research contributions to the academic field. The research work contributed to the development/formulation of a new principle, policy, theory, technology, concept, method, or technique. Qualified research is funded by the Basic Education Research Fund (BERF) and /or Special Education Fund (SEF) or other funds and investigatory projects in Mathematics, Science, and other fields of study relative to the delivery of basic education. Theses, dissertations, or research projects as requirements for completion of degree studies are not considered. Investigatory Projects in which the nominee served as a coach/consultant will not be considered (Cumulative points but not to exceed 30 points).

For Educational/Social Research

Indicator	Level	Points
For Basic Research: Operational Guidelines (Policy) generated from the result of the research work	Regional Level	30
MOVs: - Copy of the Operational Guidelines issued through memorandum. - Copy of official documents (e.g. official reports, research studies, program designs, school learning materials, etc.) citing the Name of the Researcher/s and the Title of the Study.	Division Level	25
	District	15
	School	10
For Action Research: MOVs: Learning Materials/Strategy/Interventions		

Copy of official documents (e.g. official reports, program designs, etc.) citing the Name of the Researcher/s and the Title of the Study.		
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2. RESEARCH RESULTS UTILIZATION AND SUSTAINABILITY (20)

MOVs:

Copy of official documents (e.g. official reports, program/training designs, Division Education Development Plan, School Improvement Plan, newsletter/article about the study, etc.) citing the name of the researcher/s and the title of the study.

Score Range	Description	Interpretation for Utilization and Sustainability
20	Excellent Impact	Research results are <i>highly utilized and sustainably integrated into educational practice or policy (operational guidelines) for 3 years or more</i> . There is clear evidence of <i>continuous application</i> and long-term benefits.
15	Good Impact	Research results are <i>moderately utilized with some sustainability (2 years only)</i> . Application in education is noticeable but may be limited to certain areas or periods.
10	Fair Impact	Research results have <i>limited utilization and sustainability (1 year only)</i> . There may be sporadic or initial attempts at adoption that are not consistently maintained.
5	Poor Impact	Research results show <i>minimal utilization and sustainability (less than a year)</i> . Few or no efforts to apply findings in educational settings, with little lasting effect.

3. RESEARCH WORK PUBLICATION AND PRESENTATION - (20)

Publication:

Assessment shall be based on research published (electronic or print) in DepEd Research Bulletin, DepEd Research Magazines/Newsletters and other DepEd Publications

MOVs:

Copy of Research Bulletin/Research Magazine or Copy of Research Article. Only present one which is published at the higher level.

Indicators	Points
Published completed research work in the National Level Research Journal or research conference proceedings	10
Published completed research work in the Regional Level Research Journal or research conference proceedings	8
Published completed research work in the Division Level Research Journal or research conference proceedings	6
Published completed research work in the District Level Research Journal or research conference proceedings	4
Published completed research work in the School Level Research Journal or research conference proceedings	2

Paper Presentation:

Completed Research Work presented in a **Research Congress or Conferences recognized/ accredited/ endorsed by the Department of Education**. Present only the documents at the highest level.

MOV's:

Certificate for Paper Presentation, Endorsement from the SDRC, Certification of Completion from SDRC, Copy of Memorandum/Advisory/ Program/Conference Matrix where the schedule, title and name of presenter appeared.

Indicators	Points
Presented a completed research work in the international level	10
Presented a completed research work in the national level	8
Presented a completed research work in the regional level	6
Presented a completed research work in the division level	4
Presented a completed research work in the school level (LAC session)	2

4. RECOGNITION GIVEN TO THE RESEARCH WORK - (20)

Documentation of the researcher's receipt of awards for outstanding achievement in the Academic Field. Citations, awards, and other forms of recognition from the school, division, national and international recognized by the Department of Education given to the research work or researcher such as best paper, best paper presenter, etc. within 5 years shall be considered. Only present recognition at the highest level.

MOVs:

Certificate for Best Paper, Certificate for Best Presenter and other Certificates for the Awards won/received

Indicators	Points
International level	20
National level	15
Regional level	10
Division level	5

5. PERFORMANCE RATING - (10)

The three (3) recent performance ratings of the nominee prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods vs. the highest possible rating shall be multiplied by 10.

e.g.

$$\frac{(4.720 + 4.600 + 4.890) \div 3 \times 10}{5.00 \text{ (highest rating)}} = 9.47$$



Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING SCHOOL



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Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING SCHOOL
(Elementary and Secondary)

1. PERFORMANCE INDICATOR (15 Points)

1.1 Drop-Out Rate (5)

MOVs:

- A. Certification of the Summary of Drop-Out Rates for the last three SY verified by the Planning Officer and noted by the SDS
- B. School Report Card Data / SF4/ SF6 for the last three SY must be presented during the validation

Scoring Rubrics for Drop-out Rate

Range	Points
0	5
0.01 – 1	4
1.01 – 2	3
2.01 – 3	2
3.01 and above	1

1.2 NAT Performance (5)

MOVs: Certification of the latest NAT MPS Results verified by the planning Officer and noted by the SDS

$$\text{Point/s Earned} = (\text{NAT Results} / 100) \times 5$$

1.3 Cohort Survival Rate (5)

MOVs: Certification indicating the Enrollment of the grade levels below as reflected in the LIS verified by the Planning Officer and noted by the SDS

Level	Formula
Elementary (Grade 6)	$\text{CSR} = \frac{\text{Enrollment}_{\text{Grade 6, SY N}}}{\text{Enrollment}_{\text{Grade 1, SY N-5}}} \times 100$ Where: $\text{Enrollment}_{\text{Grade 6, SY N}}$ = BOSY Grade 6 Enrollment, Current SY $\text{Enrollment}_{\text{Grade 6, SY N-5}}$ = BOSY Grade 1 Enrollment, 5 years ago
Junior High School (Grade 10)	$\text{CSR} = \frac{\text{Enrollment}_{\text{Grade 10, SY N}}}{\text{Enrollment}_{\text{Grade 7, SY N-3}}} \times 100$ Where: $\text{Enrollment}_{\text{Grade 10, SY N}}$ = BOSY Grade 10 Enrollment, Current SY $\text{Enrollment}_{\text{Grade 7, SY N-3}}$ = BOSY Grade 7 Enrollment, 3 years ago
Senior High School (Grade 12)	$\text{CSR} = \frac{\text{Enrollment}_{\text{Grade 12, SY N}}}{\text{Enrollment}_{\text{Grade 7, SY N-5}}} \times 100$

	Where: $\text{Enrollment}_{\text{Grade 12, SY } N} = \text{BOSY Grade 12 Enrollment, Current SY}$ $\text{Enrollment}_{\text{Grade 7, SY } N-5} = \text{BOSY Grade 7 Enrollment, 5 years ago}$
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Scoring Rubrics for Cohort-Survival Rate

Range	Points
100%	5
90% - 99%	4
80% - 89%	3
70% - 79%	2
Below 70%	1

2. FINANCIAL MANAGEMENT (10 Points)

2.1 Budget Preparation and Implementation (5)

MOVs: (All MOVs must be Submitted)

- Approved AIP, WFP, and APP
- Memorandum on Composition of the School BAC
- Certification from the Division Accountant on the utilization of the School MOOE Web-based Monitoring System.
- Certification stating the Percentage of Utilization of Funds verified by the Budget Officer / Accountant and noted by the SDS

Scoring Rubrics for Preparation and Utilization of Funds

Range	Points
100%	5
90% - 99%	4
80% - 89%	3
70% - 79%	2
Below 70%	1

2.2 Liquidation of Cash Advance (5)

MOVs:

- Certification stating the Percentage of Liquidation of Funds verified by the Budget Officer / Accountant and noted by the SDS

Scoring Rubrics for Liquidation of Funds

Range	Points
100%	5
90% - 99%	4
80% - 89%	3
70% - 79%	2
Below 70%	1

3. SCHOOL PLANNING AND IMPLEMENTATION (10 Points)

MOVs:

- A. Minutes of the Meeting on the crafting of the ESIP / Accomplishment Report with attachments (Attendance Sheet, Pictorials, etc.)
- B. Certificate of Approval/ Acceptance of ESIP and AIP duly signed by the SDS
- C. Resolution acknowledging the appointment of the School Governance Council (SGC) Officers as indicated in DO 26, s. 2022, including supporting documentation on their specific roles in governance and the established feedback mechanisms)
- D. Copy of the School Parent Teacher Association (SPTA) Officers' Composition as indicated in DO 13, s. 2022, supported by documentation on their specific roles in governance and their contributions to resource allocation for various programs, activities, and projects (PAPs).
- E. Copy of the approved SPTA Action Plan and Accomplishment Report

Scoring Rubrics for School Planning and Implementation

MOVs Submitted	Points
All MOVs	10
4 MOVs presented	8
3 MOVs presented	6
2 MOVs presented	4
1 MOV presented	2

4. PERSONNEL DEVELOPMENT (15 Points)

4.1 Provision of Learning and Development (5)

MOVs:

- A. Memorandum
- B. LAC Plan/ Training designs approved by the Approving Authority of the SDO
- C. ACR, Impact evaluation, and other M&E Tools duly signed by the SDO Authority

Scoring Rubrics for Provision of L and D

No. of Hours LAC Sessions are conducted	No. of INSETs conducted in a year	Points
8 hours	2	5
8 hours	1	4
6-7 hours	1	3
4-5 hours	1	2
2-3 hours	0	1

4.2 Staff attendance at professional development activities within the last three years (5)

MOVs:

- A. *Approved School Plan for Professional Development (SPPD)/ School Training Needs*
- B. *Complete List of staff/ employees*
- C. *Training Matrix*
- D. *Memorandum regarding training participation*
- E. *Certificates of Participation/ Appearance*

Point/s Earned= (No. of Staff who attended capability-building activities divided by total number of staff) x 5

4.3 Conduct of Research (5)

School Personnel conducted and completed an educational research activity duly approved by the educational authorities either for improvement of instruction/ teaching competence, for community development, or teacher welfare *within the last three years.*

MOVs:

- A. *Summary/ List of School Personnel with their Completed Research and Corresponding Research Titles, prepared by the School Head and duly noted by the SDO-Designated Research Committee*
- B. *Copy of the Research Abstract*

Scoring Rubrics for Conduct of Research

Percentage of Personnel	Points
30% and above	5
25% - 29%	4
20% - 24%	3
15% - 19%	2
14% and below	1

5. SCHOOL ENVIRONMENT (20 Points)

5.1 School Site Ownership (5)

MOVs:

- A. *Land Title in the name of DepEd/ School*
- B. *Deed of Donation/ Contract*

Scoring Rubrics for School Site Ownership

MOVs Submitted	Points
The land title is in the name of DepEd/ School	5
The school site titling is in process, with the availability of a transmittal, deed of donation/contract, and/or usufruct.	4
The school site is donated with deed of donation.	3
The deed of donation / purchase is on process (present transmittal, OR and/or Resolution)	2
There is no legal document to support the school site	1

5.2 Learning Environment and Resources (5)

Learning environment and resources are accessible, conducive and safe for effective learning to happen. The following programs must be institutionalized, including but not limited to:

- a. Maintained comfort rooms that are clean, water sealed, and equipped with running water
- b. Gulayan sa Paaralan Program and sustainable beautification initiatives
- c. Solid Waste Management
- d. Brigada Eskwela
- e. DRRM
- f. Others (Nominee must specify)

MOVs: *(All MOVs must be presented)*

- A. Official Designation Orders for Program Managers
- B. Accomplishment/ Narrative Report with attachments
- C. Monitoring and Evaluation Report

Scoring Rubrics for Learning Environment and Resources

Number of institutionalized programs	Points
At least 5 programs	5
At least 4 programs	4
At least 3 programs	3
At least 2 programs	2
At least 1 program	1

5.3 School-Based Feeding Program Implementation (5)

MOVs:

- A. Official Designation Order for Program Manager
- B. Accomplishment/ Activity Report
- C. Monitoring and Evaluation Report

$\text{Point/s Earned} = \left(\frac{\text{No. of Feeding Beneficiaries who have achieved Normal Status}}{\text{Total No. of Feeding Beneficiaries}} \right) \times 5$

5.4 Child Protection Policy and Anti-Bullying Law Implementation (5)

MOVs:

- A. Copy of the CPC Committee with their TORs and ACRs
- B. Copy of the School Child Protection Policy and Anti-Bullying Law
- C. Approved Training/ LAC Design/s and ACR
- D. Copies of Advocacy Materials used
- E. School Handbook
- F. School Records of Cases/complaints under CPP and anti-bullying Law

Scoring Rubrics for Learning Environment and Resources

Number of MOVs Presented	Points
All MOVs	5
Only A, B, C, D & E	4
Only A, B, C & D	3
Only A, B & D	2
Only A & B	1

6. PARTNERSHIPS AND LINKAGES (10 Points)

6.1 School-Community Partnership (5)

MOVs:

- A. Organized General PTA/ SGC
- B. Conducted GPTA Meeting
- C. Invitation and Pictorials on community activities involvement
- D. Proposal for initiated projects (approved and implemented)
- E. Accomplishment Report of initiated projects with attachments

Scoring Rubrics for School-Community Partnership

MOVs Submitted	Points
All MOVs	5
Only A, B, C & D	4
Only A, B & C	3
Only A & B	2
Only A	1

6.2 School-to-Alumni Partnerships and Other Organizations (5)

MOVs:

- A. Organized Alumni Association with List of Officers
- B. Approved Project Proposal / Documentation with pictorials on Alumni / NGO implemented project
- C. Deeds of Donations
- D. Deed of Acceptance
- E. Duly signed financial reports

Scoring Rubrics for School-to-Alumni Partnerships and Other Organizations

MOVs Submitted	Points
All MOVs	5
Only A, B, C & D	4
Only A, B & C	3
Only A & B	2
Only A	1

7. CULTURE OF EXCELLENCE (10 Points)

Winner (1st, 2nd, and 3rd) in any DepEd initiated and recognized competitions / contests, bringing recognition, pride, and honor to the school **within the last 3 years**.

7.1 Learner (5)

MOVs: (All MOVs must be present)

A. Letter of Commendation/ Certificate/ Plaque of Award/ Merit / Medal

B. Memorandum of Recognition released or endorsed by the Central, Regional, or Schools Division Office

C. Documentation/ Proof of the Awarding

Scoring for Learner (5)

No. of Wins	Points			
	District	Division	Regional	National/ International
1 – 5	0	1	2	3
6 – 10	0.5	1.5	2.5	3.5
11 – 15	1	2	3	4
16 – 20	1.5	2.5	3.5	4.5
21 or more	2	3	4	5

7.2 Teacher/ Administrator/ School (5)

Outstanding employee, coach, or trainer of winning students in any DepEd-initiated and recognized competitions, or a winner in such competitions

MOVs: (All MOVs must be present)

A. Letter of Commendation/ Certificate/ Plaque of Award/ Merit / Medal

B. Memorandum of Recognition released or endorsed by the Central, Regional, or Schools Division Office

C. Documentation/ Proof of the Awarding

Note: For the scoring rubric for teacher, administrator, and school (5 points), refer to Section 7.1

8. PERFORMANCE RATING (10 Points)

The three recent performance ratings (OPCRF) of the nominee prior to the screening should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods versus the highest possible rating shall be multiplied by 10.

MOVs:

A. Scanned copy of the 3 recently approved Office Performance Commitment Review Form (OPCRF)

$$\text{Point/s Earned} = ((\sum \text{Rating} / 3) / 5) \times 10$$



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING SCHOOLS DIVISION
OFFICE**



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Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING SCHOOLS DIVISION OFFICE
(Small and Medium)

I. PERFORMANCE INDICATOR

20

A. Net Enrolment Rate – 6.00

i. Elementary (2.00)

Percentage	Points
99-100 %	2.00
97-98 %	1.75
95-96%	1.50

ii. Junior High School (2.00)

Percentage	Points
99-100 %	2.00
97-98 %	1.75
95-96%	1.50

iii. Senior High School (2.00)

Percentage	Points
99-100 %	2.00
97-98 %	1.75
95-96%	1.50

B. Completion Rate – 6.000

i. Elementary (2.00)

Percentage	Points
96-100 %	2.00
91-95 %	1.75
86-90%	1.50
81-85%	2.00

ii. Junior High School (2.00)

Percentage	Points
96-100 %	2.00
91-95 %	1.75
86-90%	1.50
81-85%	2.00

iii. Senior High School (2.00)

Percentage	Points
96-100 %	2.00
91-95 %	1.75
86-90%	1.50
81-85%	2.00

C. Drop-out Rate (2.00)

Percentage	Points
0 %	2.00
0.01%-1%	1.75
1.01%-2.0%	1.50
2.01-3.0%	1.00

D. SDO Literacy Rate/ Improved Reading Level (3.00)

Points Earned= (Percentage of Learners who are at least Instructional Readers/100) x 3.00

Consolidated Phil-IRI Result (Pre and post Tests) validated by CLMD

E. SDO Numeracy Rate (3.00)

Points Earned= (Percentage of Learners who are at highly numerated/100) x 3.00

Consolidated Numeracy Assessment Result (Pre and Post Tests) validated by CLMD

II. Office Performance Rating of the last 2 Rating Period 10

Performance Rating of the SDO with an Outstanding Rating (4.50 and above)

Points earned= (Average rating of the OPCR Rating/5.000) x 10

III. Human Resource Development and Management 10

A. Learning and Development Programs (previous year prior the nomination) (for the previous year) (5.00)

Criteria	MOV's	Points
Number of PDP with CPD Accreditation	PTR Number Activity Completion Report (1 point per program but not to exceed 5 points)	2.5

Number of PDP which NEAP- Caraga Recognized	Certification from NEAP- Caraga REC Form 1 and 2 (1 point per program but not to exceed 5 points)	2.5
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B. Percentage of Target SDO Personnel Trained (5.00)

- i. Teaching Personnel = (Total number of Teaching Personnel Trained/ Total Number of Teaching Personnel) x 2.5
- ii. Non-Teaching Personnel =(Total number of Non-Teaching Personnel Trained/ Total Number of Non-Teaching Personnel) x 2.5

IV. Financial Management

10.00

A. Budget Utilization Rate (Obligation Rate) Continuing Fund (2.00) (as of date of nomination)

Percentage	Points
96-100 %	2.00
91-95 %	1.75
86-90%	1.50
81-85%	1.25

B. Budget Utilization Rate (Obligation Rate) Current Fund (3.00) (as of date of nomination)

Percentage	Points
91-100 %	3.00
81-90 %	2.50
71-80%	2.00
61-70%	1.50
51-60%	1.00
41-50%	0.50

C. AOM Received and Implemented (2.00)

= (Number of fully implemented Audit Observation (AOM)/ Total Number of AOM Received) x 2.00

D. Program Management Information System Implementation (3.00 pts.) for current year

D.1 Points Earned=Number of allocations with WFP Completed/ total of Sub-AROS with budget allocation) x 1.00

D.2 Points Earned = (number of Operating units with physical accomplishment report/ total number of OUs in the SDO) x 1.00

D.3 Points Earned= = (number of Operating units with financial accomplishment report/ total number of OUs in the SDO) x 1.00

MOV: Issuances relative to the implementation of PMIS in the Schools Division, Screenshot of Dashboard of OSDS, CID, and SGOD

V. Outstanding/ Meritorious Accomplishment

14

A. SBM-WINs (3.00 pts)

Percentage of Schools with WINS-OMS Rating of 2 and 3 Stars

Percentage	Points
96-100 %	3.00
91-95 %	2.75
86-90%	2.50
81-85%	2.25
76-80%	2.00
71-75%	1.75
66-70%	1.25
61-65%	1.00
56-60%	0.75
51-55 %	0.50
46-50%	0.25

B. CSC PRIME-HRM Level 2 Bronze Award (2.00 pts)

MOV: Plaque/ CSC Resolution/ Certification

C. CPD Provider Accredited (2.00 pts)

MOV: Plaque/ PRC Resolution/ Certification

D. Customer Satisfaction Measurement (CSM) January 2024 – August 2025 (2.00 pts)

Points Earned = (Average Rating of CSM Results/5.00) x 4.00

MOVs: CSM Report and Analysis Consolidated signed and approved by SDS.

E. Rewards and Recognition received by SDO as an Organization received from DepEd or any DepEd-recognized Agencies, Organizations and/or Partners from CY 2024 until August 2025 (5.00 pts)
(not to exceed 5.00 pts.)

International – 2.00 each
National – 1.50 each
Regional – 1.00 each
Regional (Gawad-agad award) – 0.25 each)

MOVs: Plaque/Certificate of Recognition/
Appreciation/Communication/Issuance

VI. Compliance and submission of Reports

14

MOVs: validated by the concerned Functional Division

Functional Division	Points
ASD	2
CLMD	2
ESSD	2
FTAD	2
HRDD	2
PPRD	2
QAD	2

VII. Monitoring and Evaluation

2.00

Percentage of Programs with Approved M&E Plan, Implementation Plan and M&E Report anchored on BEMEF from CY 2024 to Aug 2025

Points Earned= (No. of Programs with Approved M&E Plan, Implementation Plan and M&E Report/ Total Number of Programs) x 2.00

VIII. Percentage of Annual Utilization and efficient Collection of Provident Funds for the previous Fiscal Year

4.00

A. Percentage of Collection of Loans Receivable (2.00pts)
(Principal payments over Outstanding Loans Receivable)
(CY 2024- August 2025)

Percentage	Points
25% and above	2.00
20-24%	1.75
15-19%	1.50

10-14%	1.25
6-9%	1.00
5% and below	0.75

MOV: Certified Consolidated Status Report at RO-FD and Certified Report of Checks Issued from SDO

B. Percentage of Delinquent Loans (2.00 pts)

(Total Delinquent Loans over Total Loans Receivable)

Percentage	Points
25% and below	2.00
26-30 %	1.75
31-40%	1.50
41-45%	1.25
46-50%	1.00
51-55%	0.75
56-60%	0.50
61-65%	0.25

MOV: Certified Report of Delinquent Loans at RO-FD

IX. Filling up of Teaching and Non-Teaching Items 5.00

Points earned= (number of filled-up and existing items as of August 2025/ Total number items) x 5.00

MOV: Screenshot of the Performance Management Information System (PMIS)/ Report from Government Management Information System – Personnel Services Itemization of Personnel (GMIS-PSIPOP)/ Certification of Data of Filling Ip from the Personnel Section of RO Administrative Services Division

X. Community Linkages and Partnerships 5.00

Forged MOA/MOU with Partners

Number of Forged MOA/ MOU	Points
10 and above	5.00
8-9	4.50
6-7	3.00
4-5	2.50
1-3	1.00

XI. Promotion of Culture and Research 2.00

(Researches, regardless of support funds, from January 2024 – August 2025)

Points Earned= (Number of Research Completed/ Total Number of Approved Research) x 2.00

MOV: Consolidated Report from the Research Focal duly

XII.	signed by SDS, Issuance of Approved Research Proposals, Certification of Completed Research issued to proponents/ Division Issuance of Research Congress Percentage quality assured Division-initiated Learning Resource Materials from January 2024-August 2025	4.00
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Points Earned= (number of quality assured Learning Resource Materials/ total number of targeted MELCs) x 4

MOVs: Division Issuance of Targeted MELCs/ Call for Submission/ Statement of Needs, Evaluation Checklist/ Accomplished QA checklist, Approval Sheet, Division Issuance of the Approved QA LR



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING INCLUSIVE EDUCATION
PROGRAM IMPLEMENTER**



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Republic of the Philippines
Department of Education
CARAGA REGION

OUTSTANDING INCLUSIVE EDUCATION PROGRAM IMPLEMENTER

I. Scope of the Award Category

All Schools Division Offices (SDOs) are entries to this category. SDOs will be evaluated based on how they implemented the K to 12 Basic Education Curriculum and the various programs of the department to ensure that learners will be provided with equitable opportunity to create, learn and share what they know and can do in both curricular and co-curricular activities regardless of sex, disability, culture, ability, age, ethnicity, social class, religious beliefs and other characteristics, in alignment with both national policies and international frameworks such as the Sustainable Development Goal 4 and the UN Convention on the Rights of Persons with Disabilities. SDOs will also be evaluated on the measurable impact these implementations have had on learner access, participation, retention, and achievement across diverse learner groups, and their use of disaggregated data to identify gaps in educational access and achievement, and their strategic responses to address these gaps through evidence-based interventions.

Specifically, this award category will look into the SDOs inclusion practices particularly in the implementation of varied offerings in Technology and Livelihood Education (TLE) in Junior High School, and the tracks and strands in Senior High School, and the existing programs such as Special Needs Education (SNED), Indigenous Peoples Education (IPed), Madrasah Education Program (MEP), and Flexible Learning Options (FLO) including Alternative Delivery Modes (ADM) and Alternative Learning System (ALS), and Special Interest Programs to cater to learners who manifest the interest and aptitudes for particular skillsets, as well as innovative approaches and solutions developed to address unique contextual challenges in implementing inclusive education. This award will emphasize division-wide policies, systems, and mechanisms that ensure sustainable and consistent implementation across all schools and learning centers in the division. The award will also recognize SDOs' engagement with families, communities, civil society organizations, and local government units in collectively supporting inclusive education. (Reference: Annex 5 of DepEd Order No. 21, s. 2019)

II. Criteria for Stage I Evaluation (Key Dimensions of Inclusive Education)

A. Learners' Participation and Representation..... 10 points

- Programs or initiatives to ensure participation and representation of learners in school organizations, in curricular and co-curricular activities, and in educational planning, program development and implementation.

Means of Verification (MOV):

1. Three-year Disaggregated Data:

- Enrollment data per program (SPED, IP, TLE/TVL, Special Interest Programs) from Enhanced Basic Education Information System (EBEIS) in standardized graphs/tables format (Template A1).

- Quantitative analysis of trends showing at least 5% improvement in enrollment/participation rates of underrepresented groups as documented in DepEd School Report Cards (SRCs).
 - Documentation of specific actions taken to address identified gaps with before/after metrics, as reflected in Division Education Development Plans (DEDPs).
2. **Contextualized Implementing Guidelines:**
- Document outlining selection/admission criteria for special programs
 - Evidence of dissemination and application (e.g., signed memos, meeting minutes).
 - Documented examples of how guidelines were modified based on local context.
3. **Learner Representation in Educational Planning:**
- Minutes of meetings where learners participated (Supreme Student Government/Supreme Pupil Government meetings, School Governing Council meetings), with attendance sheets and specific contribution tracking.
 - List of student representatives in planning bodies or committees with demographic breakdown, including documentation of selection process aligned with DepEd Child Participation Guidelines.
 - Documentation showing at least three concrete examples of feedback or proposals from learners that were incorporated into School Improvement Plans (SIPs) or Annual Implementation Plans (AIPs).

Rubric:

Indicators	4 Points	3 Points	2 Points	1 Point	0 Points	Total
Three-year Disaggregated Data	Complete, clear data with quantitative analysis of trends and documented actions showing measurable impact (minimum 5% improvement)	Complete data with some analysis and evidence of actions taken	Data presented but lacks quantitative analysis or shows less than 5% improvement	Incomplete data, minimal analysis, no evidence of improvement	No data presented	4
Contextualized Implementing Guidelines		Well-documented guidelines with clear criteria, consistent	Guidelines are clear but show limited evidence of	Guidelines exist but lack clarity, proper implementation	No guidelines presented	3

		evidence of application, and at least three examples of context-specific adaptations	consistent application or context adaptation	tion, or contextual relevance		
Learner Representation		Active, diverse learner involvement (representing at least 3 different demographic groups) with documented contributions in educational planning, program development, or implementation	Learners are involved but with limited contributions or minimal documentation of their impact	Learners are consulted but with no documented impact on planning or development	No learner representation in any part of the process	3

B. Curriculum Implementation.....10 points

- Implementation of flexible and contextualized curriculum to cater to the diverse learners' abilities, socio-cultural backgrounds, historical contexts, and biographical realities.

Means of Verification (MOV):

- 1. Programs or Initiatives to Address Contexts, Needs, and Concerns:**
 - o Documentation of special programs or initiatives tailored to unique learner needs (e.g., bridging programs, alternative learning delivery modes), with reference to DepEd Orders authorizing such programs.
 - o Quantitative reports from Curriculum Implementation Division (CID) on implementation showing target vs. actual numbers, including objectives, target learners, and measurable outcomes.
 - o Validation reports from Quality Assurance Division or third-party stakeholders (e.g., Local School Board, community partners) with documentation following DepEd's standard program monitoring and evaluation formats.
- 2. Contextualization of Curriculum and Learning Materials:**
 - o Locally-developed curriculum guides, lesson plans, and instructional materials registered with the Learning Resource Management and Development System (LRMDS) that reflect learners' cultural,

- historical, and socio-economic contexts (minimum of 3 examples per year over 3 years).
- o Evidence of teacher training on contextualization strategies conducted through the National Educators Academy of the Philippines (NEAP) with pre/post assessment results and corresponding Professional Development Investment Plan (PDIP).
 - o Quality assurance reviews for contextualized materials following Bureau of Learning Resources (BLR) standards and protocols.
3. **Opportunities for Learners to Create, Learn, and Share:**
- o Portfolio of learner outputs (e.g., projects, performances, community engagement) with assessment results
 - o Quantitative data on participation rates across different demographic groups in DepEd-sanctioned competitions, fairs, and exhibitions (e.g., Science and Technology Fair, Festival of Talents).
 - o Division Memoranda, activity designs, attendance sheets, and evaluation reports of curricular and co-curricular activities aligned with DepEd's Comprehensive Policy on Learner Formation.
4. **Equitable Learning Opportunities:**
- o Inclusion plans and differentiated instruction strategies with implementation metrics.
 - o Quantitative feedback data from learner surveys or focus group discussions.
 - o Documentation of at least three specific actions taken based on feedback with impact measures.
5. **Universal Design for Learning (UDL):**
- o UDL-aligned lesson plans or activities that provide multiple means of engagement, representation, and action/expression.
 - o Accessibility audit reports of teaching materials and classroom setups.
 - o Documentation of assistive technology implementation with usage statistics.

Rubric:

Indicators	2 Points	1 Point	0 Points	Total
Programs/Initiatives to Address Contexts, Needs, and Concerns	Comprehensive and well-documented programs tailored to learner diversity, with quantitative evidence of implementation and impact (minimum 10% improvement in target metrics)	Programs exist but lack full documentation, or limited implementation is evident with less than 10% improvement	No programs or initiatives documented	2
Contextualization of Curriculum and Learning Materials	Locally contextualized curriculum and materials are fully	Some contextualized materials are available (fewer	No evidence of contextualized materials	2

Indicators	2 Points	1 Point	0 Points	Total
	developed (at least 9 examples over 3 years), implemented, and reviewed for effectiveness with quantitative quality metrics	than 9 examples), but implementation is partial or inconsistent		
Opportunities for Learners to Create, Learn, and Share	Regular and inclusive opportunities provided for learners to create, learn, and share knowledge in various contexts with at least 80% participation rate across demographic groups	Occasional or limited opportunities, with inconsistent participation (below 80%) or outputs	No evidence of such opportunities	2
Equitable Learning Opportunities	Inclusive strategies ensuring all learners actively participate and share responsibility in the learning process, with documented equity measures showing less than 10% variation across demographic groups	Some inclusive practices are in place, but implementation is inconsistent or equity gaps exceed 10%	No evidence of equitable learning opportunities	2
Universal Design for Learning (UDL)	Programs and services consistently adhere to UDL principles, removing barriers to learning and participation with documented accessibility audits showing at least 90% compliance	Partial application of UDL principles, with room for improvement (60-89% compliance)	No evidence of UDL implementation	2

C. Learning Resources.....10 points

- Development and production of contextualized learning resources anchored on the needs of individual learners and based on the standards set by the Bureau of Learning Resources.

Means of Verification (MoVs):

1. Contextualized Learning Resources with Quality Assurance:

- o Inventory and copies of developed and produced learning materials (e.g., modules, activity sheets, multimedia resources) that are contextualized, inclusive, and culturally sensitive.
- o Quality assurance reports or validation sheets confirming that the resources are free from discriminatory content and aligned with the standards set by the Bureau of Learning Resources.
- o Evidence that the resources are sensitive to social and cultural contexts and are appropriate to diverse learners (e.g., content analysis reports, inclusion of local stories/traditions, adaptation for learners with special needs, or multilingual versions).

2. Integration in Instruction and Promotion of Active and Lifelong Learning:

- o Lesson plans or instructional guides showing the integration of developed learning resources into instruction.
- o Evidence that the resources promote active learning in different contexts (e.g., classroom, home, community) and foster lifelong learning (e.g., self-directed learning tasks, critical thinking activities).

3. Community Involvement and Utilization as a Learning Resource:

- o Documentation of community engagement in the development and use of learning resources (e.g., minutes of meetings, agreements, community partnerships).
- o Evidence showing the integration of community experiences, local knowledge, and available community resources into learning activities (e.g., projects involving local traditions, interviews with community members, place-based learning).

4. Portal Upload and Accessibility Records:

- o Screenshots, links, or certificates of upload confirming the resources are available in the Learning Resource Portal.
- o Records showing that all types of learners have access to these resources (e.g., distribution logs, access reports).
- o Feedback data from users regarding accessibility and usefulness.

Scoring Rubric (10 Points Total):

Indicators	Points	Description
Complete Compliance	10	All Means of Verification (MoVs) are present with quality metrics exceeding targets: contextualized learning resources with quality assurance (100% compliance with standards), integration into instruction (used in at least 90% of applicable lessons), community involvement (formal partnerships with at least 5 community groups), portal upload, and quantifiable accessibility data showing equitable access across all learner groups (less than 5% variation).
High Compliance	8	Most MoVs are present, with minor gaps. Quality metrics meet targets: 90-99% compliance with standards, used in 75-89% of applicable lessons, partnerships with 3-4 community groups, access variation between 5-10% across learner groups.
Moderate Compliance	6	Some MoVs are present, but key aspects are missing. Quality metrics approach targets: 70-89% compliance with standards, used in 50-74% of applicable lessons, partnerships with 1-2 community groups, access variation between 10-15%.
Partial Compliance	4	Few MoVs are present, with significant gaps. Quality metrics below targets: 50-69% compliance with standards, used in 30-49% of applicable lessons, informal community engagement, access variation between 15-25%.
Minimal Compliance	2	Very limited MoVs, showing minimal effort. Quality metrics far below targets: Below 50% compliance with standards, used in less than 30% of applicable lessons, no formal community engagement, access variation exceeding 25%.
Non-compliance	0	No Means of Verification provided.

D. Learning Delivery.....10 points

- Strategies implemented to ensure that diverse learners learn together and the delivery of educational services and programs are flexible based on the profile, needs and contexts of the learners

Means of Verification (MoVs):**1. Program Offerings for Diverse Learners:**

- o Comprehensive inventory of educational programs offered (e.g., SPED, ALS, MEP, IPed, remedial classes, enrichment programs, work-based learning) with specific alignment to identified learner

needs, referenced to appropriate DepEd Orders authorizing such programs.

- o Enrollment data over 3 years from the Enhanced Basic Education Information System (EBEIS) showing participation rates across demographic groups with less than 10% variation.
- o Program implementation metrics from the Division Planning Unit or M&E Section including completion rates, learning outcomes as measured by standardized DepEd assessment tools, and participant feedback scores.

2. School Policies and Mechanisms for Inclusivity:

- o School policies or guidelines on inclusive education, equity, and diversity
- o Supporting documents such as meeting minutes, resolutions, or school memoranda on policy development and implementation
- o Implementation data showing compliance levels and corresponding actions taken
- o Monitoring and evaluation reports with measurable equity indicators and trend analyses

3. Stakeholder Involvement:

- o Minutes of meetings, agreements, or attendance sheets from parent-teacher conferences, stakeholder consultations, and community engagement activities.
- o Communication records (e.g., letters, memos, chat group messages) showing collaboration with parents/caregivers and community members.
- o Feedback forms or surveys from parents, learners, and community members regarding learning needs and interventions.
- o Survey data showing at least 80% stakeholder satisfaction with engagement processes.
- o Documentation of how stakeholder input influenced program implementation with at least 3 concrete examples.

4. Interventions for Disadvantaged and Marginalized Learners:

- o Records of interventions (e.g., tutoring sessions, learning camps, home visitations) tailored for disadvantaged learners.
- o Individualized Education Plans (IEPs) or Learning Action Plans (LAPs) for marginalized learners.
- o Monitoring reports showing the impact of interventions on learner performance.

5. Curriculum Alignment and Implementation:

- o Curriculum mapping documents showing alignment between learning materials, teaching approaches, and diverse learner needs.
- o Copy of sample lesson plans and instructional materials aligned with diverse learners' needs and contexts.
- o Samples of formative and summative assessments demonstrating differentiation based on learning styles and abilities.
- o Performance tracking data showing achievement gaps of less than 15% between demographic groups.

Scoring Rubric:

Indicators	2 (Fully Met)	1 (Partially Met)	0 (Not Met)	Total
Program Offerings for Diverse Learners	A range of programs is available (at least 5 different types), addressing the needs of diverse learners with quantifiable evidence of equitable access (<10% variation) and positive outcomes (>80% success rate)	Some programs are in place (2-4 types), but options for diverse learners are limited and/or show inequitable access patterns (10-20% variation) or inconsistent outcomes (60-80% success rate)	No evidence of diverse programs offered, or extreme inequity in access (>20% variation) or poor outcomes (<60% success rate)	2
School Policies and Mechanisms for Inclusivity	Comprehensive policies and strategies ensure equal and equitable opportunities for all learners, with at least 90% implementation rate and documented impact.	Policies exist but lack full implementation (<90%) or monitoring mechanisms, or show limited impact	No policies or mechanisms in place, or implementation rate below 50%	2
Stakeholder Involvement	Active involvement of stakeholders (parents, learners, community) in identifying learning gaps and supporting disadvantaged learners, with at least 80% participation rate and documented influence on decisions	Stakeholders are occasionally involved (<80% participation), but no consistent engagement strategy is evident or limited influence on decisions.	No stakeholder involvement, or participation below 50%	2

Indicators	2 (Fully Met)	1 (Partially Met)	0 (Not Met)	Total
Interventions for Disadvantaged Learners	Well-defined interventions are implemented to support marginalized learners, with documented outcomes showing at least 15% improvement in target metrics	Interventions exist but are inconsistent, with limited documentation of impact or improvement below 15%	No interventions implemented, or no improvement demonstrated	2
Curriculum Alignment and Implementation	Teaching and assessment strategies are clearly aligned with diverse learner contexts and learning standards, with achievement gaps of less than 15% between demographic groups	Partial alignment of teaching strategies and assessments, with some consideration for diverse learner needs but achievement gaps of 15-25%	No alignment with learner contexts or learning standards, or achievement gaps exceeding 25%	2

E. Educational Assessment10 points

- Initiative implemented to measure learners' mastery of competencies and enable them to participate in various types of activities to enhance their understanding of concepts and ideas and the strategies to meet the needs of learners with special education needs

Means of Verification (MoVs):

1. Mechanisms and Frequency of Assessments for Learners with Special Educational Needs (SEN):

- o Screening and assessment documentation for identifying learners with SEN.
- o Quantifiable assessment schedule showing regular monitoring (e.g., quarterly).
- o Individualized Education Plans (IEPs) or intervention records that reflect tailored support strategies with specific, measurable goals and progress tracking.
- o Documentation of additional resources provided to support these learners (e.g., assistive technology, specialized learning materials).

2. Modification/Adaptation of Assessment Methods:

- o Samples of modified or adapted assessment tools for learners with SEN (e.g., simplified instructions, extended time, alternative formats).
- o Lesson plans or assessment guides indicating differentiated assessment methods in the mainstream classroom.
- o Feedback from learners, parents, or support staff on the effectiveness of the adapted assessments.

3. Development of Assessment Tools Promoting Higher Order Thinking Skills (HOTS) and Universal Design for Learning (UDL):

- o Samples of assessment tools integrating HOTS (e.g., problem-solving tasks, project-based assessments, real-world applications).
- o Assessment rubrics highlighting interdisciplinary integration and diverse methods of demonstrating learning.
- o Records of faculty training or workshops on the development of UDL-compliant assessments.
- o Evidence of assessment reviews or quality assurance reports ensuring alignment with UDL principles.

Scoring Rubric:

Indicators	3 (Fully Met)	2 (Partially Met)	1 (Minimally Met)	0 (Not Met)	Total
Mechanisms and Frequency of Assessments for Learners with SEN (3 Points)	Comprehensive mechanisms and regular assessments are in place, with additional resources provided.	Mechanisms exist, but assessments are infrequent or lack additional support resources.	Basic mechanisms are in place but are inconsistently applied.	No mechanisms or records of assessments conducted.	3
Modification/Adaptation of Assessment Methods (3 Points)	Assessments are consistently modified/adapted to meet diverse learner needs, with documented strategies.	Some modifications are made, but they are applied inconsistently.	Minimal modifications observed, lacking systematic implementation.	No evidence of modified assessments for learners with SEN.	3
Development of HOTS and UDL-Aligned Assessment Tools (4 Points)	(4 points) Assessment tools consistently integrate Higher Order	(3 points) Assessment tools show clear integration of HOTS and some	(2 points) Assessment tools demonstrate partial integration of HOTS,	(1 point) Assessment tools have basic elements of HOTS, but lack	4

	Thinking Skills (HOTS) and promote interdisciplinary learning. UDL principles are fully applied, offering diverse means of engagement, representation, and expression for all learners. Tools undergo regular review and quality assurance.	interdisciplinary learning elements. UDL principles are applied but may lack consistency across all tools. Quality assurance or review is partially documented.	with limited interdisciplinary connections. UDL principles are acknowledged but not fully implemented. Documentation of development and review is minimal.	interdisciplinary focus. UDL principles are either minimally applied or absent, with little evidence of review or quality assurance.	
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F. Learning Environment.....10 points

- Mechanisms implemented to ensure that physical learning environment and teaching-learning processes are fully accessible to all types of learners for them to feel safe, supported, stimulated, and respected as they express themselves as part of a positive and inclusive school community

Means of Verification (MoVs):

1. Use of Appropriate Language, Modes, and Means of Communication (2 Points):

- o Policies or guidelines on the use of inclusive language and communication strategies.
- o Lesson plans, teaching guides, or classroom observation reports showing the use of multilingual instruction or sign language, as applicable.
- o Communication materials (e.g., announcements, posters, digital media) in diverse languages or accessible formats (e.g., Braille, large print, audio).
- o Records of training or workshops for teachers on inclusive communication.

2. **Provision of Accessible and Functional Support Facilities (3 Points):**
 - o Inventory or photos of accessible and functional support facilities (e.g., water and sanitation, clinics, libraries, science/computer labs, guidance offices, prayer rooms, and CLCs).
 - o Documentation of facility upgrades or construction to improve accessibility (e.g., ramps, wide doorways, tactile guides).
 - o Records of community partnerships for maintaining or improving these facilities.
 - o Reports showing opportunities for indigenous learners to use ancestral domains for Indigenous Knowledge Systems and Practices (IKSPs).
3. **Implementation of Affirmative Action Against Discrimination and Abuse (3 Points):**
 - o Anti-bullying and child protection policies.
 - o Records of orientation sessions for learners, teachers, and staff on anti-discrimination and child protection measures.
 - o Incident reports and resolution processes regarding cases of discrimination or abuse.
 - o School initiatives promoting inclusivity, such as diversity campaigns or peer-support groups.
4. **Initiatives to Foster Harmonious Relationships and Positive Discipline (2 Points):**
 - o Programs or activities promoting respect for diversity (e.g., cultural celebrations, peace education, team-building activities).
 - o Documentation of initiatives promoting positive discipline (e.g., restorative justice practices, counseling sessions).
 - o Feedback from learners, parents, and teachers on school climate and relationships.
 - o Records of collaboration with parents and community members to build a more inclusive and respectful school environment.

Scoring Rubric:

Indicators	Fully Met	Partially Met	Minimally Met	Not Met	Total
Use of Appropriate Language, Modes, and Means of Communication (2 Points)	Inclusive language and diverse communication modes are fully integrated into teaching and school communication practices.	Some inclusive communication practices are in place but inconsistently applied.	Minimal use of diverse communication modes, with little focus on inclusivity.	No evidence of inclusive language or communication practices.	2

Provision of Accessible and Functional Support Facilities (3 Points)	Support facilities are fully accessible, functional, and cater to diverse learners, including indigenous spaces for IKSPs.	Some facilities are accessible and functional, but there are gaps in inclusivity or maintenance.	Limited accessibility or functionality in support facilities, with few provisions for diverse learners.	No accessible support facilities.	3
Implementation of Affirmative Action Against Discrimination and Abuse (3 Points)	Comprehensive measures to prevent discrimination and abuse are in place, with regular monitoring and enforcement.	Policies exist, but implementation is inconsistent, with limited monitoring.	Minimal initiatives, with little evidence of enforcement or monitoring.	No affirmative actions or policies against discrimination and abuse.	3
Initiatives to Foster Harmonious Relationships and Positive Discipline (2 Points)	School-wide programs promote respect for diversity and positive discipline, involving all stakeholders.	Some initiatives are present, but engagement is limited to specific groups.	Minimal efforts to build harmonious relationships or practice positive discipline.	No initiatives promoting diversity or positive discipline.	2

G. Professional Development.....10 points

- Initiatives implemented to ensure that implementers possess the proper values, perspectives, attitudes, as well as competencies to address educational needs of diverse learners

Means of Verification (MoVs):

1. 100% of Teachers Capacitated in Establishing Responsive Learning Environments (5 Points):

- o Training matrix or records showing 100% teacher participation in capacity-building activities focused on learner diversity.
- o Certificates of completion, attendance, or participation in training aligned with Domain 3: Diversity of Learners in the Philippine Professional Standards for Teachers (PPST).

- o Monitoring and evaluation reports on teacher performance related to implementing inclusive teaching strategies.
 - o Lesson plans, observation reports, or self-assessment tools demonstrating application of diversity-responsive strategies in the classroom.
 - o Feedback or survey results from learners, parents, and peers on teacher responsiveness to diverse learning needs.
2. **Conduct of Capacity Building Activities (5 Points):**
- o Activity designs, programs, or agendas of capacity-building activities (e.g., TIP, INSETs, LAC sessions, workshops, immersions).
 - o Attendance sheets or records of participants in each capacity-building activity.
 - o Documentation of coaching, mentoring, and community engagement activities.
 - o Reports on the impact or outcomes of capacity-building initiatives, including feedback and reflections from participants.
 - o Records of partnerships or benchmarking activities with other institutions.

Scoring Guide

1. 100% of Teachers Capacitated in Establishing Responsive Learning Environments (5 Points)

Performance Level	Points	Criteria Met	Specific Evidence Required	Evidence Quality
Exemplary	5.0	5 of 5 criteria	All criteria below with complete evidence	All 5 criteria met with comprehensive documentation showing 100% participation and application
Proficient	4.0	4 of 5 criteria	4 of the criteria below with clear evidence	4 criteria met with adequate documentation of widespread implementation
Developing	3.0	3 of 5 criteria	3 of the criteria below with some evidence	3 criteria met with limited evidence of classroom application
Beginning	2.0	2 of 5 criteria	2 of the criteria below with basic evidence	2 criteria met with basic documentation
Not Evident	0.0	0-1 criteria	Insufficient evidence of teacher capacitation	Insufficient evidence of teacher capacitation efforts

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
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1.1 Complete Training Matrix	100% teacher participation documented	Training matrix showing all teachers completed diversity/inclusion training with dates
1.2 PPST Domain 3 Certificates	≥90% of teachers with valid certificates	Certificates of completion aligned with PPST Domain 3: Diversity of Learners
1.3 Performance Monitoring	≥2 monitoring/evaluation reports	Reports documenting teacher performance in implementing inclusive teaching strategies
1.4 Classroom Application Evidence	≥3 types of application documentation per teacher	Lesson plans, observation reports, or self-assessments showing diversity-responsive strategies
1.5 Stakeholder Feedback	≥2 feedback collection mechanisms	Survey results or feedback from learners, parents, and peers on teacher responsiveness

2. Conduct of Capacity Building Activities (5 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	5.0	5 of 5 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	4.0	4 of 5 criteria	Adequate documentation with minor gaps	4 of the criteria below with clear evidence
Developing	3.0	3 of 5 criteria	Limited documentation	3 of the criteria below with some evidence
Beginning	2.0	2 of 5 criteria	Minimal documentation	2 of the criteria below with basic evidence
Not Evident	0.0	0-1 criteria	No substantial documentation	Insufficient evidence of capacity building activities

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
2.1 Diverse Activity Programming	≥4 different types of activities annually	Activity designs/programs covering TIP, INSETs, LAC, workshops, immersions with agendas
2.2 Participation Documentation	≥90% teacher participation across activities	Attendance sheets/records for each capacity-building activity with participant verification

Criterion	Minimum Evidence Required	Documentation Standards
2.3 Coaching and Mentoring Records	≥6 documented coaching/mentoring sessions	Records of individual or group coaching, mentoring, and community engagement activities
2.4 Impact Assessment Reports	≥2 outcome/impact evaluation reports	Reports documenting effectiveness, participant feedback, and reflections from activities
2.5 External Collaboration Evidence	≥2 partnership/benchmarking activities	Records of partnerships or benchmarking with other institutions for capacity building

Final Score Interpretation:

Total Score	Performance Level	Professional Development Quality
9.0 - 10.0	Exemplary	Comprehensive teacher development with strong classroom application
7.0 - 8.9	Proficient	Strong professional development with minor improvement areas
5.0 - 6.9	Developing	Moderate development efforts, several areas need strengthening
3.0 - 4.9	Beginning	Limited professional development, significant improvement needed
0.0 - 2.9	Not Evident	Insufficient evidence of meaningful professional development for IE

H. School Leadership and Management.....10 points

- Initiatives and programs implemented in schools to promote inclusion and to cater the various interest of learners to respond to the context of the learners and the communities being served

Means of Verification (MoVs):

1. Provision of Technical Support to Teachers (2 Points):

- o Records of coaching and mentoring sessions for teachers on contextualizing curriculum and teaching-learning materials.
- o Training designs, modules, or presentations on learner-centered, culturally responsive pedagogy, and inclusive assessment.
- o Monitoring and feedback reports on the application of contextualized teaching strategies in classrooms.
- o Documented school-based Learning Action Cell (LAC) sessions focused on inclusive practices.

2. Development of Research-Based Improvements (2 Points):

- o Completed action research, studies, or school-based investigations focused on improving instruction and management for inclusive education.
- o Research dissemination records (e.g., presentations in conferences, publications, or school-wide sharing sessions).

- o Documentation of implemented changes or strategies derived from research findings.

3. Documentation of Practices and Innovations (3 Points):

- o Compilation of best practices and innovations in inclusive education (e.g., portfolios, videos, or reports).
- o School bulletins, newsletters, or online platforms featuring inclusive education initiatives.
- o Records of sharing sessions or workshops where practices and innovations were shared for replication or scaling.
- o Continuous improvement plans or feedback mechanisms for refining inclusive education practices.

4. Integration of Inclusive Education in SBM and SIP (3 Points):

- o School Improvement Plan (SIP) with explicit integration of inclusive education programs and initiatives.
- o School-Based Management (SBM) documents highlighting inclusive practices and stakeholder engagement.
- o Monitoring and evaluation reports tracking the progress of inclusive education strategies in the SIP.
- o Minutes of meetings or agreements from school governing bodies discussing inclusive education integration.

Scoring Guide

1. Provision of Technical Support to Teachers (2 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	2.0	4 of 4 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	1.5	3 of 4 criteria	Adequate documentation with minor gaps	3 of the criteria below with clear evidence
Developing	1.0	2 of 4 criteria	Limited documentation	2 of the criteria below with some evidence
Beginning	0.5	1 of 4 criteria	Minimal documentation	1 of the criteria below with basic evidence

Not Evident	0.0	0 criteria	No documentation provided	No evidence of any criteria
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Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
1.1 Coaching/Mentoring Sessions	≥3 documented sessions	Session logs with dates, participants, topics, and follow-up actions
1.2 Training Programs	≥2 training events	Agendas, attendance records, materials on inclusive pedagogy
1.3 Classroom Monitoring	≥2 monitoring reports	Observation reports with feedback and implementation evidence
1.4 Learning Action Cell Sessions	≥2 LAC sessions	Meeting minutes with inclusive practices focus and outcomes

2. Development of Research-Based Improvements (2 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	2.0	3 of 3 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	1.5	2 of 3 criteria	Adequate documentation	2 of the criteria below with clear evidence
Developing	1.0	2 of 3 criteria	Limited documentation	2 of the criteria below with some evidence
Beginning	0.5	1 of 3 criteria	Minimal documentation	1 of the criteria below with basic evidence
Not Evident	0.0	0 criteria	No documentation provided	No evidence of any criteria

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
2.1 Action Research Completion	≥1 completed study	Complete research report with methodology, findings, recommendations
2.2 Research Dissemination	≥1 dissemination activity	Conference presentations, publications, or sharing session records
2.3 Implementation of Findings	≥2 implemented changes	Documented policy/practice changes with progress reports

3. Documentation of Practices and Innovations (3 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	3.0	4 of 4 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	2.25	3 of 4 criteria	Adequate documentation	3 of the criteria below with clear evidence
Developing	1.5	2 of 4 criteria	Limited documentation	2 of the criteria below with some evidence
Beginning	0.75	1 of 4 criteria	Minimal documentation	1 of the criteria below with basic evidence
Not Evident	0.0	0 criteria	No documentation provided	No evidence of any criteria

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
3.1 Best Practices Compilation	≥1 comprehensive portfolio	Portfolio with ≥5 practices, videos/reports, outcome evidence
3.2 Communication Platforms	≥3 publications/posts	Bulletins, newsletters, website posts with community engagement
3.3 Knowledge Sharing	≥2 sharing sessions	Workshop documentation, materials, participant feedback
3.4 Continuous Improvement	≥1 formal mechanism	Feedback system, review process, modification evidence

4. Integration of Inclusive Education in SBM and SIP (3 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	3.0	4 of 4 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	2.25	3 of 4 criteria	Adequate documentation	3 of the criteria below with clear evidence
Developing	1.5	2 of 4 criteria	Limited documentation	2 of the criteria below with some evidence
Beginning	0.75	1 of 4 criteria	Minimal documentation	1 of the criteria below with basic evidence
Not Evident	0.0	0 criteria	No documentation provided	No evidence of any criteria

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
4.1 SIP Integration	Current SIP document	≥3 inclusive education objectives with strategies and budget

4.2 SBM Documentation	≥2 SBM documents	Plans highlighting inclusive practices and stakeholder engagement
4.3 Progress Monitoring	≥2 monitoring reports	Quarterly reports with data analysis and strategy adjustments
4.4 Governance Integration	≥2 governance documents	Meeting minutes, resolutions, policy documents supporting inclusion

Final Score Interpretation:

Total Score	Performance Level	Description
9.0 - 10.0	Exemplary	Comprehensive implementation of inclusive leadership
7.0 - 8.9	Proficient	Strong implementation with minor areas for improvement
5.0 - 6.9	Developing	Moderate implementation, several areas need development
2.5 - 4.9	Beginning	Limited implementation, significant improvement needed
0.0 - 2.4	Not Evident	Little to no evidence of inclusive leadership practices

I. Partnerships.....10 points

- Continuous conduct of intensive advocacy and social mobilization efforts to strengthen Inclusive Education implementation in the Division

Means of Verification (MoVs):

1. Institutionalization of Continuous Engagement with Stakeholders (5 Points):

- o Memoranda of Agreement (MOAs), Memoranda of Understanding (MOUs), or Partnership Agreements with stakeholders related to Inclusive Education.
- o Records of stakeholder consultations, meetings, and joint planning sessions (e.g., minutes of meetings, attendance sheets, photos).
- o Documentation of stakeholder participation in the implementation, monitoring, and evaluation of inclusive education programs.
- o Reports showcasing collaborative projects or co-curricular activities involving various community partners.
- o Feedback mechanisms or evaluation tools capturing stakeholder insights and recommendations for inclusive education.

2. Strengthened External Linkages and Partnerships (5 Points):

- o Directory or database of external partners, including contact information and areas of collaboration.

- o Reports of resource-sharing initiatives, such as funding, donations, or provision of materials and expertise for Inclusive Education.
- o Documentation of joint projects or activities with external partners supporting Inclusive Education.
- o Sustainability plans outlining how partnerships will be maintained and leveraged for long-term Inclusive Education implementation.
- o Recognition or acknowledgment from partners on collaborative efforts and shared outcomes.

Scoring Guide

1. Institutionalization of Continuous Engagement with Stakeholders (5 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	5.0	5 of 5 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	4.0	4 of 5 criteria	Adequate documentation with minor gaps	4 of the criteria below with clear evidence
Developing	3.0	3 of 5 criteria	Limited documentation	3 of the criteria below with some evidence
Emerging	2.0	2 of 5 criteria	Minimal documentation	2 of the criteria below with basic evidence
Not Evident	0.0	0-1 criteria	No substantial documentation	Insufficient evidence of engagement

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
1.1 Formal Partnership Agreements	≥3 active MOAs/MOUs/Partnership Agreements	Signed agreements with stakeholders, clearly defining roles in IE implementation, valid dates
1.2 Stakeholder Consultation Records	≥6 documented meetings/consultations annually	Meeting minutes, attendance sheets, photos, agenda focused on IE planning and implementation

1.3 Stakeholder Implementation Participation	≥4 documented participation activities	Evidence of stakeholders actively participating in IE program implementation, monitoring, and evaluation
1.4 Collaborative Projects Documentation	≥3 joint projects/activities annually	Reports of co-curricular activities, community projects supporting IE with stakeholder involvement
1.5 Stakeholder Feedback Mechanisms	≥2 formal feedback collection systems	Evaluation tools, surveys, or feedback forms with stakeholder insights and recommendations for IE

2. Strengthened External Linkages and Partnerships (5 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	5.0	5 of 5 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	4.0	4 of 5 criteria	Adequate documentation with minor gaps	4 of the criteria below with clear evidence
Developing	3.0	3 of 5 criteria	Limited documentation	3 of the criteria below with some evidence
Emerging	2.0	2 of 5 criteria	Minimal documentation	2 of the criteria below with basic evidence
Not Evident	0.0	0-1 criteria	No substantial documentation	Insufficient evidence of external partnerships

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
2.1 Partner Directory/ Database	≥1 comprehensive directory with ≥10 active partners	Updated database with contact information, collaboration areas, and partnership status for IE
2.2 Resource-Sharing Initiatives	≥4 documented resource-sharing activities annually	Reports of funding, donations, materials, or expertise provided by partners for IE programs

2.3 Joint Project Implementation	≥3 documented joint projects annually	Project reports, implementation records, outcome documentation of collaborative IE activities
2.4 Partnership Sustainability Plans	≥1 formal sustainability framework	Written plans outlining partnership maintenance strategies and long-term IE implementation support
2.5 Partner Recognition/Acknowledgment	≥2 forms of documented recognition annually	Certificates, testimonials, awards, or formal acknowledgments from partners regarding collaborative IE efforts

Final Score Interpretation:

Total Score	Performance Level	Partnership Quality
9.0 - 10.0	Exemplary	Comprehensive, sustainable partnerships with strong stakeholder engagement
7.0 - 8.9	Proficient	Strong partnerships with minor areas for improvement
5.0 - 6.9	Developing	Moderate partnership development, several areas need strengthening
3.0 - 4.9	Emerging	Limited partnerships, significant development needed
0.0 - 2.9	Not Evident	Insufficient evidence of meaningful partnerships for IE
Total Score	Performance Level	Partnership Quality

J. Governance Support.....10 points

- Initiatives or programs implemented to realize the implementation of Inclusive Education

Means of Verification (MoVs):

- 1. 100% Utilization of Support Funds for Inclusive Education (5 Points):**
 - o Official financial reports and liquidation documents showing 100% utilization of support funds allocated for Inclusive Education.
 - o Annual School Budget Plan (ASBP) and School Improvement Plan (SIP) reflecting fund allocation for Inclusive Education.
 - o Accomplishment reports highlighting programs, projects, or activities funded by support funds.
 - o Audit reports verifying appropriate and full utilization of funds.
 - o Procurement records, receipts, and purchase orders related to Inclusive Education initiatives.
- 2. Collaboration with LGUs to Maximize Special Education Fund (SEF) and Other Local Resources (5 Points):**

- o Memoranda of Agreement (MOAs), Memoranda of Understanding (MOUs), or signed resolutions formalizing collaboration with LGUs.
- o Records of meetings and consultations with LGUs regarding the allocation and utilization of SEF for inclusion programs (e.g., minutes of meetings, attendance sheets, and presentation materials).
- o Project proposals and implementation plans supported by SEF or other local resources.
- o Reports on joint projects, activities, or infrastructure developments funded through LGU partnerships.
- o Documentation of other local resource mobilization efforts (e.g., partnerships with NGOs, private sector, or community organizations).

Scoring Guide

1. 100% Utilization of Support Funds for Inclusive Education (5 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	5.0	5 of 5 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	4.0	4 of 5 criteria	Adequate documentation with minor gaps	4 of the criteria below with clear evidence
Developing	3.0	3 of 5 criteria	Limited documentation	3 of the criteria below with some evidence
Emerging	2.0	2 of 5 criteria	Minimal documentation	2 of the criteria below with basic evidence
Not Evident	0.0	0-1 criteria	No substantial documentation	Insufficient evidence of fund utilization

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
1.1 Financial Reports & Liquidation	≥2 official financial reports showing 100% utilization	Certified financial reports and liquidation documents with IE fund allocation details
1.2 Budget Planning Documents	≥2 planning documents (ASBP & SIP)	Current ASBP and SIP clearly reflecting IE fund allocation with specific amounts
1.3 Accomplishment Reports	≥3 accomplishment reports annually	Detailed reports highlighting IE programs, projects, or activities funded by support funds

1.4 Audit Verification	≥1 audit report or verification document	Official audit reports or financial verification documents confirming full fund utilization
1.5 Procurement Documentation	≥5 sets of procurement records	Receipts, purchase orders, and procurement records specifically for IE initiatives

2. Collaboration with LGUs to Maximize SEF and Other Local Resources (5 Points)

Performance Level	Points	Criteria Met	Documentation Quality	Specific Evidence Required
Exemplary	5.0	5 of 5 criteria	Strong, comprehensive documentation	All criteria below with complete evidence
Proficient	4.0	4 of 5 criteria	Adequate documentation with minor gaps	4 of the criteria below with clear evidence
Developing	3.0	3 of 5 criteria	Limited documentation	3 of the criteria below with some evidence
Emerging	2.0	2 of 5 criteria	Minimal documentation	2 of the criteria below with basic evidence
Not Evident	0.0	0-1 criteria	No substantial documentation	Insufficient evidence of LGU collaboration

Required Evidence Criteria:

Criterion	Minimum Evidence Required	Documentation Standards
2.1 Formal LGU Agreements	≥2 active MOAs/MOUs/resolutions with LGUs	Signed agreements formalizing collaboration for SEF and local resource utilization
2.2 LGU Meeting Records	≥4 documented meetings annually	Meeting minutes, attendance sheets, presentation materials regarding SEF allocation
2.3 SEF-Supported Project Plans	≥2 project proposals with implementation plans	Documented proposals and plans supported by SEF or other local resources

2.4 Joint Project Implementation	≥2 completed joint projects annually	Reports on infrastructure, activities, or projects funded through LGU partnerships
2.5 Local Resource Mobilization	≥3 documented mobilization efforts	Evidence of partnerships with NGOs, private sector, or community organizations

Final Score Interpretation:

Total Score	Performance Level	Governance Support Quality
9.0 - 10.0	Exemplary	Comprehensive fund utilization and strong LGU partnerships
7.0 - 8.9	Proficient	Strong governance support with minor improvement areas
5.0 - 6.9	Developing	Moderate governance support, several areas need strengthening
3.0 - 4.9	Emerging	Limited governance support, significant development needed
0.0 - 2.9	Not Evident	Insufficient evidence of effective governance support for IE

III. Required Documents

This section establishes the submission requirements for the Outstanding Inclusive Education Program Implementer award. All submissions will be evaluated using the objective criteria and scoring rubrics outlined in Section II. The documentation requirements are designed to ensure transparent, consistent, and evidence-based evaluation across all School Division Offices (SDOs).

A. Write-up of Actions/Accomplishments

Purpose: To provide a comprehensive narrative demonstrating how the SDO has implemented inclusive education across all ten (10) key dimensions, with quantifiable evidence of impact and continuous improvement.

Specifications:

- **Maximum Length:** 30 pages (A4 size bond paper)
- **Font:** Bookman Old Style, 11-point size
- **Format:** Legal-size white folder submission
- **Copies Required:** Three (3) printed copies
- **Coverage Period:** Three (3) years of implementation data

Content Requirements and Alignment with Evaluation Criteria

Mandatory Content Structure:

1. Executive Summary (1 page maximum) Write a compelling one-page summary that:

- States the SDO's case for the award with specific achievements
- Highlights measurable improvements across the 10 key dimensions
- Quantifies impact on diverse learner groups with baseline comparisons
- Demonstrates alignment with DepEd policies and international frameworks (SDG 4, UN CRPD)

2. Key Dimensions Implementation Report (27 pages maximum)

For each of the ten (10) key dimensions, provide:

A. Learners' Participation and Representation (10 points)

- Present 3-year disaggregated enrollment data showing minimum 5% improvement
- Document contextualized implementing guidelines with evidence of application
- Provide evidence of meaningful learner representation in educational planning

B. Curriculum Implementation (10 points)

- Document programs addressing diverse learner contexts with quantitative impact data
- Show evidence of curriculum contextualization (minimum 9 examples over 3 years)
- Demonstrate equitable learning opportunities with less than 10% demographic variation
- Provide UDL implementation evidence with 90%+ compliance rates

C. Learning Resources (10 points)

- Present inventory of contextualized learning resources with quality assurance documentation
- Show integration in instruction with usage rates of 90%+ in applicable lessons
- Document community involvement with formal partnerships (minimum 5 groups)
- Provide portal upload and accessibility data showing equitable access

D. Learning Delivery (10 points)

- Document diverse program offerings (minimum 5 types) with equitable access data
- Present school policies with 90%+ implementation rates
- Show stakeholder involvement with 80%+ participation rates
- Demonstrate interventions for marginalized learners with 15%+ improvement metrics

E. Educational Assessment (10 points)

- Present comprehensive SEN assessment mechanisms with regular monitoring
- Document modified assessment methods with effectiveness feedback
- Show HOTS and UDL-aligned assessment tools with quality assurance records

F. Learning Environment (10 points)

- Document inclusive communication practices across all school communications
- Present accessible facility inventory with community partnership records
- Show comprehensive anti-discrimination measures with monitoring data
- Demonstrate initiatives promoting harmonious relationships with stakeholder feedback

G. Professional Development (10 points)

- Document 100% teacher participation in diversity-focused capacity building
- Present evidence of classroom application through multiple documentation types
- Show diverse capacity-building activities (minimum 4 types annually)
- Provide impact assessment with measurable outcomes

H. School Leadership and Management (10 points)

- Document technical support provision with regular coaching/mentoring sessions
- Present completed research-based improvements with dissemination records
- Show documented practices and innovations with sharing mechanisms
- Demonstrate SBM and SIP integration with monitoring reports

I. Partnerships (10 points)

- Document formal stakeholder agreements (minimum 3 active MOAs/MOUs)
- Present external partnership directory with minimum 10 active partners
- Show collaborative projects and resource-sharing initiatives
- Provide sustainability plans and partner recognition documentation

J. Governance Support (10 points)

- Document 100% utilization of support funds with certified financial reports
- Present LGU collaboration agreements and meeting records
- Show joint project implementation with measurable outcomes
- Provide audit verification and procurement documentation

Data Presentation Standards:**Quantitative Evidence Requirements:**

- Establish clear baseline data for all quantifiable indicators
- Present trend analyses showing continuous improvement over 3 years
- Use standardized graphs/tables following DepEd reporting formats
- Include statistical significance testing where applicable
- Demonstrate achievement of minimum improvement thresholds as specified in rubrics

Qualitative Evidence Standards:

- Present actions/accomplishments in clear, factual bullet points
- Include only achievements with documented supporting evidence

- Reference specific DepEd Orders, policies, and frameworks
- Provide context for how initiatives address local challenges
- Connect individual achievements to broader inclusive education goals

Evidence-Based Writing Guidelines:

1. **Fact-Based Reporting:** All statements must be supported by verifiable evidence
2. **Quantifiable Outcomes:** Include specific metrics, percentages, and improvement rates
3. **Stakeholder Impact:** Document benefits to diverse learner populations
4. **Sustainability Indicators:** Show evidence of long-term program viability
5. **Innovation Documentation:** Highlight unique approaches and creative solutions
6. **Alignment Demonstration:** Explicitly connect actions to evaluation criteria

3. Other Information (2 pages maximum)

- List major awards/citations related to inclusive education (past 3 years)
- Include recognition from national, regional, and international bodies
- Document media coverage and best practice citations
- Present peer recognition and benchmarking requests received

B. Electronic Evidence Portfolio

Comprehensive Means of Verification (MoV) Package

Organization Requirements:

- **Format:** PDF files, standard quality, readable and printable
- **Structure:** Organized by the 10 key dimensions, with sub-folders by criterion
- **Labeling:** Use standardized naming convention: "Dimension-Criterion-EvidenceType-Date"
- **Quality Control:** All documents must be legible, complete, and current

Evidence Portfolio Contents by Dimension:

Required Evidence Types per Criterion:

1. **Policy Documents:** MOAs, MOUs, resolutions, guidelines, plans
2. **Implementation Records:** Meeting minutes, attendance sheets, reports
3. **Monitoring Data:** Assessment results, tracking reports, evaluation findings
4. **Financial Documentation:** Budget allocations, financial reports, audit results
5. **Stakeholder Feedback:** Surveys, testimonials, evaluation forms
6. **Media Documentation:** Photos, videos, publications, communications
7. **Training Materials:** Certificates, curricula, presentation materials
8. **Research Outputs:** Studies, analyses, dissemination records

Quality Assurance Checklist for Evidence:

- ☐ All documents are dated within the 3-year evaluation period
- ☐ Evidence directly supports the claimed achievement
- ☐ Documents are complete (no missing pages or signatures)
- ☐ Quantitative data includes source verification

- [] Stakeholder documentation includes representative participation
- [] All evidence aligns with specific rubric criteria
- [] Financial documents include proper authorization and audit trails

Evidence Verification Standards:

- **Primary Sources:** Original documents, direct measurements, first-hand accounts
- **Authentication:** Official signatures, seals, letterheads, certification marks
- **Completeness:** Full documentation chains from planning through implementation to evaluation
- **Transparency:** Clear traceability of claims to supporting evidence
- **Accuracy:** Verified data sources with calculation methods documented

C. Institutional Validation Documents

1. Division PRAISE Committee Certification

Required Elements:

- **Certifying Authority:** Chairperson of Division PRAISE Committee or equivalent
- **Validation Statement:** Formal certification that the entry has undergone thorough evaluation
- **Committee Composition:** List of committee members with relevant expertise
- **Evaluation Process:** Summary of validation methodology and timeline
- **Committee Findings:** Statement of committee's assessment and recommendation
- **Official Signatures:** All committee members' signatures with dates

2. Schools Division Superintendent Endorsement

Required Elements:

- **Official Endorsement:** Formal recommendation from the SDS
- **Performance Validation:** Confirmation of SDO's outstanding performance
- **Impact Verification:** Endorsement of documented outcomes and achievements
- **Strategic Alignment:** Confirmation of alignment with DepEd priorities
- **Official Documentation:** SDS signature, official seal, letterhead
- **Date of Endorsement:** Current date within submission period

Submission Guidelines and Compliance Requirements

Format Compliance:

- **Prohibited:** Special paper, hard-bound or ring-bound covers
- **Required:** Standard A4 bond paper, white legal-size folders
- **Presentation:** Professional appearance, consistent formatting
- **Organization:** Clear section divisions, numbered pages, table of contents

Submission Timeline:

- **Preparation Period:** Minimum 3 months for comprehensive documentation
- **Review Process:** Internal validation by Division PRAISE Committee
- **Final Submission:** Complete package with all required components
- **Deadline Adherence:** Strict compliance with announced submission dates

Evaluation Process Transparency:

- **Scoring Method:** Objective criteria-based evaluation using established rubrics
- **Evaluator Training:** Standardized assessment procedures for all reviewers
- **Appeals Process:** Formal mechanism for addressing evaluation disputes
- **Feedback Provision:** Detailed scoring rationale provided to all participants

Quality Assurance and Success Indicators**Pre-Submission Checklist:**

- ☐ Write-up adheres to 30-page limit and formatting requirements
- ☐ All 10 key dimensions are thoroughly documented with quantitative evidence
- ☐ Electronic portfolio is complete, organized, and properly labeled
- ☐ Division PRAISE Committee certification is obtained and attached
- ☐ SDS endorsement is secured with all required elements
- ☐ Evidence directly supports all claims made in the write-up
- ☐ Baseline data and improvement metrics are clearly established
- ☐ All documentation is within the 3-year evaluation period

Success Factors for Award Consideration:

1. Complete documentation across all 10 dimensions
2. Clear metrics showing significant improvement in inclusive education
3. Broad-based support and participation from diverse groups
4. Unique approaches addressing local challenges
5. Evidence of long-term program viability and institutionalization
6. Clear connection to DepEd policies and international frameworks
7. Demonstrated evolution and enhancement of practices over time

Note: *Strict compliance with all documentation requirements, formatting specifications, and submission procedures is mandatory. Incomplete or non-compliant submissions will not be considered for evaluation.*



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING DIVISION READING
PROGRAM IMPLEMENTER**



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Republic of the Philippines
Department of Education
 CARAGA REGION

SEARCH FOR OUTSTANDING DIVISION READING PROGRAM IMPLEMENTER

Effectiveness of a Division Balanced Reading Program

For KS 1-4 | English & Filipino | Integrated Across Learning Areas

To assess the quality, depth, and impact of the division's reading program across four key stages, in both English and Filipino, with integration across all learning areas and mediums of instruction, this tool ensures that reading program:

- Support differentiated learner growth
- Embed reading across subjects and languages
- Recognize invisible labor and legacy-building practices
- Lead to measurable learner and teacher outcomes

KEY STAGES

Key Stage	Grade Levels	Focus
KS1	Kinder to Grade 3	Foundational literacy, multisensory development
KS2	Grades 4 to 6	Fluency, comprehension, reading to learn
KS3	Grades 7 to 10	Critical reading, text analysis, media literacy
KS4	Grades 11 to 12	Academic reading, research, workplace literacy

Scoring scale

Score	Descriptor
4	Exemplary – Fully meets all criteria with outstanding quality.
3	Proficient – Adequately meets core criteria.
2	Developing – Partially meets criteria.
1	Emerging – Does not meet key criteria.
0	Not evident

Detailed Rubric by Domain

Component	Indicator	Documents	Scoring Guide	Score
A. Program Design (15%)	Inclusive tracks (remediation, developmental, enhancement, functional); aligned to learner profiles; stage-specific plans	✓ Approved Program design ✓ Implementation Plan and MOVs	4: Approved PD is fully supported with implementation MOVs. 3: Approved PD is supported with lacking MOVs (1-2). 2: Approved PD is lacking (3-4) MOVs.	

			1: PD is approved with lacking MOVs (5 or more)	
B. Resource Materials (10%)	Culturally responsive, differentiated, available in English and Filipino	✓ Latest Inventory Report of resource materials ✓ Utilization log of the materials/ similar documents (at least 3 years back)	4: Resource materials are complete based on the latest inventory; All materials are used for the balanced reading program. 3: Resource materials are complete on the latest inventory; Traces of materials are not used for the balanced reading program. 2: Resource materials cannot be traced even if reflected in the latest inventory; Traces of materials are not used for the balanced reading program. 1: Incomplete inventory; Traces of materials not sufficient or missing materials.	
C. Assessment (10%)	Diagnostic, formative, summative tools; data-informed instruction	✓ Complete annual results and analysis (3-year results) ✓ Intervention plans for non-	4: Assessment results are complete, accurate and analyzed; Intervention	

		readers, struggling and frustration learners	plans for non-readers, and frustration readers are available. 3: Assessment results are complete, accurate and analyzed; Intervention plans lack some essential details. 2: Assessment results are complete, with minor inaccuracies, and analyzed; Intervention plans lack some essential details. 1: Assessment results are complete, with major inaccuracies and analyzed; Intervention lack essential details.	
D. Implementation Mechanics (10%)	Clear roles, schedules, documentation; visibility of prep and mentoring, seamless execution of the mechanics	Implementation guides, logs, mentoring records	4: Fully documented, inclusive, and operationalized. 3: Mostly clear with minor documentation gaps. 2: Inconsistent implementation. 1: No structured implementation.	
E. Monitoring & Technical Assistance (10%)	Feedback loops, coaching, support for low-performing schools	TA reports, and TA Plans TA plans generated from TA reports are	4: TA plans clearly match TA reports and are backed by complete, labeled MOVs.	

		supported with MOVs	3: TA plans mostly match TA reports, with MOVs in place. 2: TA plans do not reflect TA reports; MOVs are limited. 1: No clear link between TA reports and plans; MOVs missing.	
F. Capacity-Building Activities (10%)	Training, SLACs, s, PD aligned to reading goals	Accomplishment Reports/ Similar documents	4: Training/ L and D conducted are CPD-accredited with complete MOVs and documentations. 3: Training/ L and D are CPD-accredited with lacking MOVs (1-2). 2: Training/ L and D are CPD-accredited with lacking documents (3 or more). 1: Trainings / L and D conducted are not CPD-accredited.	
G. Collaboration & Linkaging (10%)	Partnerships with LGUs, NGOs, families; shared ownership	MOUs/ MOAs	4: 4 or more MOUs/MOAs 3: 3 MOUs/MOAs 2: 2 MOUs/MOAs 1: 1 MOU/MOA	
H. Integration Across Learning Areas (10%)	Reading embedded in all subjects and mediums of instruction	Lesson plans, classroom observations, learning area reading activities	4: Sustained integration from the start of the program to the present with	

			complete documentation. 3: Sustained integration with lacking MOVES (1-2). 2: Sustained integration with lacking MOVES (3-4). 1: Integration is not sustained.	
I. Outcomes (15%)	Growth in learner reading levels, teacher practice, system culture	Learners' data, teacher reflections,	4: 0% of learners are at the frustration level or classified as non-readers after the intervention in all grade levels. 3: 0.5% and below of learners are at the frustration level or classified as non-readers after the intervention in all grade levels. 2: 0% of learners are at the frustration level or classified as non-readers after the intervention in some grade levels. 3: 0.5% and below of learners are at the frustration level or classified as non-readers after the	

			intervention in some grade levels.	
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SCORING TEMPLATE

Component	Score (1–4)	Weight	Weighted Score	Remarks / Evidence Summary
Program Design	☐	15%	☐	☐
Resource Materials	☐	10%	☐	☐
Assessment	☐	10%	☐	☐
Implementation Mechanics	☐	10%	☐	☐
Monitoring & TA	☐	10%	☐	☐
Capacity-Building	☐	10%	☐	☐
Collaboration & Linkaging	☐	10%	☐	☐
Integration Across Areas	☐	10%	☐	☐
Outcomes	☐	15%	☐	☐
Final Rating: _____				

Total Weighted Score: ☐ / 4.00

Final Rating: ☐ (Exemplary / Proficient / Developing / Emerging)

EVALUATION GUIDELINES

- Evaluate English **and Filipino** programs separately using this tool with each a 50% score attribution
- Use triangulation and sampling: documents, interviews, classroom observations

II.B. Validation Process

Shortlisted Schools Division Offices (SDOs), based on the results of the paper evaluation, shall undergo an on-site validation process. This includes:

- Verification of submitted documents and MOVs (Other Means of Verification), which shall be managed and made available by the designated Division Reading Program Focal Person.
- Random school visits within the division to validate:
 - The cascading and implementation of the reading program from the SDO to the school level
 - The actual reading levels of learners, as reflected in school-based assessments and program outcomes

The validation team shall ensure that practices observed on-site align with the documentation submitted and reflect the integrity, reach, and impact of the division's reading program.

III. Required Nomination Documents

Submission Guidelines for the Search for Outstanding Division Reading Program Implementer

To participate in the **Search for Outstanding Division Reading Program Implementer**, each Schools Division Office (SDO) must submit a complete nomination documents composed of the following:

1. Program Description

A narrative overview of the division's reading program, structured according to the evaluation criteria and components provided.

2. Supporting documents and MOVs

Each nomination must include evidence aligned with the evaluation rubric:

a. Executive Summary

- Two (2) pages only
- Maximum of 300-400 words
- A4 size bond paper
- Font: Bookman Old Style, 11 pt, single-spaced

b. Main Documentation

- Includes description, accomplishment reports, and supporting documents
- Organized according to the rubric components and indicators
- Each submission must not exceed 100 pages per medium

c. Content Guidelines

- Reports must be brief, factual, and presented in bullet form
- Only accomplishments with verifiable supporting evidence shall be included

d. Multimedia Presentation

- A three-minute video presentation capturing the highlights, milestones, and impact of the reading program implementation for School Year 2024–2025

3. Language-Specific Submissions

Each division shall submit only two (2) ring-bound nomination documents:

- One (1) complete set for English
- One (1) complete set for the Filipino

Each set must:

- Be ring-bound and properly labeled by components
- Contain all required components and MOVs embedded within the 100-page limit
- Fully comply with the prescribed format and criteria

Strict Compliance Required

Divisions must ensure all submissions are complete and follow the required format and page limits. Compliance to the number of pages and formatting guidelines is a MUST. Otherwise, submission is declared non-compliance and disqualified.

4. Certification

A signed Certification from the Chairperson of the Division PRAISE Committee confirming that the entry has undergone internal evaluation and validation.

5. Endorsement

An official Endorsement from the Schools Division Superintendent, affirming the division's nomination and support for the entry.



Republic of the Philippines
Department of Education
CARAGA REGION

**MOST FUNCTIONAL LEARNING RESOURCE
MANAGEMENT CENTER**



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**MOST FUNCTIONAL LEARNING RESOURCE MANAGEMENT CENTER
 (LRMC)**

This is open to all Schools Division offices. The entry that gets the highest total rating shall be declared as the awardee of this category.

All information presented by the Writer/Developer/Illustrator in any of the localized, developed, redeveloped, or contextualized resource materials (print or non-print) available inside the center shall be his/her liability in any issues that may arise regarding originality and authenticity. Citation and giving appropriate credit to the original source must be properly observed. Plagiarism of any kind will result to disqualification.

Indicators/Criteria	Weight
Establishment of LR Center	10%
- Center with available printing and reproduction equipment	
Governance	15%
- Inventory of LR needs - Inventory of existing LRs - Division LR Plan - Directory of School LR Team (QA Team (with LREs), Writers, Editors, Illustrators, Lay-out Artist, - Resource mobilization and partnership with internal and external stakeholders - Documentation of LR Team meetings and activities and other proof of functionality of the LRMC	
Provision of LRs	15%
- Distribution of centrally procured and regionally reproduced LRs - Developed, redeveloped, contextualized LR – by learning area and grade level - Existence of any initiative/mechanism to access the LR Portal - Existence of modified and enhanced LRs for ADM	
LR Portal Utilization	10%
- LR Portal Registration - Number of contextualized LRs uploaded in the LR Portal - Utilization of LRs downloaded from the Portal	
Functional School Library	15%
- Percentage of schools with functional library - Percentage of schools with access to the LR Portal - Wide selection of Resource Materials - Accomplishment at the Division Level according to services delivered	15% 10% 10% 10%
TOTAL	100%



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NATATANGING BULAWANONG SULÔ



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NATATANGING BULAWANONG SULÔ

General Guidelines

Natatanging Bulawanong Sulô is awarded to an organization recognized by DepEd for demonstrating the spirit of volunteerism, selflessness, philanthropy and for embodying the core values of the Department of Education - Maka-Diyos, Maka-Tao, Maka-Kalikasan at Maka-Bansa through community engagement and services. This award aims to highlight the exemplary performance and dedication of the organization in helping people and communities **beyond their regular functions** and even amidst adversities.

Organization is defined, for the purposes of nominations, as a group of individuals comprised of teaching, non-teaching or teaching-related personnel education leaders in the Department of Education Caraga who are joined together for a common cause deemed as their civic responsibility. They contribute their time, service and resources, which are beyond the scope and nature of their work, with the belief that their activities are meaningful and beneficial to the community they serve.

The following organizations are qualified for nomination:

- a. Education Leaders Associations;
- b. Faculty Clubs and Teachers Association;
- c. Teacher Cooperatives; and
- d. Non-Teaching and Teaching-Related Associations/Organizations

Documentary requirements

The following shall be attached to the nomination form:

1. Certification that the organization is recognized by DepEd
2. Constitution and By-Laws of the organization
3. List of Officers and members
4. Action Plan
5. Certification that the organization is not directly or indirectly related to tobacco, liquor company or any forms of gambling institution and is not in any way linked to practices which are identified by Philippine Law as illegal.
6. Evidence requirements or any modes of verification (MOVs) for meeting each of the criteria given

Criteria	Rating
1. Alignment of the Vision, Mission and Goal (VMG) of the Organization to the of DepEd's VMG and its core values - Maka-Tao, Maka-Kalikasan, Maka-Bansa and Maka-Diyos. <i>MOV: Constitution and By-Laws (signed and approved)</i> Organization's VMG are elaborated and are aligned with the VMG of the Department of Education. Advocates on love and respect for fellowmen (Makatao); environmental preservation and protection (Makakalikasan); communicates love and respect of God regardless of religious affiliation (Maka-Diyos); and collaborates widely with other agency or institution including DepEd schools (private or public) in the promotion of any of the core values. (20) Organization's VMG are elaborated and are aligned with the VMG of the Department of Education. Advocates 3 of 4 DepEd Core Values; and collaborates widely with other agency or institution including DepEd schools (private or public) in the promotion of any of the core values. (16) Organization's VMG are elaborated and are aligned with the VMG of the Department of Education. Advocates 2 of 4 DepEd Core Values; Collaborates widely with other agencies or institutions including DepEd schools (private or public) in the promotion of any of the core values. (12) Organization's VMG are elaborated and are aligned with the VMG of the Department of Education Advocates 1 of 4 DepEd Core Values; and collaborates widely with other agency or institution including DepEd schools (private or public) in the promotion of any of the core values. (8) Organization's VMG are not aligned with the VMG of the Department of Education and did not elaborate on the core values of the Department of Education. (4)	20
2. Contribution of Program, Activities and Projects are centered to the improvement of student services or enhancement of SDO/ school operation in the delivery of quality basic education services. <i>MOV: PAPs conducted in previous SY, Activity Proposal, Activity Completion Report (with pictures and proper documentation), Financial Report, Minutes of Meetings/ Resolution, Attendance Sheets, Distribution Lists</i>	30

Extent of Support

The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P100,000.00

Scope

Recipients of the program and projects are more than 5 schools in the division.

Sustainability

Conducted programs/activities/projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 5 years supported with evidence. **(30)**

Extent of Support

The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P75,000.00.

Scope

Recipients of the program and projects are 4 schools in the division.

Sustainability

Conducted programs/activities/projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 4 years supported with evidence. **(24)**

Extent of Support

The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P50,000.00

Scope

Recipients of the program and projects are 3 schools in the division.

Sustainability

Conducted programs/activities/projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 3 years supported with evidence. **(18)**

3. Organization conducted activities which promote numeracy, language, scientific, media and information literacy, GAD, arts, health, culture, sports, and technology which contributed to the holistic development of students and/or teachers. <i>MOVs: PAPs conducted in previous SY, Activity Proposal, Activity Completion Report (with pictures and proper documentation), Financial Report</i>	30
Impact Conducted activities (e.g., programs, contests/competitions, exhibits, tournaments, training, and symposia) that promote art, health, culture, sports, and technology. These activities are aimed at advancing numeracy, language literacy, gender and development (GAD), scientific literacy, and other areas that contribute to the holistic development of students and/or teachers, as proven and supported by means of verification (MOVs) Scope Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 100% of schools in the division Sustainability (10%) Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which contributed to the holistic development of students and/or teachers for 4 years supported with evidence.	
Consistently participated in any DepEd programs for 5 consecutive years. (30)	
Impact Submitted 4 MOVs Scope Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 75-99 % of schools in the division. Sustainability Conducted activities (e.g. programs, contests, exhibits, tournaments, training and symposia, etc.) which promote Art, health, culture, sports, and technology which contributed to the holistic development of students and/or teachers for 3 years supported with evidence. (24)	
Impact Submitted 3 MOVs Scope Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 50-79 % of schools in the division.	



Republic of the Philippines
Department of Education
CARAGA REGION

**OUTSTANDING REGIONAL EDUCATION
PROGRAM SUPERVISOR**



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Republic of the Philippines
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OUTSTANDING REGIONAL EDUCATION PROGRAM SUPERVISOR

1. INSTRUCTIONAL SUPERVISORY LEADERSHIP (20)

1.1 Technical Assistance (5)

No. of Technical Assistance (TA) provided to Schools Division Offices (SDOs)

MOVs: (All listed MOVs must be presented)

- A. *Approved Technical Assistance Plan and Report to the assigned SDO, signed and attested by the RFTAT Team Leader or FD Chief*
- B. *Certificate of Commendation/ Recognition/ Appearance*
- C. *Invitation Letter*

Frequency	Points
6 or more	5
5	4
4	3
3	2
2	1

1.2 Conduct of Professional Development (5)

Conducted professional development program/activity that addressed the needs of the teachers/School Heads/counterparts related to the PAPs supervised/coordinated

MOVs: (All listed MOVs must be presented)

- A. *Approved Activity Proposal*
- B. *Memorandum for the conduct of the program/activity*
- C. *Accomplishment Report with attachments*

Position/Role	NEAP/CPD Accredited	Non-Accredited
Proponent/Organizer	5	3
Member	3	2

1.3 Ancillary Task (5)

Assignment to Ancillary task/ committees

MOV: Memorandum

Position/Role	Points
Chair	5
Member	3

1.4 Monitoring and Evaluation on Program, Projects, and Activities (5)

Conducted Monitoring and Evaluation on implemented PPAs.

MOVs: A. Approved and Quality assured M&E Tool

B. M&E Report

Indicator	Points
• Developed at least 2 M & E tools (1 point) • Conducted at least 2 M & E (1 point) • Submitted M & E Report (1 point) • M & E Results were used to release 2 contextualized policies (2 points)	5
• Developed at least 1 M & E tool (1point) • Conducted at least 1 M & E (1 point) • Submitted M & E Report (1 point) • M & E Results were used to propose 1 policy recommendation (1 point)	4
• Developed at least 1 M & E tool (1 point) • Conducted at least 1 M & E (1 point) • Submitted M & E Report (1 point)	3
• Developed at least 1 M & E tools (1 point) • Conducted at least 1 M & E (1 point)	2
• Developed at least 1 M & E tool (1 point); or • Conducted at least 1 M & E (1 point)	1

2. OUTSTANDING ACCOMPLISHMENTS (55)

2.1. Performance Rating (25)

The last three (3) performance ratings should be at least Very Satisfactory. The rate of the average numerical rating for the 3 periods divided by the highest possible rating shall be multiplied by 25.

e.g.

$$\frac{(4.720 + 4.600 + 4.890) \div 3}{5.00 \text{ (highest rating)}} \times 25 = 23.68$$

2.2 Outstanding Employee Award/Leadership in Organization (5)

To consider only the certificate with the highest points.

MOVs: (All listed MOVs must be submitted)

- A. Any issuance, memorandum or document showing the Criteria for the Search;*
- B. Any issuance, memorandum, bulletin or document for Results Announcement or Letter of Conferment; and*

*C. Certificate/Plaque of Recognition/Commendation/
Merit/Medal*

Level	Points
National/International	5
Regional	4
Division/Provincial	3
District/Municipal/City	2
School	1

2.3. Innovations and Research (10)

2.3.A. Innovations (5)

Innovation is a demonstration of creativity, initiative, and innovativeness through development of new or superior work procedures, methods, inventions and devices. Innovation is an application of education/application of learning and development attended. Innovation can be any of the following:

- Applied appropriate instructional leadership support strategies to help Schools Division Offices (SDOs)/ districts/ schools for the continuous improvement of the teaching-learning process
- Utilized relevant technology-based innovations including ICT in the effective delivery of roles and functions to support SDOs/ districts/ schools.
- Implemented communities of practice such as job-embedded learning, learning networks, and Learning Action Cells to improve the delivery of basic education services
- Used communication platforms including print and non-print media to support SDOs/ districts/ schools in improving basic education services.

Innovative and creative work plan, Re-Entry Action Plan, or quality-assured module (SLMs) or instructional materials (WLAs) proposed and/or implemented **within the last 3 years** shall be considered as innovation.

MOVs:

- Proposal duly approved by the Head of Office*
- Accomplishment Report Verified by the Head of Office*
- Certification of the Utilization of the innovation, within the office duly signed by the Head of Office*
- Certification of the adoption by another office duly signed by the Head of Office*

MOVs Presented	Points
A,B,C & D	5
Only A,B & C	4

MOVs Presented	Points
A, B, and C	3
A and B	2
A	1

3.3.B. Number of Professional Learning and Development Programs organized and delivered within the last 3 years (2)

MOVs: (All MOVs must be submitted)

- A. Certificate of PDP Recognition/ Accreditation from NEAP/ PRC CPD*
- B. Certificate of Recognition/ Appreciation as Organizer or Proponent of the PDP*
- C. Activity Completion Report (Executive Summary List of Participants, Signed attendance sheets, QAME Result, Memo, etc.)*

No. of PDPs Conducted	Points
2 and above	2
1	1

4. PROFESSIONAL AND PERSONAL CHARACTERISTICS (10)

(Refer to Annex D: Professionalism & Personal Characteristics Rating Sheet to be filled up by the immediate head)

TOTAL 100