



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
SCHOOLS DIVISION OF SARANGANI

**15 Sep 2025**

**DIVISION MEMORANDUM**

SGOD-2025-168

ADDITIONAL INFORMATION AND CHANGES ON THE 2025 SARANGWANI  
AWARDS: DIVISION SEARCH FOR THE OUTSTANDING TEACHING AND NON-  
TEACHING EMPLOYEES

To: Concerned Teachers  
Public Schools District Supervisors  
Public Elementary and Secondary Schoolheads  
Functional Division Chiefs

1. In relation to Division Memorandum No. 91, s. 2025 titled "2025 Sarangwani Awards: Division Search for the Outstanding Teaching and Non-teaching Employees" and Division Memorandum SGOD-2025-153 titled Extended Deadline for the Submission of 2025 Sarangwani Awards Application Documents and Timeline of Activities in the Division Level, please be informed the following additional information and changes:

- a. Deadline on the submission of application documents has been extended until September 10, 2025.
- b. Mark Christian Rosales and Almanzur R. Alcano will replace Mr. Ismael Villaluz and Jestoni Sales as secretariat respectively.
- c. Applicants for the following category are required to have their actual demonstration teaching on September 15, 2025, with the following details:

Category	Venue	Time	Demo Observers/Focal
SNED	Alabel CES SPED Center	7:30 AM	Edward Ryan Gulam, EPS Hazel Jade Huliganga, MT Alma Gregorio, MT
Kindergarten			Edward Ryan Gulam, EPS Ronah Faith Jucoy, MT Mary Grace Rivera, MT
Multi-grade			Analiza Domingo, EPS Corazon Virtudazo, MT Eden dela Cruz, MT
ALS	Alabel 3 District CLC	8:00 AM	Norie Bagnol, EPS II Bonnie Grace Furog, MT Cathy Cataluña, MT Arjie Tomaodos, MT
IPED	Lun Padidu CES	7:30 AM	Melchor Maguan, EPS Roberto Ouano, MT Ginalyn Barcena, SP Edna Alicaba, MT



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SOCCSKSARGEN REGION  
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ALIVE	Kawas CES	1:00 PM	Bedaria Tan, EPS II Roselyn Villanueva, HT Julius Czar Tao-tao, SP Jimuel Villamor, SP
Teacher I-III (Elem)	Alabel CES SPED Center	7:30 AM	Marlou De Arce, EPS Rolicel Tribunalo, MT Lenny Morido, MT Carmela Lumantas, MT
Teacher I-III (Sec)	Alabel NHS	7:30AM	Judith Alba, EPS Shirley Mae Andico, MT Cherry Tiburcio, SP

- Further, travelling expenses and other related expenses incurred during the conduct of 2025 Sarangwani activities is chargeable against local funds subject to usual accounting and auditing rules and regulations.
- For clarification, contact the Division PRAISE Committee.

Atty. Nelyn B. Frinal at [nelyn.frinal@deped.gov.ph](mailto:nelyn.frinal@deped.gov.ph)  
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Ms. Madina P. Loguioman at [madina.loguioman@deped.gov.ph](mailto:madina.loguioman@deped.gov.ph)

**RUTH L. ESTACIO PhD, CESO V**  
Schools Division Superintendent

Encl.: RM-HRDD-2025-038  
Reference: As stated  
To be indicated in the Perpetual Index  
under the following subjects:

AWARDS  
PROGRAMS

Adriano A. Daligdig/SGOD/MLA – additional information and changes on the 2025 sarangwani awards:  
division search for the outstanding teaching and non-teaching employees  
0865/September 15, 2025



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12 Aug 2025

REGIONAL MEMORANDUM  
HRDD-2025-038

**2025 KAFNGABAL AWARDS: REGIONAL SEARCH FOR OUTSTANDING  
EMPLOYEES OF DEPED SOCCSKSARGEN**

To: Schools Division Superintendents

1. In reference to the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education (DepEd) through DepEd Order 9, s. 2002 and Revised Policies on Employees Suggestions and Incentive Awards System provided under CSC Resolution No. 010112 and CSC Memorandum Circular No. 01, s. 2001, DepEd SOCCSKSARGEN has established the Regional Search for Outstanding Employees, dubbed as the **KAFNGABAL AWARDS** to recognize and confer rewards to the top performing teachers, school administrators, related teaching, and nonteaching employees who have demonstrated continuing commitment and outstanding performance in the service.
2. Now on its 5<sup>th</sup> year, the **Kafngabal Awards** aims to encourage, recognize and reward employees for their exemplary performance and contributions in the department toward achieving organizational productivity and delivery of quality education. This shall also prepare human resources to participate more competitively in the national or international level awards and open them for more scholarship opportunities.
3. All Schools Division Offices are hereby directed to conduct the school and/ or district level prior to the division level search. The top winners or those conferred as the outstanding employees in the division shall be nominated and advance to the regional level search. The timeline below of the important dates shall be observed:

<b>Activity</b>	<b>Timeline</b>
School /Cluster of Schools/ District Level	August 2025
Division Level Search	August -September 2025
<b>Submission of SDO Nominees for Regional Level Search</b>	October 3, 2025
Regional Level Evaluation of SDO nominees' credentials & accomplishments portfolio (e-files)	October 6-17, 2025
<b>Interview for SDO nominees</b>	October 20-24, 2025
Consolidation and Deliberation of Evaluation Results by RO Teams	November 5-6, 2025
Issuance of Results for Regional Finalists	November 7, 2025
<b>2025 Kafngabal Awarding Ceremony</b>	November 14, 2025



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4. A separate memorandum as to the conduct of the 2025 Kafngabal Awarding Ceremony on November 14, 2025 shall be issued.
5. All Schools Division Offices are hereby enjoined to involve the SDO PRAISE Committee, SEPS, and EPS-II for HRDS in the screening, selection and validation of the division's nominee for each category.
6. The hard copy of SDO nominations shall be officially endorsed by the Schools Division Superintendent and shall be submitted to the Regional Office through the Human Resource Development Division (HRDD). The scanned copy of the endorsement shall be sent via email to [region12@deped.gov.ph](mailto:region12@deped.gov.ph) and copy furnish to [hrdd.region12@deped.gov.ph](mailto:hrdd.region12@deped.gov.ph). All the division nominations in **e-files** (PDF format) containing the nominee's documentary requirements and documented information of their accomplishments shall be uploaded to this Google Drive link: <https://bit.ly/KAFNGABAL2025> on or before **October 3, 2025** not later than 5:00 p.m.
7. Enclosed are the Guidelines for 2025 Kafngabal Awards: Regional Search for Outstanding Employees of DepEd SOCCSKSARGEN.
8. Pre-work activities, meals and snacks, certificates, plaques, supplies and materials, transportation expenses, cash incentives to awardees, and honoraria for evaluators and working committee during the evaluation activities and the actual conduct of the ceremony shall be charged against HRDD-GASS Fund 2025 subject to usual accounting and auditing rules and regulations.
9. For inquiries and clarifications, contact Jodan F. Manua, EPS-II, through [jodan.manua@deped.gov.ph](mailto:jodan.manua@deped.gov.ph).
10. For the guidance and information of all concerned.

Digitally signed by  
Rocafort Carlito Dalisay  
Adobe Acrobat Reader  
version: 2023.006.20380

**CARLITO D. ROCAFORT**  
Director IV

Encl.: As stated  
Reference: DepEd Order No. 9, s 2002; CSC Memorandum circular No. 01, s. 2001  
Allotment: HRDD GASS Fund 2025  
To be indicated in the Perpetual Index  
under the following Subjects:

AWARDS  
RECOGNITION

JPM/HRDD/RM-2025 KAFNGABAL AWARDS REGIONAL SEARCH FOR OUTSTANDING EMPLOYEES OF DEPED  
SOCCSKSARGEN  
042/August 12, 2025



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Enclosure to Regional Memorandum HRDD-2025-038

**Guidelines for 2025 Regional Search for  
Outstanding Employees of DepEd SOCCSKSARGEN**

**I. Rationale and Purpose**

The Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education (DepEd) through DepEd Order 9, s. 2002 and the Revised Policies on Employees Suggestions and Incentive Awards System provided under CSC Resolution No. 010112 and CSC Memorandum Circular No. 01, s. 2001, aims to encourage, recognize and reward employees for their exemplary performance and contributions in the department. Also, this program intends to recognize employees for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, and exemplary behavior. Through this award system, it recognizes extraordinary acts or services of men and women employees in the public interest and other personal efforts contributing to efficiency, economy and improvement in government operations which lead to organizational productivity.

In adherence to the principle that human resources are essential to organizational productivity and contribute to improving access, quality of delivery and governance of basic education, DepEd SOCCSKSARGEN establishes the Regional Search for Outstanding Employees dubbed as the *Kafngabal Awards* to recognize and confer rewards to the top performing teachers, school administrators, related teaching and nonteaching employees who have demonstrated continuing commitment and outstanding performance in the service.

Moreover, the award criteria adhere to Equal Employment Opportunity Policy (EEO) and Gender Equality, Disability, and Social Inclusion (GEDSI) principles into all stages of planning, nomination, selection, and recognition. The integration ensures that the program not only acknowledges outstanding performance but also promotes a workplace culture of equity, inclusivity, and respect for diversity. With these embedded principles, it provides an open and inclusive opportunity for the awards and recognition of all employees regardless of age, salary grade, marital status, sex, gender, religion, religious creed, tribe, physical and mental disability, and medical condition.

Further, the initiative provides an inclusive opportunity to all potential employees to benefit from the rewards and recognition system that the department has already established. As integrated in the Results-Based Performance and Management System (RPMS) cycle which was operationalized through DO 2, s. 2015, performance rewarding and development planning comes at the fourth phase of the framework that enables the recognition of employee's performance and efforts for the whole year in delivering quality service and exemplary contribution to the department.

Hence, through this rewards and recognition system, it prepares our human resources more competitively for nomination and participation to the national level



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or international level awards program. This award program significantly opens more opportunities in giving support to teachers to teach better as rewards and recognition programs offer intrinsic motivations to improve performance in delivering quality basic education and services as encapsulated in DepEd Five Point Reform Agenda.

## II. General Guidelines

Hereunder, are the general rules for the DepEd SOCCSKSARGEN Search of Outstanding Employees:

1. The search is **open to all teaching, school administrators, related-teaching, and nonteaching employees of DepEd SOCCSKSARGEN**. For **Teaching Category**, nominees must have rendered service for at least five years and at least five years in the category applied for. While in **School Administrators and Related Teaching Categories**, nominees must have rendered service for at least five years, and at least three years in the category applied for. For **Nonteaching Category**, nominees must have rendered service for at least five years, and at least one year of work experience relevant in the category applied for.
2. Nominees should have **met the set qualification requirements**;
3. Nominees should have at least **Very Satisfactory IPCRF rating**. The IPCRF rating for three school years are credited, however, if the nominee is on official leave due to training or scholarship, the performance rating prior to the study leave/ leave of absence can be used;
4. Nominees should have a **good moral character and no pending administrative/criminal case**;
5. Evaluation of the nominee's documents shall be facilitated by the Human Resource Development Section (HRDS) as Secretariat together with the Division PRAISE Committee. Endorsement to Regional Office must be duly signed by the PRAISE Chair as recommending approval and duly approved by the Schools Division Superintendent.
6. The top three regional winners in each category of the previously concluded Kafngabal Awards will not be qualified to join the awards in the succeeding year.

## III. Documentary Requirements

All documents in PDF (soft copy) and portfolio (hard copy) shall be submitted in the Regional Office through the Human Resource Development Division, to include in order the following:

- A. Nomination Form with Endorsement and Omnibus Certification of Authentication and Veracity (CAV) and Data Privacy Form (can be retrieved from [bit.ly/2025KafngabalNomForm](https://bit.ly/2025KafngabalNomForm));
- B. Write-up of accomplishments and its impact in not more than 2000 words (template can be retrieved from [bit.ly/2025KafngabalWriteUps](https://bit.ly/2025KafngabalWriteUps));
- C. Certification of Awards and Nomination from the SDO PRAISE Committee duly signed by the committee chair (can be retrieved from [bit.ly/2025KafngabalPRAISECert](https://bit.ly/2025KafngabalPRAISECert));



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- D. CS Form 212 or Personal Data Sheet (updated within the month of submission with photo, signature of the employee, signature of the person administering oath, and duly notarized);
  - E. Photocopy of valid and updated PRC ID;
  - F. Photocopy of scholastic/academic records;
  - G. Certification from the HRMO reflecting a summary of IPCRF/OPCRF ratings of at least Very Satisfactory obtained for three school years, with attached Part I of the review form;
  - H. Updated Service Record duly certified by the agency's HRMO;
  - I. Photocopy of latest appointment;
  - J. Certification from the HRMO of good moral character;
  - K. Certification from the legal officer that the nominee has not been found guilty of any administrative or criminal offense involving moral turpitude or does not have any pending case at the time of nomination;
  - L. Certification from the local barangay being cleared of any criminal and/or derogatory records;
  - M. Electronic copy of **4x picture in portrait** (300 dpi resolution) with white background wearing Filipiniana for female and Barong Tagalog for male. IPed and ALIVE teachers may be in their cultural attire;
- \*Additional requirements for School Head, Principal, and Supervisor*
- N. Certification of no unliquidated cash advances signed by the finance officer/accountant as of the month prior to the date of nomination;
  - O. Certification of no disallowance issued by the Commission on Audit (COA) Resident Auditor.

Accomplishments, documented information and other relevant supporting documents should be for the **last three years**. Nominees are strictly advised to submit documents with the **superior weight, highest honor or recognition**, however, nominees should prepare other relevant pertinent papers for validation purposes during the interview.

#### IV. Disqualification Statement

A nominee will be automatically disqualified from consideration if, at the time of evaluation or award:

1. **Failed to meet the basic eligibility requirements**, such as but not limited to length of service, position, or performance thresholds, or
2. **Is under active disciplinary review or have unresolved administrative violations**, including but not limited to code of conduct violations, or dishonesty claims, or
3. **Previously received the same award within the defined eligibility period**, or
4. Provided **false, misleading, or incomplete information** in their nomination, or



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5. Submitted **incomplete** documentary requirements.

Nominees who are disqualified will be notified in writing and may appeal the decision by submitting a written request to the program management team within **three working days** of receiving notification. Appeals will be reviewed by a designated committee whose decision is final.

**V. Category and Qualification Requirements**

The search shall cover the teaching, school administration, related-teaching and nonteaching employees of DepEd SOCCSKSARGEN which shall include the following categories:

**A.) Teaching Employees**

Category	Qualification Requirements
<b>Outstanding Elementary School Teacher</b>  <b>Outstanding Secondary School Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as Teacher I, II, III, IV, V, VI, or VII</li> <li>Either classroom adviser or subject teacher provided with five to six subject loads or six hours of teaching loads</li> <li>Has been awarded the Division Outstanding Elementary/ Secondary School Teacher Award</li> </ul>
<b>Outstanding Elementary Master Teacher</b>  <b>Outstanding Secondary Master Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as Master Teacher I, II, III, or IV</li> <li>Either a classroom adviser or subject teacher provided with five to six subject loads or six hours of teaching loads</li> <li>Has other designations like coordinator, mentor, grade/year level chairman</li> <li>Has received the Division Outstanding Elementary/Secondary Master Teacher Award</li> </ul>
<b>Outstanding Kindergarten Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as Teacher/ Kindergarten teacher</li> <li>Has at least two teaching loads of Kinder sessions or six hours of teaching loads.</li> <li>Has received the Division Outstanding Kindergarten Teacher Award</li> </ul>
<b>Outstanding Multi-Grade Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as regular teacher</li> <li>Has at least an average of six hours teaching loads assigned to multi-grade classes</li> <li>Has received the Division Outstanding Multi-Grade Teacher Award</li> </ul>
<b>Outstanding ALIVE Teacher</b>	<ul style="list-style-type: none"> <li>Has a permanent item as a regular teacher tagged to ALIVE Program or in contract of service that may either be a LET Passer or not, and may either be in Kulliyah (college level) Arabic or a graduate of Islamic Studies</li> </ul>



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	<ul style="list-style-type: none"> <li>Has at least four to six teaching loads or six hours teaching loads</li> <li>Has received the Division Outstanding ALIVE Teacher Award</li> </ul>
<b>Outstanding IPED Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as regular teacher tagged to IPED Program</li> <li>Has at least five to six teaching loads or six hours teaching loads</li> <li>Has received the Division Outstanding IPED Teacher Award</li> </ul>
<b>Outstanding ALS Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as regular teacher tagged as ALS teacher</li> <li>Has at least five to six teaching loads or six hours teaching loads</li> <li>Has received the Division Outstanding ALS Teacher Award</li> </ul>
<b>Outstanding SNED Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent item as regular teacher or SPET</li> <li>Has at least five to six teaching loads or six hours teaching loads assigned to SNED classes</li> <li>Has received the Division Outstanding SNED Teacher Award</li> </ul>

**B. School Administrators**

Category	Qualification Requirements
<b>Outstanding Elementary School Principal</b>  <b>Outstanding Secondary School Principal</b>	<ul style="list-style-type: none"> <li>Has permanent item as Principal I, II, III, IV, or Assistant Principal II</li> <li>Has served for at least three years as School Principal</li> <li>Has received the Division Outstanding ELEMENTARY/ SECONDARY PRINCIPAL Award</li> </ul>
<b>Outstanding Elementary Head Teacher</b>  <b>Outstanding Secondary Head Teacher</b>	<ul style="list-style-type: none"> <li>Has permanent appointment as Head Teacher I, II, III, IV, V, or VI</li> <li>Has served for at least three years as Head Teacher and should be handling school, supervising teachers, or serving as assistant to the principal</li> <li>Has received the Division Outstanding ELEMENTARY/ SECONDARY HEAD TEACHER Award</li> </ul>



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**C. Related Teaching Positions**

Category	Qualification Requirements
<b>Outstanding Public Schools District Supervisor (PSDS)</b>	<ul style="list-style-type: none"><li>Has regular permanent appointment as Public Schools District Supervisor (PSDS)</li><li>Has served for at least three years as PSDS</li><li>Has received the Division Outstanding PUBLIC SCHOOLS DISTRICT SUPERVISOR Award</li></ul>
<b>Outstanding Education Program Supervisor (EPS)</b>	<ul style="list-style-type: none"><li>Has regular permanent item as Education Program Supervisor (EPS)</li><li>Has served for at least three years as EPS</li><li>Has received the Division Outstanding EDUCATION PROGRAM SUPERVISOR Award</li></ul>
<b>Outstanding Education Program Specialist</b>	<ul style="list-style-type: none"><li>Has regular permanent appointment as Senior Education Program Specialist (SEPS) or Education Program Specialist-II (EPS-II)</li><li>Has served for at least two years as SEPS or EPS-II</li><li>Has received the Division Outstanding EDUCATION PROGRAM SPECIALIST Award</li></ul>
<b>Outstanding Guidance Counselors/ Designate/ Advocate</b>	<ul style="list-style-type: none"><li>Has regular permanent appointment as Guidance Counselor or a teacher assigned as Guidance Designate/Advocate</li><li>Has served for at least three years as Guidance Counselor/Designate/Advocate</li><li>Has received the Division Outstanding GUIDANCE COUNSELOR/DESIGNATE/ADVOCATE Award</li></ul>

**D. Nonteaching Employees**

Category	Qualification Requirements
<b>Outstanding Nonteaching Employee For Internal Service Support (First Level Positions)</b> <ul style="list-style-type: none"><li>Administrative Assistant I-III</li><li>Administrative Aide I-VI</li></ul>	<ul style="list-style-type: none"><li>The Outstanding Nonteaching Employee for Internal Support Service for First Level Position Award may be awarded to either of the following positions: ADMINISTRATIVE ASSISTANT I-III, ADMINISTRATIVE AIDE I-VI</li><li>Has permanent item in the position as ADMINISTRATIVE ASSISTANT I-III/ ADMINISTRATIVE AIDE I-VI</li><li>With at least 1 year of work experience relevant to the current position</li><li>Has a salary grade 1 to 9</li></ul>



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	<ul style="list-style-type: none"> <li>Has received the Division Outstanding NONTeaching EMPLOYEE FOR INTERNAL SUPPORT SERVICE FOR FIRST LEVEL POSITION Award</li> </ul>
<b>Outstanding Nonteaching Employee For Internal Service Support (Second Level Positions)</b> <ul style="list-style-type: none"> <li>Accountant II</li> <li>Administrative Officer I-IV</li> <li>Dentist II</li> <li>Nurse I-II</li> <li>PDO I-II</li> <li>Librarian I-II</li> <li>Supply Officer I-II</li> </ul>	<ul style="list-style-type: none"> <li>The Outstanding Nonteaching Employee for Internal Support Service Award may be awarded to either of the following positions: ACCOUNTANT II, ADMINISTRATIVE OFFICER I-IV, NURSE I-II, DENTIST I-II, PDO I-II, LIBRARIAN I-II, SUPPLY OFFICER I-II</li> <li>Has permanent item in the position as ACCOUNTANT II/ ADMINISTRATIVE OFFICER I-IV/ NURSE I-II/ DENTIST I-II/ PDO I-II/ LIBRARIAN I-II/ SUPPLY OFFICER I-II</li> <li>With at least 1 year of work experience relevant to the current position</li> <li>Has a salary grade 10 to 17</li> <li>Has received the Division Outstanding NONTeaching EMPLOYEE FOR INTERNAL SUPPORT SERVICE Award</li> </ul>
<b>Outstanding Nonteaching Employee (Middle Manager Positions)</b> <ul style="list-style-type: none"> <li>Medical Officer II-III</li> <li>Attorney III</li> <li>Engineer III</li> <li>Accountant III</li> <li>Administrative Officer V</li> <li>Information Technology Officer</li> <li>Planning Officer III</li> </ul>	<ul style="list-style-type: none"> <li>The Outstanding Nonteaching Employee for Middle Manager Award may be awarded to either of the following positions: MEDICAL OFFICER II-III, ATTORNEY II-III, ENGINEER III, ACCOUNTANT III, ADMINISTRATIVE OFFICER V, INFORMATION TECHNOLOGY OFFICER, PLANNING OFFICER III</li> <li>Has permanent item in the position as MEDICAL OFFICER II-III/ ATTORNEY II-III/ ENGINEER III/ ACCOUNTANT III/ ADMINISTRATIVE OFFICER V/ INFORMATION TECHNOLOGY OFFICER/ PLANNING OFFICER III</li> <li>With at least 1 year of work experience relevant to the current position</li> <li>Has a salary grade of 18 and above</li> <li>Has received the Division Outstanding NONTeaching EMPLOYEE FOR MIDDLE MANAGERS Award</li> </ul>

## II. SELECTION CRITERIA AND RATING FOR TEACHING EMPLOYEES

CATEGORY	SELECTION CRITERIA AND RATING		
1. Outstanding Elementary Teacher I-VII	<b>Instructional Competence (25)</b> <ol style="list-style-type: none"> <li>Teaching Competence (15)           <table border="1"> <tr> <td>Teaching Demonstration</td><td>Rating/Highest Possible Rating x 15 points</td></tr> </table> </li> </ol>	Teaching Demonstration	Rating/Highest Possible Rating x 15 points
Teaching Demonstration	Rating/Highest Possible Rating x 15 points		
2. Outstanding Secondary Teacher I-VII	<ol style="list-style-type: none"> <li>IPCRF Rating (10)            Final Rating= Average Score of 3 consecutive ratings/5 X 10</li> </ol>		



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Documented Information	3-year IPCRF																
<b>Accomplishments and Contributions (25)</b> A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)																	
<table border="1"> <thead> <tr> <th>Indicator</th> <th>Percentage</th> <th>Documented Information</th> </tr> </thead> <tbody> <tr> <td><b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)</td> <td>30%</td> <td rowspan="2">Action Plan/ Proposal/ Program Design duly approved by immediate superior</td> </tr> <tr> <td><b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)</td> <td>30%</td> </tr> <tr> <td><b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)</td> <td>20%</td> <td rowspan="2">Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)  Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior</td> </tr> <tr> <td><b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)</td> <td>20%</td> </tr> <tr> <td><b>Total</b></td> <td>100%</td> <td></td> </tr> </tbody> </table>	Indicator	Percentage	Documented Information	<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior	<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)  Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior	<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	<b>Total</b>	100%		
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B. DepEd-endorsed awards or distinctions received (5)																	
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C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)																	
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Division	3	Memorandum showing membership as subject matter expert/TWG
District	2	
School	1	
Output as proof of significant contribution		

**D. Publication/ Authorship/ Learning Resource developed (5)**

Level	Points	Documented Information
International	5	Abstract and proof of publication with acceptance letter or Copy of parts of developed learning resource with citation of authorship
National	4	
Regional	3	Certification as proof of utilization/ adoption of the produced material or research
Division	2	
District	1	

**Community Development/ Services (10)**

**A. Initiation or actual participation in community and civic movements/advocacies**

Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	
Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)  Certificate of Recognition/Participation  Deed of donations
Contributed to community programs as benefactor, sponsor, or donor	3	

**Professional Competence (25)**

**A. Education (10)**

Increments from minimum QS	Points	Documented Information
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10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table - Education Basic Qualification for T-I to T-VII: Bachelor Degree in Education or Bachelor degree with 18 professional units in Education Major Field of Specialization.*

**B. Resource Speakership/ Learning and Development Facilitation (10)**

Level	Points	Documented Information
National	10	Certificate as Resource Speaker/ Facilitator
Regional	8	
Division	6	Issuances and memorandum
District	4	
School	2	

**C. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)**

Level	Points	Documented Information
National	5	Certificate of Participation
Regional	4	
Division	3	
District	2	
School	1	

**Personal Attributes and Characteristics (15)**

This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:

**A. Self-Management (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**B. Professionalism and Ethics (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0



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	<p>C. Result Focus (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table> <p>D. Teamwork (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table> <p>E. Service Orientation (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table>	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0
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<p>3. Outstanding Elementary Master Teacher I-II</p> <p>4. Outstanding Secondary Master Teacher I-II</p>	<p><b>Instructional Competence (25)</b></p> <p>A. Teaching Competence/ IPCRF Rating (15)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 15</p> <table border="1"> <tr> <td>Documented Information</td> <td>3-year IPCRF</td> </tr> </table> <p>B. Instructional Supervision Skills (10)</p> <p>1. Conducted at least 4 mentoring/ coaching activities with teachers quarterly</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Points</th> <th>Documented Information</th> </tr> </thead> <tbody> <tr> <td>Frequently demonstrated (4 or more per quarter)</td> <td>2</td> <td>Accomplished Classroom Observation Tool</td> </tr> <tr> <td>Occasionally Demonstrated (3 or less per quarter)</td> <td>1</td> <td>Accomplished Performance Monitoring and Coaching Form</td> </tr> <tr> <td>Not Demonstrated</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>2. Managed performance of teachers following the RPMS Cycle</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Points</th> <th>Documented Information</th> </tr> </thead> <tbody> <tr> <td>Facilitated and managed 4 phases of performance cycle</td> <td>2</td> <td>Teachers' consolidated IPCRF Ratings duly signed by the Head of Office Classroom Observation Tool</td> </tr> <tr> <td>Facilitated and managed 3 phases or less of performance cycle</td> <td>1</td> <td>Agreements and Performance Monitoring and Coaching Form</td> </tr> </tbody> </table>	Documented Information	3-year IPCRF	Indicator	Points	Documented Information	Frequently demonstrated (4 or more per quarter)	2	Accomplished Classroom Observation Tool	Occasionally Demonstrated (3 or less per quarter)	1	Accomplished Performance Monitoring and Coaching Form	Not Demonstrated	0		Indicator	Points	Documented Information	Facilitated and managed 4 phases of performance cycle	2	Teachers' consolidated IPCRF Ratings duly signed by the Head of Office Classroom Observation Tool	Facilitated and managed 3 phases or less of performance cycle	1	Agreements and Performance Monitoring and Coaching Form	
Documented Information	3-year IPCRF																								
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	Not Demonstrated	0	Summary of teacher's development plan duly signed by the Head of Office
3. Managed school program, projects and activities that facilitated for the increase of learners' performance			
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	Frequently demonstrated (3 or more per quarter)	2	Program Completion Report
	Occasionally Demonstrated (2 or less per quarter)	1	Learners progress report (e.g. GPA, MPS, Proficiency level)
	Not Demonstrated	0	
4. Ensured that at least 75% of the students achieved 80% performance level at the end of the latest school year			
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	75% and above	2	M&E Reports
	50%-74%	1	SF5
	Below 50%	0	
5. Conducted DepEd/NEAP-recognized/ PRC-accredited Seminar /Workshop for Teachers in specific learning areas			
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	At least 2 in a year	2	Approved program/activity design
	At least 1 in a year	1	Accomplishment report
	Not Demonstrated	0	
<b>Accomplishments and Contributions (25)</b>			
A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)			
	<i>Indicator</i>	<i>Percentage</i>	<i>Documented Information</i>
	<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior
	<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	
	<b>Linkages and Support</b>	20%	



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SCHOOLS DIVISION OF SARANGANI



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	(Establishment of concrete linkages and support with various stakeholders)		Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
	<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	
	<b>Total</b>	100%	
			Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior

*Gained evaluation percentage x 10 = Rating*

B. DepEd-endorsed awards or distinctions received (5)

Level	Points	Documented Information
International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office
National	4	
Regional	3	
Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	

C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)

Level	Points	Documented Information
National	5	Certificate of Recognition
Regional	4	
Division	3	Memorandum showing membership as subject matter expert/TWG
District	2	
School	1	Output as proof of significant contribution

D. Publication/ Authorship/ Learning Resource developed (5)

Level	Points	Documented Information
International	5	Abstract and proof of publication with acceptance letter or Copy of parts of developed learning resource with citation of authorship
National	4	
Regional	3	



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Division	2	Certification as proof of utilization/ adoption of the produced material or research
District	1	

**Community Development/ Services (10)**  
 Initiation or actual participation in community and civic movements/advocacies

Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	
Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
Contributed to community programs as benefactor, sponsor, or donor	3	Certificate of Recognition/Participation  Deed of donations

**Professional Competence (25)**

A. Education (10)

Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table - Education*

Basic Qualification for MT-I to MT-IV: Master's degree in Education, or Educational Leadership, or Educational Management, or relevant subject or learning area

B. Resource Speakership/ Learning and Development Facilitation (10)



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Level	Points	Documented Information
National	10	Certificate as Resource Speaker / Facilitator
Regional	8	Issuances and memorandum
Division	6	
District	4	Slide Deck/Session Guide
School	2	

**C. DepEd/NEAP Recognized Trainings / Seminars Attended (5)**

Level	Points	Documented Information
National	5	Certificate of Participation
Regional	4	Memorandum indicating the list of participants and program matrix
Division	3	
District	2	
School	1	

**Personal Attributes and Characteristics (15)**

This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:

**A. Self-Management (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**B. Professionalism and Ethics (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**C. Result Focus (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**D. Teamwork (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0



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	<b>E. Service Orientation (3)</b> <table border="1"> <tr> <td>Fully Manifested</td><td>3</td></tr> <tr> <td>Moderately Manifested</td><td>2</td></tr> <tr> <td>Fairly Manifested</td><td>1</td></tr> <tr> <td>Poorly Manifested</td><td>0</td></tr> </table>	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0																										
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Poorly Manifested	0																																		
<b>5. Outstanding Kindergarten Teacher</b>  <b>6. Outstanding ALIVE Teacher</b>  <b>7. Outstanding IPED Teacher</b>  <b>8. Outstanding SNED Teacher</b>  <b>9. Outstanding ALS Teacher</b>  <b>10. Outstanding Multi-Grade Teacher</b>	<b>Instructional Competence (25)</b> <p>1. Teaching Competence (15)</p> <table border="1"> <tr> <td>Teaching Demonstration</td><td>Rating/Highest Possible Rating x 15 points</td></tr> </table> <p>2. IPCRF Rating (10)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 10</p> <table border="1"> <tr> <td>Documented Information</td><td>3-year IPCRF</td></tr> </table> <p><b>Accomplishments and Contributions (25)</b></p> <p>A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)</p> <table border="1"> <thead> <tr> <th>Indicator</th><th>Percentage</th><th>Documented Information</th></tr> </thead> <tbody> <tr> <td><b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)</td><td>30%</td><td>Action Plan/ Proposal/ Program Design duly approved by immediate superior</td></tr> <tr> <td><b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)</td><td>30%</td><td>Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)</td></tr> <tr> <td><b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)</td><td>20%</td><td></td></tr> <tr> <td><b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)</td><td>20%</td><td>Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior</td></tr> <tr> <td><b>Total</b></td><td><b>100%</b></td><td></td></tr> </tbody> </table> <p>Gained evaluation percentage x 10 = Rating</p> <p>B. DepEd-endorsed awards or distinctions received (5)</p> <table border="1"> <thead> <tr> <th>Level</th><th>Points</th><th>Documented Information</th></tr> </thead> <tbody> <tr> <td>International</td><td>5</td><td>Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office</td></tr> <tr> <td>National</td><td>4</td><td></td></tr> <tr> <td>Regional</td><td>3</td><td></td></tr> </tbody> </table>	Teaching Demonstration	Rating/Highest Possible Rating x 15 points	Documented Information	3-year IPCRF	Indicator	Percentage	Documented Information	<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior	<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)	<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%		<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior	<b>Total</b>	<b>100%</b>		Level	Points	Documented Information	International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office	National	4		Regional	3	
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**Department of Education**  
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Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	

C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)

Level	Points	Documented Information
National	5	Certificate of Recognition
Regional	4	
Division	3	Memorandum showing membership as subject matter expert/TWG
District	2	
School	1	Output as proof of significant contribution

D. Publication/ Authorship/ Learning Resource developed (5)

Level	Points	Documented Information
International	5	Abstract and proof of publication with acceptance letter or
National	4	
Regional	3	Copy of parts of developed learning resource with citation of authorship
Division	2	
District	1	Certification as proof of utilization/ adoption of the produced material or research

**Community Development/ Services (10)**  
 Initiation or actual participation in community and civic movements/advocacies

Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	
Participated in community and civic	5	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)



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	movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.		Certificate of Recognition/Participation
	Contributed to community programs as benefactor, sponsor, or donor	3	Deed of donations

**Professional Competence (25)**  
 A. Education (10)

Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table - Education Basic Qualification for T-I to T-VII: Bachelor Degree in Education or Bachelor degree with 18 professional units in Education Major Field of Specialization.*

B. Resource Speakership/ Learning and Development Facilitation (10)

Level	Points	Documented Information
National	10	Certificate as Resource Speaker/ Facilitator
Regional	8	
Division	6	Issuances and memorandum
District	4	
School	2	Slide Deck/Session Guide

C. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)

Level	Points	Documented Information
National	5	Certificate of Participation  Memorandum indicating the list of participants and program matrix
Regional	4	
Division	3	
District	2	
School	1	

**Personal Attributes and Characteristics (15)**  
 This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies



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	are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:
<b>A. Self-Management (3)</b>	
Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0
<b>B. Professionalism and Ethics (3)</b>	
Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0
<b>C. Result Focus (3)</b>	
Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0
<b>D. Teamwork (3)</b>	
Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0
<b>E. Service Orientation (3)</b>	
Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**SCHOOL ADMINISTRATOR CATEGORIES**

CATEGORY	SELECTION CRITERIA AND RATING		
<b>11. Outstanding Elementary Head Teacher</b>	<b>Managerial Competence (25)</b> <b>A. IPCRF/OPCRF (10)</b> Final Rating= Average Score of 3 consecutive ratings/5 X 10  <b>B. General Average of the Learners' Proficiency/ Achievement Level</b> in all grade levels as reflected in <b>SF5 and other forms</b> for the past three years and should be verified by the division planning officer (5)  Final Rating= Average Score of 3 consecutive years/100 X 5 <table border="1"> <tr> <td>Documented Information</td><td>3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level</td></tr> </table>	Documented Information	3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level
Documented Information	3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level		
<b>12. Outstanding Secondary Head Teacher</b>			



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	<p><i>*For HT managing a school and functioning as a school head</i></p> <p>C. Fiscal Leadership on MOOE/school funds liquidation on the previous calendar year with timeliness and efficiency (10)</p>		
	<p>Timeliness (5)</p>		
	Indicator	Points	Documented Information
	Never been delayed in the liquidation	5	Accountant's certification
	1-2 delays	3	
	3 or more delays	1	
	<p>Efficiency (5)</p>		
	Indicator	Points	Documented Information
	91-100% utilized MOOE/ School funds	5	Accountant's certification
	81-90% utilized MOOE/ School funds	3	
80% and below utilized MOOE/ School funds	1		
<p><b>OR</b></p> <p><i>*For HT functioning as assistant to the principal for operations and curriculum, or supervising school faculty and staff as department head</i></p> <p>C. Supervision and observations of teachers within a year to ensure effective and competent delivery of curriculum (10)</p>			
Indicator	Points	Documented Information	
Supervised, observed, and monitored 91%-100% of the school teachers	10	Accomplished Supervisory Plan	
Supervised, observed, and monitored 81-90% of the school teachers	8	Accomplishment/ Monitoring Report	
Supervised, observed, and monitored 71%-80% of the school teachers	6		
Supervised, observed, and monitored 61%-70% of the school teachers	4		
Supervised, observed, and monitored 60% and below of the school teachers	2		
<p><b>Leadership and Instructional Supervisory Skills (10)</b></p> <p>A. Conducted at least 4 mentoring/ coaching activities with teachers quarterly.</p>			
Indicator	Points	Documented Information	
Frequently demonstrated (4 or more quarterly)	2	Accomplished Classroom Observation Tool	



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Occasionally Demonstrated (3 or less quarterly)	1	Accomplished Performance Monitoring and Coaching Form
Not Demonstrated	0	

B. Managed performance of teachers following the RPMS Cycle

Indicator	Points	Documented Information
Facilitated and managed 4 phases of performance cycle	2	Teachers' consolidated IPCRF Ratings duly signed by the Head of Office
Facilitated and managed 3 phases or less of performance cycle	1	Accomplished Classroom Observation Tool
Not Demonstrated	0	Agreements and Performance Monitoring and Coaching Form
		Summary of teacher's development plan duly signed by the Head of Office

C. Managed school program, projects and activities that facilitated for the increase of learners' performance

Indicator	Points	Documented Information
Frequently demonstrated (3 or more per quarter)	2	Program Completion Reports
Occasionally Demonstrated (2 or less per quarter)	1	Learners progress report (e.g. GPA, MPS, Proficiency level)
Not Demonstrated	0	

D. Ensured that at least 75% of the students achieved 80% performance level at the end of the latest school year

Indicator	Points	Documented Information
75% and above	2	M&E Reports
50%-74%	1	Accomplishment Reports
Below 50%	0	
		SF5

E. Conducted/Assisted instructional supervision quarterly

Indicator	Points	Documented Information
At least 4 instructional supervision in a year	2	Accomplished Supervisory Plan
3 or less instructional supervision in a year	1	Accomplishment/ Monitoring Reports



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Not Demonstrated	0
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**Accomplishments and Contributions (20)**

A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)

Indicator	Percentage	Documented Information
<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior
<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%	
<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	Certification as Proof of utilization/adoption of the innovations duly signed by immediate superior
<b>Total</b>	<b>100%</b>	

Gained evaluation percentage x 10 = Rating

B. DepEd-endorsed awards or distinctions received (5)

Level	Points	Documented Information
International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office
National	4	
Regional	3	
Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	

C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)

Level	Points	Documented Information
National	5	Certificate of Recognition



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Regional	4	Memorandum showing membership as subject matter expert/TWG
Division	3	
District	2	
School	1	Output as proof of significant contribution

**Community Involvement and Engagement (10)**  
 Initiation or actual participation in community and civic movements/advocacies

Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Certificate of Recognition/Participation Deed of donations
Contributed to community programs as benefactor, sponsor, or donor	3	

**Professional Competence (20)**  
 A. Education (10)

Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table - Education*

*Basic Qualification for HT-I to HT-III: Bachelor's degree in Elementary/Secondary Education; or Bachelor's degree w/ 18 professional education units*



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	B. Resource Speakership/ Learning and Development Facilitation (5)		
	<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
	National	10	Certificate as Resource Speaker/ Facilitator
	Regional	8	
	Division	6	Issuances and memorandum
	District	4	
	School	2	Slide Deck/Session Guide
	C. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)		
	<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
	National	5	Certificate of Participation
Regional	4		
Division	3		
District	2		
School	1		
<b>Personal Attributes and Characteristics (15)</b> This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:			
A. Self-Management (3)			
Fully Manifested	3		
Moderately Manifested	2		
Fairly Manifested	1		
Poorly Manifested	0		
B. Professionalism and Ethics (3)			
Fully Manifested	3		
Moderately Manifested	2		
Fairly Manifested	1		
Poorly Manifested	0		
C. Result Focus (3)			
Fully Manifested	3		
Moderately Manifested	2		
Fairly Manifested	1		
Poorly Manifested	0		
D. Teamwork (3)			
Fully Manifested	3		
Moderately Manifested	2		



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<p><b>13. Outstanding Elementary School Principal (Principal I-IV)</b></p> <p><b>14. Outstanding Secondary School Principal (Principal I-IV)</b></p>	<p><b>Managerial Competence (25)</b></p> <p>A. IPCRF/OPCRF (10)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 10</p> <p>B. <b>General Average of the Learners' Proficiency/ Achievement Level</b> in all grade levels as reflected in <b>SF5 and other forms</b> for the past three years and should be verified by the division planning officer (5)</p> <p>Final Rating= Average Score of 3 consecutive years/100 X 5</p> <table border="1"> <tr> <td>Documented Information</td><td>3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level</td></tr> </table> <p>C. Fiscal Leadership on MOOE/school funds liquidation on the previous calendar year with timeliness and efficiency (10)</p> <p>Timeliness (5)</p> <table border="1"> <tr> <th>Indicator</th><th>Points</th><th>Documented Information</th></tr> <tr> <td>Never been delayed in the liquidation</td><td>5</td><td rowspan="3">Accountant's certification</td></tr> <tr> <td>1-2 delays</td><td>3</td></tr> <tr> <td>3 or more delays</td><td>1</td></tr> </table> <p>Efficiency (5)</p> <table border="1"> <tr> <th>Indicator</th><th>Points</th><th>Documented Information</th></tr> <tr> <td>91-100% utilized MOOE/ School funds</td><td>5</td><td rowspan="3">Accountant's certification</td></tr> <tr> <td>81-90% utilized MOOE/ School funds</td><td>3</td></tr> <tr> <td>80% and below utilized MOOE/ School funds</td><td>1</td></tr> </table> <p><b>Leadership and Instructional Supervisory Skills (10)</b></p> <p>A. Conducted at least 4 mentoring/ coaching activities with teachers quarterly.</p> <table border="1"> <tr> <th>Indicator</th><th>Points</th><th>Documented Information</th></tr> </table>	Documented Information	3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level	Indicator	Points	Documented Information	Never been delayed in the liquidation	5	Accountant's certification	1-2 delays	3	3 or more delays	1	Indicator	Points	Documented Information	91-100% utilized MOOE/ School funds	5	Accountant's certification	81-90% utilized MOOE/ School funds	3	80% and below utilized MOOE/ School funds	1	Indicator	Points	Documented Information
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Frequently demonstrated (4 or more quarterly)	2	Accomplished Classroom Observation Tool
Occasionally Demonstrated (3 or less quarterly)	1	Accomplished Performance Monitoring and Coaching Form
Not Demonstrated	0	

**B. Managed performance of teachers following the RPMS Cycle**

Indicator	Points	Documented Information
Facilitated and managed 4 phases of performance cycle	2	Teachers' consolidated IPCRF Ratings duly signed by the Head of Office
Facilitated and managed 3 phases or less of performance cycle	1	Accomplished Classroom Observation Tool
Not Demonstrated	0	Accomplished Performance Monitoring and Coaching Form
		Summary of teacher's development plan duly signed by the Head of Office

**C. Managed school program, projects and activities that facilitated for the increase of learners' performance**

Indicator	Points	Documented Information
Frequently demonstrated (3 or more per quarter)	2	Program Completion Reports
Occasionally Demonstrated (2 or less per quarter)	1	Learners progress report (e.g. GPA, MPS, Proficiency level)
Not Demonstrated	0	

**D. Ensured that at least 75% of the students achieved 80% performance level at the end of the latest school year**

Indicator	Points	Documented Information
75% and above	2	M&E Reports
50%-74%	1	Accomplishment Reports
Below 50%	0	
		SF5

**E. Conducted/Assisted instructional supervision quarterly**

Indicator	Points	Documented Information
At least 4 instructional supervision in a year	2	Accomplished Supervisory Plan



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**Department of Education**  
 SOCCSKSARGEN REGION  
 SCHOOLS DIVISION OF SARANGANI



Republic of the Philippines  
**Department of Education**  
 SOCCSKSARGEN REGION

	3 or less instructional supervision in a year	1	Accomplishment/ Monitoring Reports
	Not Demonstrated	0	

**Accomplishments and Contributions (20)**

A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)

Indicator	Percentage	Documented Information
<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior
<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%	
<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	Certification as Proof of utilization/adoption of the innovations duly signed by immediate superior
<b>Total</b>	<b>100%</b>	

Gained evaluation percentage x 10 = Rating

B. DepEd-endorsed awards or distinctions received (5)

Level	Points	Documented Information
International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office
National	4	
Regional	3	
Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	



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**Department of Education**  
 SOCCSKSARGEN REGION  
 SCHOOLS DIVISION OF SARANGANI



Republic of the Philippines  
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	C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)		
	<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
	National	5	Certificate of Recognition
	Regional	4	Memorandum showing membership as subject matter expert/TWG
	Division	3	
District	2	Output as proof of significant contribution	
School	1		
<b>Community Involvement and Engagement (10)</b> Initiation or actual participation in community and civic movements/advocacies			
	<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
	Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
	Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
	Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Certificate of Recognition/Participation Deed of donations
	Contributed to community programs as benefactor, sponsor, or donor	3	
<b>Professional Competence (20)</b> A. Education (10)			
	<i>Increments from minimum QS</i>	<i>Points</i>	<i>Documented Information</i>
	10 or more increments	10	Transcript of Record with CAV
	8-9 increments	8	
	6-7 increments	6	
	4-5 increments	4	
	2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table – Education*



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*Basic Qualification for P-I to P-IV: Master's degree in Education, or Educational Management, or Educational Leadership; or Master's degree in relevant learning area with at least 9 units in Management*

**B. Resource Speakership/ Learning and Development Facilitation (5)**

Level	Points	Documented Information
National	10	Certificate as Resource Speaker/ Facilitator
Regional	8	
Division	6	Issuances and memorandum
District	4	
School	2	Slide Deck/Session Guide

**C. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)**

Level	Points	Documented Information
National	5	Certificate of Participation  Memorandum indicating the list of participants and program matrix
Regional	4	
Division	3	
District	2	
School	1	

**Personal Attributes and Characteristics (15)**

This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:

**A. Self-Management (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**B. Professionalism and Ethics (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**C. Result Focus (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**D. Teamwork (3)**

Fully Manifested	3
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	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0
E. Service Orientation (3)		
	Fully Manifested	3
	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0

**RELATED TEACHING CATEGORIES**

CATEGORY	SELECTION CRITERIA AND RATING																		
15. Outstanding Public Schools District Supervisor (PSDS)	<b>Instructional Supervisory Skills (35)</b> A. Performance ratings/IPCRRF (15)  Final Rating= Average Score of 3 consecutive ratings/5 X 15  B. Functional Supervisory Development (20) 1. Supports Curriculum Management and Implementation																		
	<table><tr><th>Indicator</th><th>Points</th><th>Documented Information</th></tr><tr><td>Lead in designing and managing responsive support for curriculum implementation through the application of efficient and effective programs, projects and activities</td><td>5</td><td>Program design duly approved by the Head of Office</td></tr><tr><td>Provide needs-based support for curriculum implementation through the application of efficient and effective programs, projects and activities</td><td>4</td><td>Accomplishment Report (narrative, impact, photos, monitoring and evaluation results)</td></tr><tr><td>Support curriculum implementation through the management of programs, projects and activities</td><td>3</td><td>Technical Assistance report signed by CID Chief</td></tr><tr><td>Demonstrate knowledge and understanding of curriculum implementation through integration to programs, projects and activities</td><td>2</td><td></td></tr><tr><td>Fairly demonstrate support to curriculum management and implementation</td><td>1</td><td></td></tr></table>	Indicator	Points	Documented Information	Lead in designing and managing responsive support for curriculum implementation through the application of efficient and effective programs, projects and activities	5	Program design duly approved by the Head of Office	Provide needs-based support for curriculum implementation through the application of efficient and effective programs, projects and activities	4	Accomplishment Report (narrative, impact, photos, monitoring and evaluation results)	Support curriculum implementation through the management of programs, projects and activities	3	Technical Assistance report signed by CID Chief	Demonstrate knowledge and understanding of curriculum implementation through integration to programs, projects and activities	2		Fairly demonstrate support to curriculum management and implementation	1	
	Indicator	Points	Documented Information																
	Lead in designing and managing responsive support for curriculum implementation through the application of efficient and effective programs, projects and activities	5	Program design duly approved by the Head of Office																
	Provide needs-based support for curriculum implementation through the application of efficient and effective programs, projects and activities	4	Accomplishment Report (narrative, impact, photos, monitoring and evaluation results)																
	Support curriculum implementation through the management of programs, projects and activities	3	Technical Assistance report signed by CID Chief																
	Demonstrate knowledge and understanding of curriculum implementation through integration to programs, projects and activities	2																	
	Fairly demonstrate support to curriculum management and implementation	1																	



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2. Strengthens Shared Accountability		
Indicator	Points	Documented Information
Model exemplary skills on evidence-based approaches in the evaluation of programs, projects and activities aligned with the educational development plan.	5	Monitoring and evaluation report duly signed by the Head of Office  Excerpt of targeted program/project/activity from Division Educational Development Plan (DEDP)
Develop and implement responsive programs, projects and activities aligned with the educational development plan.	4	
Conduct programs, projects and activities aligned with the educational development plan.	3	
Demonstrate knowledge and understanding of the operationalization of educational development plans	2	
Fairly demonstrate understanding of the operationalization of educational development plans	1	
3. Fosters a Culture of Continuous Improvement		
Indicator	Points	Documented Information
Lead colleagues in developing a compendium of effective and efficient instructional leadership support strategies to address the identified priority needs of divisions/ districts/schools and/or learning centers.	5	Needs Analysis Report  Action Plans duly approved by the Head of Office  Activity documentation report on leading collegial discussion
Mentor and coach colleagues in adapting relevant instructional leadership support strategies to address the harmonized needs of clusters of divisions/ districts/schools and/or learning centers.	4	
Apply appropriate instructional leadership support strategies to help divisions/districts/schools and/or learning centers with the continuous improvement of the teaching-learning process	3	
Demonstrate knowledge and understanding of instructional leadership for continuous improvement of the teaching-learning process	2	



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	Fairly demonstrate understanding of instructional leadership for continuous improvement of the teaching-learning process	1	
4. Develops Self and Others			
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	Model exemplary practices in the delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.	5	Training design duly approved by the Head of Office
	Sustain the effective delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.	4	Activity Documentation Report (narrative, impact, list of participants, photos, monitoring and evaluation results)
	Ensure the delivery of different learning and development interventions to support divisions/ districts/schools and/or learning centers.	3	Accomplished Coaching and Mentoring Plan
	Demonstrate knowledge and understanding of different learning and development interventions.	2	
	Fairly demonstrate understanding of different learning and development interventions.	1	
<b>Accomplishments and Contributions (20)</b>			
A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)			
	<i>Indicator</i>	<i>Percentage</i>	<i>Documented Information</i>
	<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved
	<b>Strategic Importance</b>	30%	



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	<i>(Alignment to organizational and strategic goals in addressing gaps)</i>		by immediate superior
	<b>Linkages and Support</b> <i>(Establishment of concrete linkages and support with various stakeholders)</i>	20%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
	<b>Sustainability</b> <i>(Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)</i>	20%	
	<b>Total</b>	100%	Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior

*Gained evaluation percentage x 10 = Rating*

B. DepEd-endorsed awards or distinctions received (5)

Level	Points	Documented Information
International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office
National	4	
Regional	3	
Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	

C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)

Level	Points	Documented Information
National	5	Certificate of Recognition
Regional	4	Memorandum showing membership as subject matter expert/TWG
Division	3	
District	2	Output as proof of significant contribution
School	1	



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<b>Community Involvement and Engagement (10)</b>		
Initiation or actual participation in community and civic movements/advocacies		
Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/ organization
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Certificate of Recognition/Participation
Contributed to community programs as benefactor, sponsor, or donor	3	Deed of donations

  

<b>Professional Competence (20)</b>		
A. Education (10)		
Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table – Education Basic Qualification for PSDS: Master's degree in education or its equivalent*

  

<b>D. Resource Speakership/ Learning and Development Facilitation (5)</b>		
Level	Points	Documented Information
National	10	Certificate as Resource Speaker/ Facilitator
Regional	8	
Division	6	Issuances and memorandum
District	4	



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School	2	Slide Deck/Session Guide
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E. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)

Level	Points	Documented Information
National	5	Certificate of Participation  Memorandum indicating the list of participants and program matrix
Regional	4	
Division	3	
District	2	
School	1	

**Personal Attributes and Characteristics (15)**  
 This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:

A. Self-Management (3)

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

B. Professionalism and Ethics (3)

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

C. Result Focus (3)

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

D. Teamwork (3)

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

E. Service Orientation (3)

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0



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<b>16. Outstanding Education Program Supervisor</b>	<b>Instructional Supervisory Skills (35)</b>		
	A. Performance ratings/IPCRRF (15)		
	Final Rating= Average Score of 3 consecutive ratings/5 X 15		
	B. Functional Supervisory Development (20)		
	1. Supports Curriculum Management and Implementation		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	Lead in designing and managing responsive support for curriculum implementation through the application of efficient and effective programs, projects and activities	5	Program design duly approved by the Head of Office  Accomplishment Report (narrative, impact, photos, monitoring and evaluation results)  Technical Assistance report signed by CID Chief
	Provide needs-based support for curriculum implementation through the application of efficient and effective programs, projects and activities	4	
	Support curriculum implementation through the management of programs, projects and activities	3	
	Demonstrate knowledge and understanding of curriculum implementation through integration to programs, projects and activities	2	
Fairly demonstrate support to curriculum management and implementation	1		
2. Strengthens Shared Accountability			
<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>	
Model exemplary skills on evidence-based approaches in the evaluation of programs, projects and activities aligned with the educational development plan.	5	Monitoring and evaluation report duly signed by the Head of Office  Excerpt of targeted program/project/activity from Division Educational Development Plan (DEDP)	
Develop and implement responsive programs, projects and activities aligned with the educational development plan.	4		
Conduct programs, projects and activities aligned with the educational development plan.	3		
Demonstrate knowledge and understanding of the	2		



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SCHOOLS DIVISION OF SARANGANI



Republic of the Philippines  
**Department of Education**  
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	operationalization of educational development plans		
	Fairly demonstrate understanding of the operationalization of educational development plans	1	
3. Fosters a Culture of Continuous Improvement			
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	Lead colleagues in developing a compendium of effective and efficient instructional leadership support strategies to address the identified priority needs of divisions/ districts/schools and/or learning centers.	5	Needs Analysis Report  Action Plans duly approved by the Head of Office
	Mentor and coach colleagues in adapting relevant instructional leadership support strategies to address the harmonized needs of clusters of divisions/ districts/schools and/or learning centers.	4	Activity documentation report on leading collegial discussion
	Apply appropriate instructional leadership support strategies to help divisions/districts/schools and/or learning centers with the continuous improvement of the teaching-learning process	3	
	Demonstrate knowledge and understanding of instructional leadership for continuous improvement of the teaching-learning process	2	
	Fairly demonstrate understanding of instructional leadership for continuous improvement of the teaching-learning process	1	
4. Develops Self and Others			
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	Model exemplary practices in the delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.	5	Training design duly approved by the Head of Office  Activity Documentation



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**Department of Education**  
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	Sustain the effective delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.	4	Report (narrative, impact, list of participants, photos, monitoring and evaluation results)
	Ensure the delivery of different learning and development interventions to support divisions/ districts/schools and/or learning centers.	3	Accomplished Coaching and Mentoring Plan
	Demonstrate knowledge and understanding of different learning and development interventions.	2	
	Fairly demonstrate understanding of different learning and development interventions.	1	

**Accomplishments and Contributions (20)**

A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (10)

Indicator	Percentage	Documented Information
<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior
<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%	
<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior
<b>Total</b>	<b>100%</b>	

*Gained evaluation percentage x 10 = Rating*



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**Department of Education**  
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Republic of the Philippines  
**Department of Education**  
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	<b>B. DepEd-endorsed awards or distinctions received (5)</b>		
	<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
	International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office  Memorandum of the search or call for nominations with the set of criteria and guidelines
	National	4	
	Regional	3	
	Division	2	
	District	1	
	<b>C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant in designing DepEd/NEAP-recognized or PRC Accredited trainings (5)</b>		
	<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
	National	5	Certificate of Recognition
Regional	4		
Division	3	Memorandum showing membership as subject matter expert/TWG	
District	2		
School	1		Output as proof of significant contribution
<b>Community Involvement and Engagement (10)</b> Initiation or actual participation in community and civic movements/advocacies			
<i>Level</i>	<i>Points</i>	<i>Documented Information</i>	
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization	
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7		
Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Certificate of Recognition/Participation Deed of donations	
Contributed to community programs	3		



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	as benefactor, sponsor, or donor		
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**Professional Competence (20)**

A. Education (10)

Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table – Education*

*Basic Qualification for EPS: Master's degree in education or other relevant degrees/ Master's degree with a specific area of specialization*

B. Resource Speakership/ Learning and Development Facilitation (5)

Level	Points	Documented Information
National	10	Certificate as Resource Speaker/ Facilitator
Regional	8	
Division	6	Issuances and memorandum
District	4	
School	2	

C. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)

Level	Points	Documented Information
National	5	Certificate of Participation
Regional	4	
Division	3	
District	2	
School	1	

**Personal Attributes and Characteristics (15)**

This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:



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	<p>A. Self-Management (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table> <p>B. Professionalism and Ethics (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table> <p>C. Result Focus (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table> <p>D. Teamwork (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table> <p>E. Service Orientation (3)</p> <table border="1"> <tr><td>Fully Manifested</td><td>3</td></tr> <tr><td>Moderately Manifested</td><td>2</td></tr> <tr><td>Fairly Manifested</td><td>1</td></tr> <tr><td>Poorly Manifested</td><td>0</td></tr> </table>	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0
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<p><b>17. Outstanding Education Program Specialist</b></p> <p><b>18. Outstanding Guidance Counselor</b></p>	<p><b>Occupational Competence (20)</b>          Work Experience/ IPCRF Rating (20)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 20</p> <table border="1"> <tr> <td>Documented Information</td> <td>3-year IPCRF</td> </tr> </table> <p><b>Accomplishments and Contributions (35)</b></p> <p>A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (20)</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Percentage</th> <th>Documented Information</th> </tr> </thead> <tbody> <tr> <td><b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)</td> <td>30%</td> <td>Action Plan/ Proposal/ Program Design duly approved by immediate superior</td> </tr> <tr> <td><b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)</td> <td>30%</td> <td>Accomplishment Report (narrative,</td> </tr> </tbody> </table>	Documented Information	3-year IPCRF	Indicator	Percentage	Documented Information	<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior	<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	Accomplishment Report (narrative,																													
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	<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%	impact, list of recipients, photos, monitoring and evaluation results)
	<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	
	<b>Total</b>		100%

*Gained evaluation percentage x20 = Rating*

B. DepEd-recognized and/or Government-sponsored Awards and Recognition (5)

Level	Points	Documented Information
International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office
National	4	
Regional	3	
Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	

C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant (10)

Level	Points	Documented Information
National	5	Certificate of Recognition
Regional	4	
Division	3	Memorandum showing membership as subject matter expert/TWG
District	2	
School	1	

**Community Involvement and Engagement (10)**  
 Initiation or actual participation in community and civic movements/advocacies

Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
Directly involved in implementing a community program	7	



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	as facilitator, member of working committee, and other active works.		Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
	Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Certificate of Recognition/Participation
	Contributed to community programs as benefactor, sponsor, or donor	3	Deed of donations

**Professional Competence (20)**

A. Education (10)

Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table - Education*

*Basic Qualification for SEPS and EPS-II: Bachelor's degree in Education or its equivalent and completion of academic requirements for master's degree relevant to the job*

*Basic Qualification for Guidance Counselor: Bachelor's degree in Education or its equivalent and completion of academic requirements for master's degree relevant to the job*

*Or*

*for Guidance Designate: Required basic qualification for the current plantilla position*

D. DepEd/NEAP Recognized Trainings/ Seminars Attended (10)

Level	Points	Documented Information
National	10	Certificate of Participation  Memorandum indicating the list of participants and program matrix
Regional	8	
Division	6	
District	4	
School	2	

**Personal Attributes and Characteristics (15)**

This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:



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	<b>A. Self-Management (3)</b>	
	Fully Manifested	3
	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0
	<b>B. Professionalism and Ethics (3)</b>	
	Fully Manifested	3
	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0
	<b>C. Result Focus (3)</b>	
	Fully Manifested	3
	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0
	<b>D. Teamwork (3)</b>	
	Fully Manifested	3
	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0
	<b>E. Service Orientation (3)</b>	
	Fully Manifested	3
	Moderately Manifested	2
	Fairly Manifested	1
	Poorly Manifested	0

**NONTEACHING CATEGORIES**

CATEGORY	SELECTION CRITERIA AND RATING			
19. Outstanding Nonteaching Employee For Internal Service Support (First Level Positions)	<p><b>Occupational Competence (20)</b></p> <p>Work Experience/ IPCRF Rating (20)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 20</p> <table><tr><td>Documented Information</td><td>3-year IPCRF</td></tr></table>	Documented Information	3-year IPCRF	
Documented Information	3-year IPCRF			
20. Outstanding Nonteaching Employee For Internal Service Support (Second Level Positions)	<p><b>Accomplishments and Contributions (35)</b></p> <p>A. Implemented projects and innovations as an application of learning after an attendance to training, workshop, conference and any learning and development program, or an output of a research or need-assessment. Innovations may be a workplace application project, system development, intervention program, and other applied concepts of learning and studies. (20)</p> <table><tr><td>Indicator</td><td>Percentage</td><td>Documented Information</td></tr></table>	Indicator	Percentage	Documented Information
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<b>21. Outstanding Nonteaching Employee (Middle Manager Positions)</b>	<b>Magnitude</b> (Extensiveness of impact as to beneficiaries and recipients)	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior
	<b>Strategic Importance</b> (Alignment to organizational and strategic goals in addressing gaps)	30%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
	<b>Linkages and Support</b> (Establishment of concrete linkages and support with various stakeholders)	20%	Certification as Proof of utilization/ adoption of the innovations duly signed by immediate superior
	<b>Sustainability</b> (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	
	<b>Total</b>	100%	

Gained evaluation percentage x20 = Rating

B. DepEd-recognized and/or Government-sponsored Awards and Recognition (5)

Level	Points	Documented Information
International	5	Certificate of Awards with Endorsement/nomination letter signed by the SDS and/or Regional Head of Office
National	4	
Regional	3	
Division	2	Memorandum of the search or call for nominations with the set of criteria and guidelines
District	1	

C. Subject matter expert/ TWG member as developer, evaluator, or validator/ Demonstrator/ Consultant (10)

Level	Points	Documented Information
National	10	Certificate of Recognition
Regional	8	Memorandum showing membership as subject matter expert/TWG
Division	6	
District	4	Output as proof of significant contribution/ Accomplishment Report
School	2	



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<b>Community Involvement and Engagement (10)</b>		
Initiation or actual participation in community and civic movements/advocacies		
Level	Points	Documented Information
Initiated and implemented a program/project that served the learners and community	10	Approved program/project design Memorandum of Understanding with beneficiary community/organization
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
Participated in community and civic movements such as but not limited to outreach initiatives, tree-planting, eco-drives, and other.	5	Certificate of Recognition/Participation Deed of donations
Contributed to community programs as benefactor, sponsor, or donor	3	

  

<b>Professional Competence (20)</b>		
<b>A. Education (10)</b>		
Increments from minimum QS	Points	Documented Information
10 or more increments	10	Transcript of Record with CAV
8-9 increments	8	
6-7 increments	6	
4-5 increments	4	
2-3 increments	2	

*\*Refer to DO\_s2023\_007, Table 2.a Increments Table - Education*

  

<b>B. DepEd/NEAP Recognized and/or Government-sponsored Trainings/ Seminars attended (10)</b>		
Level	Points	Documented Information
National	10	Certificate of Participation Memorandum indicating the list of participants and program matrix
Regional	8	
Division	6	
District	4	
School	2	



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**Personal Attributes and Characteristics (15)**

This shall be captured through Behavioral Events Interview (BEI) to assess whether the key behaviors linked to the required competencies are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:

**A. Self-Management (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**B. Professionalism and Ethics (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**C. Result Focus (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**D. Teamwork (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**E. Service Orientation (3)**

Fully Manifested	3
Moderately Manifested	2
Fairly Manifested	1
Poorly Manifested	0

**Search and Selection Process**

**School Level/Cluster of Schools/Districts**

- The search and awards committee of the school shall review the performance of teachers in the school, based on the results of the IPCRF of individual teachers including their portfolio of accomplishments or innovations.
- The search committee shall prepare a shortlist of potential nominees for each of the categories based on the IPCRF and Portfolio of accomplishments of teachers.
- The search committee led by the principal shall conduct interviews of shortlisted teachers who are potential nominees for the Division Level search.



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- The school head shall nominate one (1) Outstanding Teacher for each of the categories as entries for the Division Level Search for Outstanding Teachers.

**Division Level**

- The Division Office shall lead and facilitate the inclusive management of the Search for Outstanding teachers and intensify the promotion or advocacy for this awards and recognition program for teachers.
- The Division Search and Awards Committee shall review the nomination documents submitted by the school for each of the categories, and if necessary, shall conduct the validation process at the school level.
- The Division Search and Awards Committee shall prepare a shortlist of top 10 potential nominees for each category who will undergo final interview by the committee.
- Division winners (1<sup>st</sup> Placers) in all categories shall also be recognized during the education week apart from the *KAFNGABAL CEREMONIES*.
- The SDS shall nominate and endorse only one (1) outstanding employee for each category to the regional office for the Regional Level Search for Outstanding Employees in DepEd SOCCSKSARGEN.

**Division Level Search and Selection Process for School Administrators, Related-Teaching and Nonteaching Employees:**

- The Division Office shall lead and facilitate the inclusive management of the Search for Outstanding School Administrators, Related-Teaching and Nonteaching Employees. The SDO shall intensify the promotion or advocacy for the awards and recognition program and open the opportunity to all School Administrators, Related-Teaching and Nonteaching Employees who meet the general entry qualifications for nomination.
- The Division Search and Awards Committee shall review the nomination documents submitted for the principal, district supervisor and education program supervisor categories, and if necessary, shall conduct the validation process at the school level.
- The Division Search and Awards Committee shall prepare a shortlist of top 10 potential nominees for each category who will undergo final interview by the committee.
- The SDS shall nominate and endorse to the Regional Office for the Regional Level Search the following:



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**Teachers**

1. One (1) Outstanding Elementary Teacher
2. One (1) Outstanding Secondary Teacher
3. One (1) Outstanding Elementary Master Teacher
4. One (1) Outstanding Secondary Master Teacher
5. One (1) Outstanding ALS Teacher
6. One (1) Outstanding IPED Teacher
7. One (1) Outstanding Multi Grade Teacher
8. One (1) Outstanding Kindergarten Teacher
9. One (1) Outstanding ALIVE Teacher
10. One (1) Outstanding SNED Teacher

**School Administrators**

11. One (1) Outstanding Elementary Head Teacher
12. One (1) Outstanding Secondary Head Teacher
13. One (1) Outstanding Elementary Principal
14. One (1) Outstanding Secondary Principal

**Related Teaching Employees**

15. One (1) Outstanding Public Schools District Supervisor
16. One (1) Outstanding Education Program Supervisor
17. One (1) Outstanding Education Program Specialist
18. One (1) Outstanding Guidance Counselor

**Nonteaching Employees**

19. One (1) Outstanding Nonteaching Employee for Internal Service Support Positions (First Level)
20. One (1) Outstanding Nonteaching Employee for Internal Service Support Positions (Second Level)
21. One (1) Outstanding Nonteaching Employee for Middle Manager Positions

- The division shall conduct awarding and recognition for division level top awardees.

**Regional Level Search and Selection Process for Outstanding Employees in DepEd SOCCSKSARGEN**

- The search and selection committee at all levels shall require all nominees to submit the **electronic copy (soft copy) and scanned copy** in PDF format and **hard copy** of the required documents as basis for evaluation;



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- All documents in PDF (soft copy) or portfolio (hard copy) shall be submitted in the Regional Office through the Human Resource Development Division.
- The Regional Head of Office shall assign the PRAISE Committee to collaborate with Human Resource Development Division on the review and evaluation of the nomination documents from the SDO for each category.
- The nomination documents of the shall undergo phases of documentary review, evaluation and validation, and final deliberation of finalists and awardees.
- Using the selection and evaluation criteria, the evaluators will rate the performance and accomplishments of the nominees.
- For the interview, the Behavioral Events Interviewing (BEI) Approach shall be used to further validate the nominees' accomplishments and exemplary innovations.
- Then, the final deliberation of the awardees shall be undertaken by the panel of evaluators and PRAISE Committee.
- **The Top 3 awardees as most outstanding employees and the finalists in each category shall be conferred with rewards and recognition during the Kafngabal Awarding Ceremony.** The awarding and recognition program shall be conducted on the set schedule. The awarding ceremonies may be conducted through face-to-face and shall be published online via social media platforms.
- Awardees and nominees shall be given honor incentives and certificates. As a form of non-monetary incentives, the awardees shall be prioritized for international and local external awards, and scholarship opportunities.
- The RO team shall lead the public announcement or publicity of the awards and the regional level awardees via issuance and social media broadcast. The official results of the search shall also be posted on the official website and FB account of DepEd SOCCSKSARGEN for wider publicity and recognition of all regional awardees.

***This guideline shall take effect immediately upon issuance of a regional memorandum.***



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