



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

05 Mar 2026

DIVISION MEMORANDUM

No. **026** , s. 2026

**2026 SARANGWANI AWARDS: DIVISION SEARCH FOR THE
OUTSTANDING TEACHING AND NON-TEACHING EMPLOYEES**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, SGOD, and CID
Education Program Supervisors/Coordinators
SDO Section/Unit Heads & Staff
Public Schools District Supervisors
Public Elementary & Secondary School Heads
All Teaching and Non-teaching Employees
This Division

1. Pursuant to DepEd Order No. 9, s. 2002, DepEd Order No. 78, s. 2007, and CSC No. 03, s. 2012, the Division PRAISE Committee continuously upholds and strengthens the Rewards and Recognition System of the Schools Division of Sarangani to ensure the provision of appropriate incentives and commendations to deserving personnel who have manifested exemplary competence, integrity, and exceptional performance in service of the organization.
2. The Division PRAISE Committee shall be responsible for the effective implementation of employee welfare and benefits programs, including the conferment of awards and the granting of monetary and/or non-monetary incentives to teaching and non-teaching personnel who have rendered meritorious service and consistently demonstrated outstanding performance.
3. Hence, as the Sarangani Awards enters its third year for Calendar Year 2026, the Division Search for Outstanding Teaching and Non-Teaching Employees shall be continuously upheld and strengthened to recognize employees who consistently demonstrate dedication, professionalism, and excellence in public service, thereby contributing to organizational productivity and the advancement of quality education. The guidelines governing the conduct of the search and selection process shall be aligned with HRDD-2025-038, also known as the 2025 KAFNGABAL Awards: Regional Search for Outstanding Employees in DepEd SOCCSKSARGEN. For detailed information on qualifications, criteria, procedures, and other pertinent provisions, please refer to the attached Regional Memorandum.
4. The amount specified for monetary and non-monetary incentives shall represent the maximum amount that awardees can receive. However, this amount may be reduced depending on the availability of funds subject to the



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usual accounting, auditing rules, and regulations.

Prizes/Incentives: The awardees shall receive the following.

Worth of Plaque	Cash Incentives
1 st P 2,000.00	P 10,000.00
2 nd P 1,500.00	P 7,000.00
3 rd P 1,000.00	P 5,000.00
Consolation	P 3,000.00

5. Below is the timeline for the search and selection process. Deadline of submission of hard copy application documents is on May 15, 2026 at the HRDS Office

Activity Timeline	Timeline
School Level	1st-2nd week of March
District Level/Municipal Level	3rd week of March
Division Level	
<ul style="list-style-type: none"> • <i>Deadline of submission</i> 	2nd week of May 2026
<ul style="list-style-type: none"> • <i>Evaluation of documents</i> 	1st week of June 2026
<ul style="list-style-type: none"> • <i>On-site Validation Phase 1</i> 	3rd week of June 2026
<ul style="list-style-type: none"> • <i>Interview of Qualified Nominees</i> 	4th week of June 2026
<ul style="list-style-type: none"> • <i>Demonstration Teaching</i> 	3rd week of July 2026
<ul style="list-style-type: none"> • <i>On-site Validation</i> 	4th week of July 2026
<ul style="list-style-type: none"> • <i>Publication of Results</i> 	1st week of August, 2026
<ul style="list-style-type: none"> • <i>Division Awarding</i> 	2nd week of August, 2026
TA and Final Packaging for RO Submission	3rd-4th week of August, 2026
Submission of SDO Nominees for Regional Level	September, 2026

6. Documents and Evaluation Committee per cluster;

Category by Cluster	Evaluation Team/Interviewer	Secretariat
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Cluster 1 SPED ALIVE ALS Kindergarten Multigrade IPED	Edward Ryan Gulam Analiza A. Domingo Bedaria T. Hassan Norie L. Bagnol Araceli J. Dinopol Melchor Maguan	Ruel Sagolili
Cluster 2 Teacher I-III (Elem) Teacher I-III (Sec) Master Teacher I-II (Elem) Master Teacher I-II (Sec)	Irma May G. Dinasas Marlou De Arce Judith B. Alba John Jerson Constantino	Ismael R. Villaluz
Cluster 3 EPS PSDS Specialist Guidance Advocate Principal I-IV (Elem) Principal I-IV (Sec) HT (Elem) HT (Sec)	Ma. Shirley M. Cardinal Donna S. Panes Adriano A. Daligdig Reynaldo Tagala Mario S. Donio Rehane P. Sambuto	Jestoni C. Sales
Cluster 4 Internal Service Support (First Level Positions) Administrative Asst I-III Administrative Aide I-VI (Second Level Positions) Accountant Administrative Officer I-IV Dentist II Nurse I-II PDO I-II Librarian I-II Supply Officer I-II	Grace M. Albarracin Aurelio C. Cagang Leonila Tabaranza Joanne Gay Alquiza Roel Balbareno Romeo Martin	Maejel F. Alimama
Cluster 5 Middle Manager Positions Medical Officer II-III Attorney III Engineer III Accountant III Administrative Officer V Information Technology Officer Planning Officer III	Ranolyn Undray, CPA Felipe Tuyogon, Jr. Edmund C. Gulam Madina P. Loguoman Glen J. Gula	Aiza E. Cruz



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7. The Municipal PRAISE Committee shall nominate 1 nominee in each category below;

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

8. To strengthen the submission and endorsement of nominees and to ensure a more reliable and competitive selection process, special awards shall be conferred as follows:

a. **Complete Nominees Endorsement** – Awarded to the municipality/district that successfully submit and endorse complete and compliant nomination requirements in accordance with the prescribed guidelines; and/or

b. **Most Number of Nominees Endorsed** – Awarded to the municipality/district that endorses the highest number of qualified nominees for consideration



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in the search process.

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1st P 2,000.00	P 10,000.00
2nd P 1,500.00	P 9,000.00
3rd P 1,000.00	P 8,000.00
Consolation	P 5,000.00

9. For clarification, contact the Division PRAISE Committee;

Atty. Nelyn B. Frinal at nelyn.frinal@deped.gov.ph
Ms. Ma. Shirley M. Cardinal at mashirley.cardinal001@deped.gov.ph
Ms. Irma May G. Dinasas at irmamay.dinasas@deped.gov.ph
Ms. Grace M. Albarracin at grace.albarracin@deped.gov.ph
Mr. Reynaldo N. Balicaco at reynaldo.balicaco@deped.gov.ph
Ms. Ranolyn A. Undray, CPA at ranolyn.undray@deped.gov.ph
Mr. Reynaldo C. Tagala at reynaldo.tagala@deped.gov.ph
Mr. Edward Ryan F. Gulam at edwardryan.gulam@deped.gov.ph
Mrs. Araceli J. Dinopol at araceli.dinopol001@deped.gov.ph
Ms. Rehane P. Sambuto at rehanee.sambuto@deped.gov.ph
Ms. Madina P. Loguioman at madina.loguioman@deped.gov.ph

10. For information and guidance of all concerned.

RUTH L. ESTACIO PhD, CESO V
Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

AWARDS

Adriano A. Daligdig/SGOD/DM – 2026 sarangwari awards: division search
for the outstanding teaching and non-teaching employees
0186/March 5, 2026



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Telephone No.: (083) 508-2039
Website: www.depedsarangani.com
Email Address: sarangani@deped.gov.ph



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6. Documents and Evaluation Committee per cluster;

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Accountant III Administrative Officer V Information Technology Officer Planning Officer III		
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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

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with the prescribed guidelines; and/or

- b. **Most Number of Nominees Endorsed** – Awarded to the municipality/district that endorses the highest number of qualified nominees for consideration in the search process.

Prizes/Incentives: The awardees shall receive the following.

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Ms. Grace M. Albarracin at grace.albarracin@deped.gov.ph
Mr. Reynaldo N. Balicaco at reynaldo.balicaco@deped.gov.ph
Ms. Ranolyn A. Undray, CPA at ranolyn.undray@deped.gov.ph
Mr. Reynaldo C. Tagala at reynaldo.tagala@deped.gov.ph
Mr. Edward Ryan F. Gulam at edwardryan.gulam@deped.gov.ph
Mrs. Araceli J. Dinopol at araceli.dinopol001@deped.gov.ph
Ms. Rehane P. Sambuto at rehanee.sambuto@deped.gov.ph
Ms. Madina P. Loguioyman at madina.loguioyman@deped.gov.ph

10. For information and guidance of all concerned.

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

Encl.: Guidelines for 2025 Regional Search for Outstanding Employees of DepEd SOCCSKSARGEN
Ref.: None.
SGOD-HRDS/DM –Enhanced Internal Guidelines on Rewards and Recognition
/February , 2026



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Reference: 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);
- B. Write-up of accomplishments and its impact in not more than 2000 words (template can be retrieved from 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);



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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 **4r 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
Outstanding Elementary School Teacher Outstanding Secondary School Teacher	<ul style="list-style-type: none"> ▪ Has permanent item as Teacher I, II, III, IV, V, VI, or VII ▪ Either classroom adviser or subject teacher provided with five to six subject loads or six hours of teaching loads ▪ Has been awarded the Division Outstanding Elementary/ Secondary School Teacher Award
Outstanding Elementary Master Teacher Outstanding Secondary Master Teacher	<ul style="list-style-type: none"> ▪ Has permanent item as Master Teacher I, II, III, or IV ▪ Either a classroom adviser or subject teacher provided with five to six subject loads or six hours of teaching loads ▪ Has other designations like coordinator, mentor, grade/year level chairman ▪ Has received the Division Outstanding Elementary/Secondary Master Teacher Award
Outstanding Kindergarten Teacher	<ul style="list-style-type: none"> ▪ Has permanent item as Teacher/ Kindergarten teacher ▪ Has at least two teaching loads of Kinder sessions or six hours of teaching loads. ▪ Has received the Division Outstanding Kindergarten Teacher Award
Outstanding Multi-Grade Teacher	<ul style="list-style-type: none"> ▪ Has permanent item as regular teacher ▪ Has at least an average of six hours teaching loads assigned to multi-grade classes ▪ Has received the Division Outstanding Multi-Grade Teacher Award
Outstanding ALIVE Teacher	<ul style="list-style-type: none"> ▪ 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



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

B. School Administrators

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



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C. Related Teaching Positions

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

D. Nonteaching Employees

Category	Qualification Requirements
Outstanding Nonteaching Employee For Internal Service Support (First Level Positions) <ul style="list-style-type: none"> • Administrative Assistant I-III • Administrative Aide I-VI 	<ul style="list-style-type: none"> ▪ 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 ▪ Has permanent item in the position as ADMINISTRATIVE ASSISTANT I-III/ ADMINISTRATIVE AIDE I-VI ▪ With at least 1 year of work experience relevant to the current position ▪ Has a salary grade 1 to 9



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	<ul style="list-style-type: none"> ▪ Has received the Division Outstanding NONTEACHING EMPLOYEE FOR INTERNAL SUPPORT SERVICE FOR FIRST LEVEL POSITION Award
<p>Outstanding Nonteaching Employee For Internal Service Support (Second Level Positions)</p> <ul style="list-style-type: none"> • Accountant II • Administrative Officer I-IV • Dentist II • Nurse I-II • PDO I-II • Librarian I-II • Supply Officer I-II 	<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ With at least 1 year of work experience relevant to the current position ▪ Has a salary grade 10 to 17 ▪ Has received the Division Outstanding NONTEACHING EMPLOYEE FOR INTERNAL SUPPORT SERVICE Award
<p>Outstanding Nonteaching Employee (Middle Manager Positions)</p> <ul style="list-style-type: none"> ▪ Medical Officer II-III ▪ Attorney III ▪ Engineer III ▪ Accountant III ▪ Administrative Officer V ▪ Information Technology Officer ▪ Planning Officer III 	<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ With at least 1 year of work experience relevant to the current position ▪ Has a salary grade of 18 and above ▪ Has received the Division Outstanding NONTEACHING EMPLOYEE FOR MIDDLE MANAGERS Award

II. SELECTION CRITERIA AND RATING FOR TEACHING EMPLOYEES

CATEGORY	SELECTION CRITERIA AND RATING		
<p>1. Outstanding Elementary Teacher I-VII</p>	<p>Instructional Competence (25)</p> <p>1. Teaching Competence (15)</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 50px; text-align: center;">Teaching Demonstration</td> <td style="width: 300px; text-align: center;">Rating/Highest Possible Rating x 15 points</td> </tr> </table>	Teaching Demonstration	Rating/Highest Possible Rating x 15 points
Teaching Demonstration	Rating/Highest Possible Rating x 15 points		
<p>2. Outstanding Secondary Teacher I-VII</p>	<p>2. IPCRF Rating (10)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 10</p>		



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	<i>Documented Information</i>	3-year IPCRF																																						
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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)

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
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

<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
Contributed to community programs as benefactor, sponsor, or donor	3	Deed of donations

Professional Competence (25)

A. Education (10)

<i>Increments from minimum QS</i>	<i>Points</i>	<i>Documented Information</i>
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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	Slide Deck/Session Guide
School	2	

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



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	<p>C. Result Focus (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">0</td></tr> </table> <p>D. Teamwork (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">0</td></tr> </table> <p>E. Service Orientation (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">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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<i>Documented Information</i>	3-year IPCRF																								
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			<p style="text-align: right;">Summary of teacher's development plan duly signed by the Head of Office</p>
	Not Demonstrated	0	
	<p>3. Managed school program, projects and activities that facilitated for the increase of learners' performance</p>		
	<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	
	<p>4. Ensured that at least 75% of the students achieved 80% performance level at the end of the latest school year</p>		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	75% and above	2	M&E Reports
	50%-74%	1	SF5
	Below 50%	0	
	<p>5. Conducted DepEd/NEAP-recognized/ PRC-accredited Seminar /Workshop for Teachers in specific learning areas</p>		
	<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	
	<p>Accomplishments and Contributions (25)</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>		
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	Strategic Importance <i>(Alignment to organizational and strategic goals in addressing gaps)</i>	30%	
	Linkages and Support	20%	



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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)
	Sustainability (Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)	20%	
	<i>Total</i>	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)

<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
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)

<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	

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

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
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

<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	Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results) Certificate of Recognition/Participation
Contributed to community programs as benefactor, sponsor, or donor	3	Deed of donations

Professional Competence (25)

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*

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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<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
National	10	Certificate as Resource Speaker/ Facilitator
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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	Memorandum indicating the list of participants and program matrix
District	2	
School	1	

Personal Attributes and Characteristics (15)

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Fully Manifested	3
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B. Professionalism and Ethics (3)

Fully Manifested	3
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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
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	<p>E. Service Orientation (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Fully Manifested</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Moderately Manifested</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Fairly Manifested</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Poorly Manifested</td> <td style="text-align: center;">0</td> </tr> </table>	Fully Manifested	3	Moderately Manifested	2	Fairly Manifested	1	Poorly Manifested	0																					
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2

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)

<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

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

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
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

<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	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)

<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 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)

<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 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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	<p>are exhibited and manifested by the nominees. The BEI is focused on the following core competencies:</p> <p>A. Self-Management (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">0</td></tr> </table> <p>B. Professionalism and Ethics (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">0</td></tr> </table> <p>C. Result Focus (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">0</td></tr> </table> <p>D. Teamwork (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">0</td></tr> </table> <p>E. Service Orientation (3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Fully Manifested</td><td style="text-align: center;">3</td></tr> <tr><td>Moderately Manifested</td><td style="text-align: center;">2</td></tr> <tr><td>Fairly Manifested</td><td style="text-align: center;">1</td></tr> <tr><td>Poorly Manifested</td><td style="text-align: center;">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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SCHOOL ADMINISTRATOR CATEGORIES

CATEGORY	SELECTION CRITERIA AND RATING		
<p>11. Outstanding Elementary Head Teacher</p> <p>12. Outstanding Secondary Head Teacher</p>	<p>Managerial Competence (25)</p> <p>A. IPCRF/OPCRF (10)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 10</p> <p>B. General Average of the Learners' Proficiency/ Achievement Level in all grade levels as reflected in SF5 and other forms 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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><i>Documented Information</i></td> <td style="width: 50%; text-align: center;">3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level</td> </tr> </table>	<i>Documented Information</i>	3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level
<i>Documented Information</i>	3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level		



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**For HT managing a school and functioning as a school head*
C. Fiscal Leadership on MOOE/school funds liquidation on the previous calendar year with timeliness and efficiency (10)

Timeliness (5)

<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
Never been delayed in the liquidation	5	Accountant's certification
1-2 delays	3	
3 or more delays	1	

Efficiency (5)

<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
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	

OR

**For HT functioning as assistant to the principal for operations and curriculum, or supervising school faculty and staff as department head*

C. Supervision and observations of teachers within a year to ensure effective and competent delivery of curriculum (10)

<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
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	

Leadership and Instructional Supervisory Skills (10)

A. Conducted at least 4 mentoring/ coaching activities with teachers quarterly.

<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
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		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	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		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	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		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	75% and above	2	M&E Reports
	50%-74%	1	Accomplishment Reports SF5
	Below 50%	0	
	E. Conducted/Assisted instructional supervision quarterly		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	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)

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

<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
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)

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
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

<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	

Professional Competence (20)

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

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 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



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<p>13. Outstanding Elementary School Principal (Principal I-IV)</p> <p>14. Outstanding Secondary School Principal (Principal I-IV)</p>	<p>Managerial Competence (25)</p> <p>A. IPCRF/OPCRF (10)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 10</p> <p>B. General Average of the Learners' Proficiency/ Achievement Level in all grade levels as reflected in SF5 and other forms 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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>Documented Information</i></td> <td style="width: 50%;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"><i>Indicator</i></th> <th style="width: 20%;"><i>Points</i></th> <th style="width: 40%;"><i>Documented Information</i></th> </tr> </thead> <tbody> <tr> <td>Never been delayed in the liquidation</td> <td style="text-align: center;">5</td> <td rowspan="3">Accountant's certification</td> </tr> <tr> <td>1-2 delays</td> <td style="text-align: center;">3</td> </tr> <tr> <td>3 or more delays</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Efficiency (5)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"><i>Indicator</i></th> <th style="width: 20%;"><i>Points</i></th> <th style="width: 40%;"><i>Documented Information</i></th> </tr> </thead> <tbody> <tr> <td>91-100% utilized MOOE/ School funds</td> <td style="text-align: center;">5</td> <td rowspan="3">Accountant's certification</td> </tr> <tr> <td>81-90% utilized MOOE/School funds</td> <td style="text-align: center;">3</td> </tr> <tr> <td>80% and below utilized MOOE/ School funds</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Leadership and Instructional Supervisory Skills (10)</p> <p>A. Conducted at least 4 mentoring/ coaching activities with teachers quarterly.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"><i>Indicator</i></th> <th style="width: 20%;"><i>Points</i></th> <th style="width: 40%;"><i>Documented Information</i></th> </tr> </thead> </table>	<i>Documented Information</i>	3-year School Performance Rating Based on Learners' Proficiency/ Achievement Level	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>	Never been delayed in the liquidation	5	Accountant's certification	1-2 delays	3	3 or more delays	1	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>	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	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
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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		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
	Facilitated and managed 4 phases of performance cycle	2	Teachers' consolidated IPCRF Ratings duly signed by the Head of Office Accomplished Classroom Observation Tool
	Facilitated and managed 3 phases or less of performance cycle	1	Accomplished Performance Monitoring and Coaching Form
	Not Demonstrated	0	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		
	<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>
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			
<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>	
75% and above	2	M&E Reports	
50%-74%	1	Accomplishment Reports	
Below 50%	0	SF5	
E. Conducted/Assisted instructional supervision quarterly			
<i>Indicator</i>	<i>Points</i>	<i>Documented Information</i>	
At least 4 instructional supervision in a year	2	Accomplished Supervisory Plan	



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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)

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

Gained evaluation percentage x 10 = Rating

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

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

Community Involvement and Engagement (10)

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 Accomplishment report (narrative, impact, list of recipients, photos, monitoring and evaluation results) Certificate of Recognition/Participation Deed of donations
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	
Contributed to community programs as benefactor, sponsor, or donor	3	

Professional Competence (20)

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)

<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 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)	<p>Instructional Supervisory Skills (35)</p> <p>A. Performance ratings/IPCRF (15)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 15</p> <p>B. Functional Supervisory Development (20)</p> <p>1. Supports Curriculum Management and Implementation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Indicator</th> <th style="width: 10%;">Points</th> <th style="width: 50%;">Documented Information</th> </tr> </thead> <tbody> <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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">2</td> <td></td> </tr> <tr> <td>Fairly demonstrate support to curriculum management and implementation</td> <td style="text-align: center;">1</td> <td></td> </tr> </tbody> </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	
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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
Develop and implement responsive programs, projects and activities aligned with the educational development plan.	4	Excerpt of targeted program/project/activity from Division Educational Development Plan (DEDP)
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

<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	



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	Fairly demonstrate understanding of instructional leadership for continuous improvement of the teaching-learning process	1																		
	4. Develops Self and Others																			
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<p>Accomplishments and Contributions (20)</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 data-bbox="456 1800 911 1868"><i>Indicator</i></th> <th data-bbox="911 1800 1064 1868"><i>Percentage</i></th> <th data-bbox="1064 1800 1425 1868"><i>Documented Information</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1868 911 1951">Magnitude <i>(Extensiveness of impact as to beneficiaries and recipients)</i></td> <td data-bbox="911 1868 1064 1951">30%</td> <td data-bbox="1064 1868 1425 1951" rowspan="2">Action Plan/ Proposal/ Program Design duly approved</td> </tr> <tr> <td data-bbox="456 1951 911 1980">Strategic Importance</td> <td data-bbox="911 1951 1064 1980">30%</td> </tr> </tbody> </table>	<i>Indicator</i>	<i>Percentage</i>	<i>Documented Information</i>	Magnitude <i>(Extensiveness of impact as to beneficiaries and recipients)</i>	30%	Action Plan/ Proposal/ Program Design duly approved	Strategic Importance	30%												
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	<i>(Alignment to organizational and strategic goals in addressing gaps)</i>		by immediate superior
	Linkages and Support <i>(Establishment of concrete linkages and support with various stakeholders)</i>	20%	Accomplishment Report (narrative, impact, list of recipients, photos, monitoring and evaluation results)
	Sustainability <i>(Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)</i>	20%	
	<i>Total</i>	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)

<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
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)

<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	



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Community Involvement and Engagement (10)

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
Directly involved in implementing a community program as facilitator, member of working committee, and other active works.	7	Understanding with beneficiary community/ organization 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	
Contributed to community programs as benefactor, sponsor, or donor	3	Certificate of Recognition/Participation Deed of donations

Professional Competence (20)

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 Basic Qualification for PSDS: Master’s degree in education or its equivalent*

D. 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	



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	School	2	Slide Deck/Session Guide														
<p>E. DepEd/NEAP Recognized Trainings/ Seminars Attended (5)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"><i>Level</i></th> <th style="width: 15%;"><i>Points</i></th> <th style="width: 60%;"><i>Documented Information</i></th> </tr> </thead> <tbody> <tr> <td>National</td> <td style="text-align: center;">5</td> <td rowspan="5" style="vertical-align: top;">Certificate of Participation Memorandum indicating the list of participants and program matrix</td> </tr> <tr> <td>Regional</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Division</td> <td style="text-align: center;">3</td> </tr> <tr> <td>District</td> <td style="text-align: center;">2</td> </tr> <tr> <td>School</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>				<i>Level</i>	<i>Points</i>	<i>Documented Information</i>	National	5	Certificate of Participation Memorandum indicating the list of participants and program matrix	Regional	4	Division	3	District	2	School	1
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16. Outstanding Education Program Supervisor

Instructional Supervisory Skills (35)

A. Performance ratings/IPCRF (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
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	

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
Develop and implement responsive programs, projects and activities aligned with the educational development plan.	4	Excerpt of targeted program/project/activity from Division Educational Development Plan (DEDP)
Conduct programs, projects and activities aligned with the educational development plan.	3	
Demonstrate knowledge and understanding of the	2	



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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																					
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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) Accomplished Coaching and Mentoring Plan
Ensure the delivery of different learning and development interventions to support divisions/ districts/schools and/or learning centers.	3	
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)

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

Gained evaluation percentage x 10 = Rating



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

<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
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)

<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	

Community Involvement and Engagement (10)

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	3	



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

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*

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)

<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 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:



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	Linkages and Support <i>(Establishment of concrete linkages and support with various stakeholders)</i>	20%	impact, list of recipients, photos, monitoring and evaluation results)
	Sustainability <i>(Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)</i>	20%	
	<i>Total</i>	100%	

Gained evaluation percentage x20 = Rating

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

<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
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)

<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	

Community Involvement and Engagement (10)
 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	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 Deed of donations
	Contributed to community programs as benefactor, sponsor, or donor	3	

Professional Competence (20)

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*

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)

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
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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NONTEACHING CATEGORIES

CATEGORY	SELECTION CRITERIA AND RATING								
<p>19. Outstanding Nonteaching Employee For Internal Service Support (First Level Positions)</p> <p>20. Outstanding Nonteaching Employee For Internal Service Support (Second Level Positions)</p>	<p>Occupational Competence (20) Work Experience/ IPCRF Rating (20)</p> <p>Final Rating= Average Score of 3 consecutive ratings/5 X 20</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>Documented Information</i></td> <td style="width: 50%;">3-year IPCRF</td> </tr> </table> <p>Accomplishments and Contributions (35)</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" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;"><i>Indicator</i></th> <th style="width: 33%;"><i>Percentage</i></th> <th style="width: 33%;"><i>Documented Information</i></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Documented Information</i>	3-year IPCRF	<i>Indicator</i>	<i>Percentage</i>	<i>Documented Information</i>			
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21. Outstanding Nonteaching Employee (Middle Manager Positions)	Magnitude <i>(Extensiveness of impact as to beneficiaries and recipients)</i>	30%	Action Plan/ Proposal/ Program Design duly approved by immediate superior 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
	Strategic Importance <i>(Alignment to organizational and strategic goals in addressing gaps)</i>	30%	
	Linkages and Support <i>(Establishment of concrete linkages and support with various stakeholders)</i>	20%	
	Sustainability <i>(Intensiveness to effectively apply the principle of continuous improvement, and monitoring and evaluation mechanisms)</i>	20%	
	<i>Total</i>	100%	

Gained evaluation percentage x20 = Rating

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

<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
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)

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
National	10	Certificate of Recognition
Regional	8	
Division	6	Memorandum showing membership as subject matter expert/TWG
District	4	
School	2	



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Community Involvement and Engagement (10)

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	

Professional Competence (20)

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

B. DepEd/NEAP Recognized and/or Government-sponsored Trainings/ Seminars attended (10)

<i>Level</i>	<i>Points</i>	<i>Documented Information</i>
National	10	Certificate of Participation
Regional	8	Memorandum indicating the list of participants and program matrix
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 IPRCF 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 (1st 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.