



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

June 29, 2022

DIVISION MEMORANDUM

No. 246, s. 2022

SEARCH FOR OUTSTANDING TEACHERS, TEACHER-COORDINATORS, AND SCHOOL HEADS FOR SY 2021-2022

To: Assistant Schools Division Superintendent
Chief SGOD
OIC-Chief CID
Unit Heads
Heads of Public Elementary, Integrated, Junior and Senior High Schools
All Teaching and Non-Teaching Personnel
And all others concerned

1. This is to announce the Search for Outstanding Teachers, Teacher-Coordinators, and School Heads for School Year 2021-2022.
2. The search is anchored on the provisions of DepEd Order No. 9, s. 2002, the relevant issuances of the Civil Service Commission on Program on Awards and Incentives for Service Excellence (PRAISE) and the guidelines set by the Program on Meritocracy and Excellence in Human Resources (PRIME-HR).
3. The Division Search for Outstanding Teachers and School Heads shall adhere to the Equal Opportunities Principle.
4. The mechanics, criteria, composition of the Search and Screening Committees and the Timeline are found in Inclosure No. 1 for Outstanding Teachers, Inclosure No. 2 for Outstanding Teacher-Coordinators and Inclosure No. 3 for Outstanding School Heads.
5. There will be an orientation regarding the said search on July 4, 2022 at 3:00pm through MS Teams. Participants are the School Heads, Public Schools District Supervisors and the Search and Screening Committee.
6. For information, guidance and compliance of all concerned.


MA. IRELYN P. TAMAYO PhD, CESO V
Schools Division Superintendent 

cev/gasds/adavi

Control No. 219



Address: Jesus Street, Pulungbulu, Angeles City
Telephone No. (045) 322-4101





Republic of the Philippines
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SCHOOLS DIVISION OF ANGELES CITY

Inclosure No. 1 to the Division Memorandum No. 246 s. 2022
Mechanics for the Search for Outstanding Teachers

RULES AND MECHANICS
Division Search for Outstanding Teachers

I. WHAT ARE THE AWARDS?

There are sixteen (16) awards for the Teacher Category
Teacher Category

Kindergarten (1)	Elementary (6)	JHS (8)	SHS (1)
Outstanding Kindergarten Teacher	Outstanding Grade 1 Teacher	Outstanding English Teacher	Outstanding SHS Teacher
	Outstanding Grade 2 Teacher	Outstanding Filipino Teacher	
	Outstanding Grade 3 Teacher	Outstanding Math Teacher	
	Outstanding Grade 4 Teacher	Outstanding Science Teacher	
	Outstanding Grade 5 Teacher	Outstanding AP Teacher	
	Outstanding Grade 6 Teacher	Outstanding TLE Teacher	
		Outstanding MAPEH Teacher	
		Outstanding ESP Teacher	



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

II. WHO ARE ELIGIBLE TO JOIN?

A. Teaching Personnel (Public School Teachers)

The applicant for the search category must meet the following qualification requirements:

1. A permanent public-school teacher who has an "Outstanding" performance rating for the last three (3) years;
2. Must have complete teaching loads for the last three (3) years;
3. Has no pending administrative or criminal case.

III. WHO COMPOSES THE SEARCH AND SCREENING COMMITTEE FOR OUTSTANDING TEACHERS?

Over-All Chair: Fernandina P. Otchengco, Ph.D. CESE

Vice-Chair: Edgar L. Manabat, Ph.D

Members:

1. Arcely G. Garcia
2. Vilma T. Enciso

Screening Committee

Chair: Ma. Esperanza S. Malang

Vice - Chair: Gemima A. Estrabillo EdD

Members:

- Elmer S. Dayrit EdD
Richard U. Ayson

IV. WHAT ARE THE DOCUMENTS TO BE SUBMITTED?

The applicant must submit 2 yellow folders, 1 containing the original documents which will be returned after the evaluation and 1 for for the certified true photo copies of the following;

1. Latest Personal Data Sheet
2. Certification that the applicant has no pending administrative or criminal case.
3. Duly signed Performance Ratings.
4. Class Program and copy of individual teaching loads
5. Means of Verification to support the outstanding accomplishments presented

V. WHAT ARE THE CRITERIA FOR EVALUATION?

For the Division Search for Outstanding Teachers, the criteria and mechanics of Regional Search for Outstanding Teacher shall be adopted.



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

For Phase 1 (Paper Screening) the criteria for evaluation shall focus on the MILESTONE ACCOMPLISHMENTS of the teachers.

A milestone accomplishment is what defines the nominee's career as a teacher. It may have any or all of the following characteristics:

1. An innovation or discovery that addresses a felt need and helps overcome a major obstacle in the workplace or community.
2. It creates a significant positive impact on the target beneficiaries
3. It is sustainable, i.e., the intended innovation, changes, and reforms continue to be carried out, or goods and services continue to be provided to the target beneficiaries over a period of time.
4. It benefits the community of learners and/ or teachers within the school/ academic institution she/he belongs, but these contributions are above and beyond the usual responsibilities of a teacher (CONTRIBUTION TO SERVICE).
5. Its scope is the bigger academic community outside of his / her own school i.e within her/ his district, division, region, educational associations and related organizations, or the entire national, educational system as well as contributions to the community outside the educational system (CONTRIBUTION TO COMMUNITY).

The MILESTONE OF ACCOMPLISHMENTS shall be evaluated based on the following areas:

A. ROLE

a) How well the nominee performed his/her specific roles and demonstrated his/her leadership skills, which contributed significantly to the success of the accomplishment.

b) Some examples of roles performed would be that the nominee conceptualized, implemented, initiated, spearheaded, formulated, chaired, led, transformed, developed, strategized, supervised, or facilitated a particular accomplishment.

B. INNOVATION

a) Innovative actions or discovery that addressed a felt need or helped overcome a major obstacle in their workplace or community.

b) The innovation must be sustainable, i.e. the intended innovations, changes, and reforms continue to be carried out, or goods and service continue to be provided to the target beneficiaries over a period of time.



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

C. IMPACT

- a) Were the objectives of the accomplishment met?
- b) How were the objectives met?
- c) What were the effects of the accomplishment on the intended beneficiaries
- d) or stakeholders?

Each nominee is required to submit six milestone accomplishments focusing on the contributions to service (3) and contributions to community (3).

Contributions to Service

Contributions to Service refer to the nominee's impact in the teaching profession benefitting the community of teachers or learners within his/her academic institution but those contributions are above and beyond the usual responsibilities of a teacher. To avoid repetition, these contributions should be thematic or grouped together according to their general idea or concept. Some examples of accomplishments that are grouped thematically are the following:

- 1) Teaching materials such as modules, teaching and learning guides, academic curricula, NAT reviewers, and other related learning materials that has greatly raised the scores of the students in standardized tests;
- 2) A discovery, innovation, or creation such as teaching devices or apparatuses;
- 3) Technology-based learning tools (e.g. learning games, gamification)
- 4) Teaching approaches (e.g. Modified explicit instruction approach)

Contributions to Community

Contributions to Community refers to the nominee's contribution to the bigger academic community outside of his/her own school (i.e., within the district, division, region, or the entire national educational system). These contributions may also refer to impacts that benefit the greater community outside the educational system. Some examples of accomplishment that are grouped thematically are the following:

- 1) Teaching approaches (e.g. Modified explicit instruction approach) that are adopted in the regional or national level;
- 2) Technology-based teaching learning tools adopted by other teachers outside of the teacher's own school;
- 3) Publications such as books, manuals, policy papers, etc. and action researches (i.e., operations and / or academic research/action research) that has improved learning processes within the school; and outreach to far-flung areas or nearby



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

barangays that aims to educate a target population, train individuals, or provide needed goods and services.

VI. TIMETABLE OF ACTIVITIES

Period	ACTIVITY
June 29, 2022	Announcement of Award Categories through a Memorandum
July 4, 2022	Orientation on the Search
August 1- 30, 2022	Submission of Documents
September 1-20, 2022	Paper Screening (Division Level)
September 21- 30, 2022	Announcement of Winners
October 7, 2022	Awarding Ceremony



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Inclosure No. 2 to the Division Memorandum No. 246, s. 2022
Mechanics for the Search for Outstanding Teacher-Coordinator

RULES AND MECHANICS
Division Search for Teacher Coordinator

I. WHAT IS THE AWARD?

Outstanding Teacher Coordinator

SPG, SSG, SBM, SMEA, DRRM, BRIGADA ESKWELA, Sports, School Based Feeding, WINS, Scouting, GAD, IT (Data/ Infra), Research, School Paper Adviser, YES-O, GPP

II. WHO ARE ELIGIBLE TO JOIN?

Teacher Coordinators

The applicant for the search category must meet the following qualification requirements:

1. A permanent public-school teacher who has been designated as coordinator from SY 2020-2022.
2. Must have an "Outstanding" performance rating for the last three (3) years.
3. Must have complete teaching loads for the last three (3) years.
4. Has no pending administrative or criminal case.

III. WHO COMPOSES THE DIVISION SEARCH and SCREENING COMMITTEE?

Over -All Chair: Fernandina P. Otchengco PhD, CESE

Vice-Chair: Edgar L. Manabat PhD

Members:

Arcely G. Garcia

Vilma T. Enciso

Screening Committee for the Search for Outstanding Teacher Coordinator

Chair: Ma. Esperanza S. Malang

Vice - Chair: Gemima A. Estrabillo EdD

Members:

Elmer S. Dayrit EdD

Richard U. Ayson



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

IV. WHAT ARE THE DOCUMENTS TO BE SUBMITTED?

The applicant must submit 2 blue folders, 1 for the original document and the other for the certified true photocopies of the following:

1. Latest Personal Data Sheet
2. Designation as Coordinator signed by the school head
3. Copy of Action Plan SY 2020-2021 and 2021-2022
4. Copy of Accomplishment Report SY 2020-2021 and 2021-2022
5. Certification that the applicant has no pending administrative or criminal case.
6. Certified true copies of duly signed Performance Ratings
7. Class Program and copy of individual teaching loads
8. Means of Verification to support the outstanding accomplishments presented

V. WHAT ARE THE CRITERIA FOR EVALUATION?

For the Division Search for Outstanding Teacher Coordinator, the criteria and mechanics of Regional Search for Outstanding Teacher shall be adopted.

For Phase 1 (Paper Screening) the criteria for evaluation shall focus on the MILESTONE ACCOMPLISHMENTS of the teachers.

A milestone accomplishment is what defines the nominee's career as a teacher. It may have any or all of the following characteristics:

1. An innovation or discovery that addresses a felt need and helps overcome a major obstacle in the workplace or community.
2. It creates a significant positive impact on the target beneficiaries
3. It is sustainable, i.e., the intended innovation, changes, and reforms continue to be carried out, or goods and services continue to be provided to the target beneficiaries over a period of time.
4. It benefits the community of learners and/ or teachers within the school/ academic institution she/he belongs, but these contributions are above and beyond the usual responsibilities of a teacher (CONTRIBUTION TO SERVICE).
5. Its scope is the bigger academic community outside of his / her own school i.e within her/ his district, division, region, educational associations and related organizations, or the entire national, educational system as well as contributions to the community outside the educational system (CONTRIBUTION TO COMMUNITY).

The MILESTONE OF ACCOMPLISHMENTS shall be evaluated based on the following areas:



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

A. ROLE

a) How well the nominee performed his/her specific roles and demonstrated his/her leadership skills, which contributed significantly to the success of the accomplishment.

b) Some examples of roles performed would be that the nominee conceptualized, implemented, initiated, spearheaded, formulated, chaired, led, transformed, developed, strategized, supervised, or facilitated a particular accomplishment.

B. INNOVATION

a) Innovative actions or discovery that addressed a felt need or helped overcome a major obstacle in their workplace or community.

b) The innovation must be sustainable, the intended innovations, changes, and reforms continue to be carried out, or goods and service continue to be provided to the target beneficiaries over a period of time.

C. IMPACT

a) Were the objectives of the accomplishment met?

b) How were the objectives met?

c) What were the effects of the accomplishment on the intended beneficiaries

d) or stakeholders?

Each nominee is required to submit six milestone accomplishments focusing on the contributions to service (3) and contributions to community (3).

Contributions to Service

Contributions to Service refer to the nominee's impact in the teaching profession benefitting the community of teachers or learners within his/her academic institution but those contributions are above and beyond the usual responsibilities of a teacher. To avoid repetition, these contributions should be thematic or grouped together according to their general idea or concept. Some examples of accomplishments that are grouped thematically are the following:

1) Teaching materials such as modules, teaching and learning guides, academic curricula, NAT reviewers, and other related learning materials that has greatly raised the scores of the students in standardized tests or improved the process aligned to coordinatorship;

2) A discovery, innovation, or creation such as improvement of school system or processes;

3) Technology-based tools



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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

4) Publications such as books, manuals, policy papers, etc. and action researches (i.e., operations and / or academic research/action research) that has improved learning processes within the school; and outreach to far-flung areas or nearby barangays that aims to educate a target population, train individuals, or provide needed goods and services.

Contributions to Community

Contributions to Community refers to the nominee's contribution to the bigger academic community outside of his/her own school (i.e., within the district, division, region, or the entire national educational system). These contributions may also refer to impacts that benefit the greater community outside the educational system. Some examples of accomplishment that are grouped thematically are the following:

1) Teaching materials such as modules, teaching and learning guides, academic curricula, NAT reviewers, and other related learning materials that has greatly raised the scores of the students in standardized tests or improved the process aligned to coordinatorship;

2) Technology-based tools

3) Publications such as books, manuals, policy papers, etc. and action researches (i.e., operations and / or academic research/action research) that has improved learning processes within the school; and outreach to far-flung areas or nearby barangays that aims to educate a target

VI. TIMETABLE OF ACTIVITIES

Period	Activities
June 29, 2022	Announcement of Award Categories through a Memorandum
July 4, 2022	Orientation on the Search
August 1- 30, 2022	Submission of Documents
September 1-20, 2022	Paper Screening (Division Level)
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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Inclosure No. 3 to the Division Memorandum No. 216, s. 2022
Mechanics for Search for Outstanding School Heads

RULES AND MECHANICS
Division Search for Outstanding School Heads

I. WHAT ARE THE AWARDS?

Elementary/Secondary
OUTSTANDING SCHOOL HEAD- ELEMENTARY
OUTSTANDING SCHOOL HEAD - SECONDARY
OUTSTANDING SCHOOL HEAD - INTEGRATED SCHOOL
OUTSTANDING SENIOR HIGH ASST.PRINCIPAL

II. WHO ARE ELIGIBLE TO JOIN?

1. The applicant for the search category must be a
Elementary School Head handling an elementary school only
Secondary School Head handling Junior or Senior High School or both
Secondary School Head handling an Integrated school
Head Teacher with designation to head a school
Assistant Senior High School Principal
2. Must have an "Outstanding" performance rating for the last three (3) years;
3. Must have no pending administrative or criminal case.

III. WHO COMPOSES THE SEARCH AND SCREENING COMMITTEE FOR OUTSTANDING SCHOOL HEADS ?

Over-All Chair: Fernandina P. Otchengco, Ph.D. CESE

Vice-Chair: Edgar L. Manabat, Ph.D.

Members:

1. Arcely G. Garcia
2. Vilma T. Enciso

SEARCH COMMITTEE

Chair: Leonida K. Quinto PhD

Vice-Chair: Maria Tara D. Clemente

Members:



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

1. Percival Y. Capitulo
2. Reynaldo G. Cabrera
3. Glenn P. Sarmiento
4. Maria Leonora E. Vinoya

IV. WHAT ARE THE DOCUMENTS TO BE SUBMITTED?

The applicant must submit 2 green sliding folders, 1 containing the original documents which will be returned after the evaluation and 1 containing photocopies of the following;

1. Updated Personal Data Sheet
2. Certification of no pending administrative or criminal case
3. Duly signed Performance Ratings
4. Certification of No Unliquidated MOOE/ Cash Advance from Finance
5. Certification of No Disallowance from COA
6. Means of Verification/Documents to support the outstanding accomplishments presented

V. WHAT ARE THE CRITERIA FOR EVALUATION?

For the Division Search for Outstanding School Heads, the criteria and mechanics of Regional Search for Outstanding School Head shall be adopted.

I. LEADING STRATEGICALLY						
Performance Indicators	Criteria and MOVs	Points				
A. Embodied the DepEd vision, mission and core values to sustain shared understanding and alignment of school programs, projects and activities based on school planning and implementation	a. Vision, Mission and Core Values <ul style="list-style-type: none"> ➤ Copy of Approved ESIP, AIP, BELCP/BELCOP with accomplishment report ➤ PPAS anchored on core values of Maka-Diyos, Maka-tao. Makakalikasan and Makabansa included in the AIP/ BELCOP With documents such as approved AIP, project proposal or action plan, Activity completion report and impact evaluation plan	5				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">9 PPAs-above</td> <td style="width: 20%; text-align: center;">5</td> </tr> <tr> <td>7-8</td> <td style="text-align: center;">4</td> </tr> </table>	9 PPAs-above	5	7-8	4	
	9 PPAs-above	5				
7-8	4					



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

	5-6	3		
	3-4	2		
	1-2	1		
B. Promoted a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement	Copy of School Research Team	1	10	
	Copy of approved conducted training on research	2		
	Manuscript with the received copy of proposal, certificate of acceptance, Certificate of Approval, certificate of completion and impact evaluation report (for teaching and non-teaching personnel)	3		
	Copy of Completed Manuscript with the received copy of proposal, Certificate of approval, certificate of completion and impact evaluation report (for school head)	4		
	Presentation or sharing of the research to others (cluster, division,	5		



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

	national, international) with letter of invitation and certificate of participation /presentation/ appreciation/ recognition		
	and		
	Copy of School Innovation Team	1	
	Copy of approved conducted training on innovation	2	
	Manuscript with the received copy of proposal, Certificate of Acceptance, Certificate of Approval, Certificate of Completion and impact evaluation report (for teaching and non- teaching personnel)	3	
	Copy of completed Manuscript with the received copy of proposal, Certificate of approval, certificate of completion and impact evaluation	4	



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">report (for school head)</td> <td style="width: 40%;"></td> </tr> <tr> <td>Presentation or sharing of the research to others (cluster, division, region, national, international) with letter of invitation and certificate of participation/ presentation/ appreciation/ recognition</td> <td style="text-align: center; vertical-align: middle;">5</td> </tr> </table>	report (for school head)		Presentation or sharing of the research to others (cluster, division, region, national, international) with letter of invitation and certificate of participation/ presentation/ appreciation/ recognition	5			
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Presentation or sharing of the research to others (cluster, division, region, national, international) with letter of invitation and certificate of participation/ presentation/ appreciation/ recognition	5							
2. Managing School Operations and Resources (15 points)								
Performance indicators	Criteria	Points						
A. Exhibit best practice in managing school data and information using technology to ensure efficient and effective school operations	a. Records Management <ul style="list-style-type: none"> ➤ Copy of EBEIS and LIS (BOSY and EOSY uploading) ➤ SBM Level of Practice with certification from the division, region highlighting scores form each of the four principles (Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources 	5						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">On-time uploading of EBEIS and LIS (BOSY)</td> <td style="width: 30%; text-align: center;">1</td> </tr> <tr> <td>On -time uploading of EBEIS and LIS (BOSY and EOSY)</td> <td style="text-align: center;">2</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	On-time uploading of EBEIS and LIS (BOSY)	1	On -time uploading of EBEIS and LIS (BOSY and EOSY)	2			
	On-time uploading of EBEIS and LIS (BOSY)	1						
	On -time uploading of EBEIS and LIS (BOSY and EOSY)	2						



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

	SBM Level 3 Accredited	3											
	SBM Level 3	2											
	SBM Level 1-2	1											
B. Display efficient and effective practices in management of finances consistently adhering to RA 9184	b. Financial Management <ul style="list-style-type: none"> ➤ Copy of AIP/BELCOP ➤ Copy of Annual Procurement Plan ➤ Copy of Monthly Cash Program ➤ Copy of MOOE Liquidation Reports ➤ Copy of MOOE utilization and disbursement reports ➤ Copy of other sources of funds with accomplished projects (attach project proposal, activity completion report and impact evaluation report) as certified by authorized personnel ➤ Copy of certification from the COA <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td>Zero late liquidation of 95-100% utilization of MOOE</td> <td>3</td> </tr> <tr> <td>1-2 late liquidation of 90-100% utilization of MOOE</td> <td>2</td> </tr> <tr> <td>3-4 late liquidation of 85 - 100% utilization of MOOE</td> <td>1</td> </tr> <tr> <td>and</td> <td></td> </tr> <tr> <td>100% utilization of other sources of funds</td> <td>2</td> </tr> </table>	Zero late liquidation of 95-100% utilization of MOOE	3	1-2 late liquidation of 90-100% utilization of MOOE	2	3-4 late liquidation of 85 - 100% utilization of MOOE	1	and		100% utilization of other sources of funds	2	5	
Zero late liquidation of 95-100% utilization of MOOE	3												
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3-4 late liquidation of 85 - 100% utilization of MOOE	1												
and													
100% utilization of other sources of funds	2												



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

<p>C. Institutionalized the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction.</p>	<p>c. School Safety for disaster preparedness, mitigation and resiliency</p> <ul style="list-style-type: none"> ➤ Copy of approved plan with completion report of the following: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">School Disaster Risk Reduction Plan</td> <td style="text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Contingency Plan</td> <td style="text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">School Child Protection Plan</td> <td style="text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Eco-Friendly School</td> <td style="text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Homeroom Guidance</td> <td style="text-align: center; padding: 2px;">1</td> </tr> </table>	School Disaster Risk Reduction Plan	1	Contingency Plan	1	School Child Protection Plan	1	Eco-Friendly School	1	Homeroom Guidance	1	5
School Disaster Risk Reduction Plan	1											
Contingency Plan	1											
School Child Protection Plan	1											
Eco-Friendly School	1											
Homeroom Guidance	1											
3. Focusing on Teaching Learning (30 points)												
Performance Indicators	Criteria	Points										
<p>A. Share exemplary practice in the contextualization and implementation of learning standards to assist teachers to assist teaches in making the curriculum relevant to the learners</p>	<p>a. School-based Contextualization (list of approved contextualized instructional materials)</p> <ul style="list-style-type: none"> ➤ Copy of Monthly Instructional Supervision Plan and accomplishment report ➤ Copy of list of approved contextualized instructional materials ➤ Copy of list of lesson plans utilizing the contextualized instructional materials ➤ Copy of the certification of the use of the contextualized instructional materials <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">50 and above</td> <td style="text-align: center; padding: 2px;">5</td> </tr> <tr> <td style="padding: 2px;">42</td> <td style="text-align: center; padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">32</td> <td style="text-align: center; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">16</td> <td style="text-align: center; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">8 contextualized IMS</td> <td style="text-align: center; padding: 2px;">1</td> </tr> </table>	50 and above	5	42	4	32	3	16	2	8 contextualized IMS	1	5
50 and above	5											
42	4											
32	3											
16	2											
8 contextualized IMS	1											



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

<p>B. Show best practices in providing technical assistance to teachers on teaching standards and pedagogies</p>	<p>b. Technical Assistance provided on teaching standards and pedagogies</p> <ul style="list-style-type: none"> ➤ Copy of Monthly Instructional Supervision Plan and Accomplishment Report ➤ Copy of Monthly Technical Assistance Plan and Accomplishment Report ➤ Copy of Report on providing technical assistance to others (beyond school, i.e, to other schools, division, region, national with letter of invitation or proposal) <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <tr><td style="width: 60%;">50 and above</td><td style="width: 40%;">5</td></tr> <tr><td>40</td><td>4</td></tr> <tr><td>30</td><td>3</td></tr> <tr><td>20</td><td>2</td></tr> <tr><td>10</td><td>1</td></tr> <tr><td>or</td><td></td></tr> <tr><td>At least 5 Technical Assistance provided outside school</td><td>5</td></tr> </table>	50 and above	5	40	4	30	3	20	2	10	1	or		At least 5 Technical Assistance provided outside school	5	5
50 and above	5															
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or																
At least 5 Technical Assistance provided outside school	5															
<p>C. Set achievable learning outcomes to support learner achievement and other performance indicators.</p>	<p>c. Learner achievement and other performance indicators</p> <ul style="list-style-type: none"> ➤ Copy of Learner Achievement ➤ Copy of Performance Indicators with analysis and intervention plan <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <tr><th colspan="2" style="text-align: center;">Average increase in MPS</th></tr> <tr><td style="width: 60%;">10-above</td><td style="width: 40%;">5</td></tr> <tr><td>7-9</td><td>4</td></tr> <tr><td>4-6</td><td>3</td></tr> <tr><td>1-3</td><td>2</td></tr> <tr><td>Below 1</td><td>1</td></tr> </table>	Average increase in MPS		10-above	5	7-9	4	4-6	3	1-3	2	Below 1	1	15		
Average increase in MPS																
10-above	5															
7-9	4															
4-6	3															
1-3	2															
Below 1	1															



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

<p>D. Empowered the wider school community in promoting and sustaining a learner-friendly inclusive and healthy learning environment through management of school facilities</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">Drop-out rate/ no longer in school</td></tr> <tr><td>0%</td><td style="text-align: center;">5</td></tr> <tr><td>1-3%</td><td style="text-align: center;">4</td></tr> <tr><td>4-6%</td><td style="text-align: center;">3</td></tr> <tr><td>7-9%</td><td style="text-align: center;">2</td></tr> <tr><td>10% -above</td><td style="text-align: center;">1</td></tr> </table>	Drop-out rate/ no longer in school		0%	5	1-3%	4	4-6%	3	7-9%	2	10% -above	1	5
	Drop-out rate/ no longer in school													
	0%	5												
	1-3%	4												
	4-6%	3												
	7-9%	2												
	10% -above	1												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">Completion Rate</td></tr> <tr><td>95-100%</td><td style="text-align: center;">5</td></tr> <tr><td>90-94%</td><td style="text-align: center;">4</td></tr> <tr><td>85-89%</td><td style="text-align: center;">3</td></tr> <tr><td>80-84%</td><td style="text-align: center;">2</td></tr> <tr><td>75-79%</td><td style="text-align: center;">1</td></tr> </table>	Completion Rate		95-100%	5	90-94%	4	85-89%	3	80-84%	2	75-79%	1	
	Completion Rate													
	95-100%	5												
	90-94%	4												
	85-89%	3												
	80-84%	2												
	75-79%	1												
	<p>d. Learning Environment</p> <ul style="list-style-type: none"> ➤ Certified validated Child-friendly school score with documentation for the indicators ➤ Copy of National School Building Inventory Report (NSBI) ➤ Copy of Site Development Plan ➤ Copy of Brigada Eskwela Report ➤ Amount of funding through Adopt-A-School Program 													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1 Million and above</td><td style="text-align: center;">5</td></tr> <tr><td>700,000-999,999</td><td style="text-align: center;">4</td></tr> <tr><td>400,000-699,999</td><td style="text-align: center;">3</td></tr> <tr><td>100,000-399,999</td><td style="text-align: center;">2</td></tr> <tr><td>Below 100,000</td><td style="text-align: center;">1</td></tr> </table>	1 Million and above	5	700,000-999,999	4	400,000-699,999	3	100,000-399,999	2	Below 100,000	1				
1 Million and above	5													
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Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

4. Developing Self and Others (30 points)												
Performance Indicators	Criteria	Points										
A. Model exemplary leadership practices within and beyond contexts to ensure personal and professional development for oneself and for others.	Developing Self											
	a. Trainings Attended <ul style="list-style-type: none"> ➤ Copy of Certificate with a memo (only DepEd Recognized trainings are to be considered) <table border="1" style="margin-left: 20px;"> <tr><td>At least 3 international level</td><td>5</td></tr> <tr><td>At least 4 National level</td><td>4</td></tr> <tr><td>At least 5 Regional level</td><td>3</td></tr> <tr><td>At least 6 Division level</td><td>2</td></tr> <tr><td>At least 7 cluster Level</td><td>1</td></tr> </table>	At least 3 international level	5	At least 4 National level	4	At least 5 Regional level	3	At least 6 Division level	2	At least 7 cluster Level	1	5
At least 3 international level	5											
At least 4 National level	4											
At least 5 Regional level	3											
At least 6 Division level	2											
At least 7 cluster Level	1											
	b. Speakership / Facilitation Consultancy <ul style="list-style-type: none"> ➤ Copy of Certificate of Recognition ➤ Copy of Memorandum or invitation ➤ Copy of session facilitated <table border="1" style="margin-left: 20px;"> <tr><td>International Level</td><td>5</td></tr> <tr><td>National Level</td><td>4</td></tr> <tr><td>Regional Level</td><td>3</td></tr> <tr><td>Division Level</td><td>2</td></tr> <tr><td>Cluster Level</td><td>1</td></tr> </table>	International Level	5	National Level	4	Regional Level	3	Division Level	2	Cluster Level	1	5
International Level	5											
National Level	4											
Regional Level	3											
Division Level	2											
Cluster Level	1											
	c. Professional Networks <ul style="list-style-type: none"> ➤ Copy of certificate of membership <table border="1" style="margin-left: 20px;"> <tr><td>International level</td><td>5</td></tr> <tr><td>National level</td><td>4</td></tr> <tr><td>Regional level</td><td>3</td></tr> <tr><td>Division Level</td><td>2</td></tr> <tr><td>Cluster Level</td><td>1</td></tr> </table>	International level	5	National level	4	Regional level	3	Division Level	2	Cluster Level	1	5
International level	5											
National level	4											
Regional level	3											
Division Level	2											
Cluster Level	1											



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

	<p>d. Publication / Authorship</p> <ul style="list-style-type: none"> ➤ Copy of the book or published materials <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="width: 70%;">Sole Publication</td> <td style="width: 30%;">5</td> </tr> <tr> <td>2 or more publishers</td> <td>3</td> </tr> <tr> <td>or</td> <td></td> </tr> <tr> <td>3 articles</td> <td>5</td> </tr> <tr> <td>2 articles</td> <td>3</td> </tr> <tr> <td>1 article</td> <td>1</td> </tr> </table>	Sole Publication	5	2 or more publishers	3	or		3 articles	5	2 articles	3	1 article	1	5
Sole Publication	5													
2 or more publishers	3													
or														
3 articles	5													
2 articles	3													
1 article	1													
	<p>e. Trainings conducted as Chair or Co-Chair of the Training Management Team</p> <ul style="list-style-type: none"> ➤ Copy of the approved training proposal ➤ Copy of the accomplishment report ➤ Proof of DepEd Recognition of the training <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="width: 70%;">International Level</td> <td style="width: 30%;">5</td> </tr> <tr> <td>National level</td> <td>4</td> </tr> <tr> <td>Regional level</td> <td>3</td> </tr> <tr> <td>Division</td> <td>2</td> </tr> <tr> <td>Cluster Level</td> <td>1</td> </tr> </table>	International Level	5	National level	4	Regional level	3	Division	2	Cluster Level	1	5		
International Level	5													
National level	4													
Regional level	3													
Division	2													
Cluster Level	1													
	<p>f. Succession Planning (list of Promotions of School Personnel)</p> <ul style="list-style-type: none"> ➤ Copy of PSIPOP ➤ Copy of Succession Plan ➤ Copy of List of Promotions for teaching and non-teaching personnel ➤ Copy of appointment/transmittal <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="width: 70%;">9-10</td> <td style="width: 30%;">5</td> </tr> <tr> <td>7-8</td> <td>4</td> </tr> <tr> <td>5-6</td> <td>3</td> </tr> <tr> <td>3-4</td> <td>2</td> </tr> <tr> <td>1-2</td> <td>1</td> </tr> </table>	9-10	5	7-8	4	5-6	3	3-4	2	1-2	1	5		
9-10	5													
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5-6	3													
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1-2	1													



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

5. Building Connections (10 points)								
Performance Indicators	Criteria	Points						
<p>A. Create a culture of inclusivity in the school and the community through strengthened relationships with stakeholders to support enabling environment for learners</p>	<p>a. Inclusive Practice (PPAs)</p> <ul style="list-style-type: none"> ➤ Copy of approved plan and completion report for the following <ul style="list-style-type: none"> ✓ GAD ✓ Physical and Mental Health Awareness ✓ Culture Responsiveness <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">3 PPAs</td> <td style="width: 50%;">5</td> </tr> <tr> <td>2 PPAs</td> <td>3</td> </tr> <tr> <td>1 PPA</td> <td>1</td> </tr> </table>	3 PPAs	5	2 PPAs	3	1 PPA	1	<p>5</p>
3 PPAs	5							
2 PPAs	3							
1 PPA	1							
	<p>b. Community engagement</p> <ul style="list-style-type: none"> ➤ List of projects with the community stakeholders with MOA/ MOU ➤ List of Partners in Partnership and Collaborations ➤ List of Initiated Outreach Programs/ activities ➤ Copy of Report on the conducted Stakeholders' Recognition Day ➤ Adopt-a-School Program reports ➤ Copy of PPAs that were shared or showcased to others (documented with a proposal and completion report) <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">15 MOA/MOU</td> <td style="width: 50%;">5</td> </tr> <tr> <td>10 MOA/MOU</td> <td>3</td> </tr> <tr> <td>5 MOA/MOU</td> <td>1</td> </tr> </table>	15 MOA/MOU	5	10 MOA/MOU	3	5 MOA/MOU	1	<p>5</p>
15 MOA/MOU	5							
10 MOA/MOU	3							
5 MOA/MOU	1							



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

VI. TIMETABLE OF ACTIVITIES

Period	ACTIVITY
June 29, 2022	Announcement of Award Categories through a Memorandum
July 4, 2022	Orientation on the Search
August 1- 30, 2022	Submission of Documents
September 1-20, 2022	Paper Screening (Division Level)
September 21- 30, 2022	Announcement of Winners
October 7, 2022	Awarding Ceremony