

Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Region VII, Central Visayas  
**SCHOOLS DIVISION OF NEGROS ORIENTAL**  
www.depednegor.net

October 17, 2019

**DIVISION MEMORANDUM**

No. 708 s. 2019

**2019 DIVISION SEARCH FOR THE OUTSTANDING TEACHERS,  
NON-TEACHING PERSONNEL AND SCHOOL HEADS**

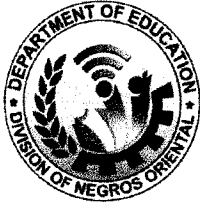
To: Assistant Schools Division Superintendents  
Chiefs, CID & SGOD  
DEPSs/EPSS/Division Coordinators  
District Supervisors/District In-Charge  
Public Elementary & Secondary School  
All Others Concerned

1. The Department of Education Division of Negros Oriental through its Program on Awards and Incentives for Service Excellence (PRAISE) Committee hereby announces the 2019 Search for Outstanding Teachers, Non-Teaching Personnel and School Heads.
2. The search aims to:
  - a. Recognize the exemplary and outstanding performance and accomplishments of Classroom Teachers, Non-Teaching Personnel, School Heads and Public Schools District Supervisors in the implementation of basic education;
  - b. Promote quality performance and commitment to public service; and
  - c. Encourage innovative and sustainable practices in education.

3. Below are the different categories for the awards:

Categories	Level
1. Outstanding Teachers	1. Elementary Kindergarten SPED MG 2. Secondary By Learning Area 3. ALS

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2. Outstanding School Heads	1. Elementary 2. Secondary
3. Outstanding Non-Teaching Personnel	Bookkeeper Disbursing Officer
4. Service Awardees (those with 40 years and more in the government service)	1. Elementary Sch. Heads & Teachers 2. Secondary Sch. Heads & Teachers 3. ALS Implementers 4. Non-Teaching Personnel (Division & District)
5. Outstanding Teaching and Non-Teaching -Coaches (1st to 3rd Place Winning Coaches during Regional and National Competitions in 2018)	1. Elementary 2. Secondary 3. ALS 4. Others School Paper Adviser

2. There shall only be one (1) nominee per District per level for categories 1 and 2. These nominees shall be pre-screened by the District Praise Committee.
3. Nominees for categories 3 & 4 shall be pre-screened by Finance Unit care of Accountant and HR care of Mrs. Lani Yurong respectively. Likewise, nominees for category 5 shall be pre-screened by the program owner/coordinator.
4. Final screening and validation shall be done by the Division PRAISE Committee.
5. Composition for the District Praise Committee:

**Category 1 :**

Chairman: PSDS

Members: 3 Elementary School Heads  
2 Secondary School Heads

**Category 2 – Elementary:**

Chairman: PSDS

Members: 3 Secondary School Heads

**Category 2 – Secondary:**

Chairman: PSDS

Members: 3 Elementary School Heads

Tel. Nos: (035)225-2838 / 225-0667/422-7644 (Division Supt's Office); (035) 225-1622 (CID); (035) 225-1623 (Legal Section); (035)225-6180 (SGOD); (035) 422-7643 (Cash Section); (035) 422-8511 (Planning Section); (035) 225-6987 (Record's Section); (035) 422-5283 (Admin. Section); (035) 422-0267 (Personnel Section); (035) 225-2376 (Guard/Medical/Dental Sections); (035) 225-7012 (Educ. Facilities Section); (035) 225-1640 & (035) 225-1640 (Acct. Budget Section); (035) 422-3921 (Supply Section)



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**Division PRAISE Committee:**

Chairperson: Dr. Nilita L. Ragay, OIC-ASDS

Vice Chairperson: Ma. Jennifer P. Piodos – Division Accountant

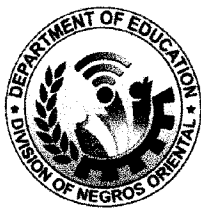
Members: Dr. Rachel B. Picardal – SGOD Chief  
Dr. Erlinda N. Calumpang – CID Chief  
Mrs. Lanie B. Yurong - Admin Officer HRMO  
Ms. Rowena Trofeo - Pres. Of Teacher's Fed. Assoc.  
Ms. Marichyle P. Lajato – Pres. Non-Teaching. Personnel  
Mr. Sonny Uy – President, PESPA

Other Members: Dr. Carmelita A. Alcala – DEPS, AP  
Dr. Nonale Q. Resoor – PSDS, Math Coordinator  
Dr. Anna Lee Amores – PSDS, English Coordinator  
Dr. Renante Juanillo, - EPS, Filipino  
Dr. Arnold Jungco – PSDS, Science Coordinator  
Ms. Katherine Y. Sedillo – EPS, SPED/Kinder  
Dr. Juliet J. Tuala – PSDS, MG Coordinator  
Mrs. Esterlina Paragoso – EPS, MAPEH  
Dr. Antonio Baguio – EPS, TLE & Values Coordinator  
Dr. Donre Mira – EPS, ALS  
Mrs. Jenith C. Cabajon, Culture and Arts/Journalism Coordinator

Secretariat : Dr. Dan P. Alar – SEPS HRDS  
Ms. Iryll Mae S. Macahig – EPS 1, HRDS  
Ms. Dae Habalo – SEPS Planning and Research

6. Documents of those who passed the pre-screening for Categories 1-3 is due at the Division PRAISE Committee on or before November 8, 2019, as follows:

- a. Nomination Form (District Level);
- b. Performance Rating for the past three (3) years;
- c. Certificate of no pending criminal and/ or administrative case from the Division Office;
- d. Supporting documents for each category per enclosed criteria.



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7. For more information, you may contact the ASDS Office-Ragay at 09756941335 or email at [sbayot2@gmail.com](mailto:sbayot2@gmail.com).

  
**WILFREDA D. BONGALOS, Ph.D., CESO V**  
Schools Division Superintendent

Tel. Nos: (035)225-2838 / 225-0667/422-7644 (Division Supt's Office); (035) 225-1622 (CID); (035) 225-1623 (Legal Section);  
(035)225-6180 (SGOD); (035) 422-7643 (Cash Section); (035) 422-8511 (Planning Section); (035) 225-6987 (Record's Section);  
(035) 422-5283 (Admin. Section); (035) 422-0267 (Personnel Section); (035) 225-2376 (Guard/Medical/Dental Sections);  
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\_\_\_\_\_  
(Date)

**DR. WILFREDA D. BONGALOS, CESO V**

Schools Division Superintendent  
DepEd, Division of Negros Oriental  
Capitol Area, Dumaguete City

**THRU: DR. NILITA L. RAGAY**

Chairman, PRAISE Committee

MADAM:

I would like to recommend \_\_\_\_\_  
(Complete Name of the Nominee)

to the 2019 Division Search for the **Outstanding Teachers, Non-Teaching Personnel, School Heads, Public Schools District Supervisors and Best Performing Schools.**

Thank you very much.

Very truly yours,

\_\_\_\_\_  
Signature over Printed Name & Position

## **PRAISE MANUAL**

### **I. Rationale**

Appreciation is a fundamental human need. Employees respond to appreciation expressed through recognition of their good work because it confirms their work is valued by others. When employees and their work are valued, their satisfaction and productivity rise, and they are motivated to maintain or improve their good work. Praise and recognition are essential to an outstanding workplace. People want to be respected and valued by others for their contribution. Everyone feels the need to be recognized as an individual or member of a group and to feel a sense of achievement for work well done or even for a valiant effort. Everyone wants a 'pat on the back' to make them feel good.

In line with DepEd Order No. 9, s. 2002 and with the Revised Policies on Employees Suggestions and Incentive Award System provided under the CSC Resolution No. 010112 and CSC Memorandum Circular No. 01 s. 2001, DepEd Negros Oriental Division adopts the herein Program on Awards and Incentives for Service Excellence (PRAISE) which aims to encourage, recognize and reward employees, individually or in groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal efforts contributing to efficiency, economy and improvement in government operations which lead to the organizational productivity.

DepEd Negros Oriental Division has institutionalized PRAISE with its reconstituted committee:

Chairperson:	SDS or his duly authorized representative
Vice Chairperson:	Head of the Budget and Finance Unit
Members:	Chiefs, CID and SGOD
	Head of the HRMO
	Representative of Teacher's Association
	Representative for Non-Teaching Personnel
Other Members:	Subject Area Supervisors
	ALS Supervisor
	SPED/Kinder Supervisor
Secretariat:	HRDS
	Planning & Research

The PRAISE Committee shall be responsible for the development, administration, monitoring and evaluation of the awards and incentives system of the agency. The agency may however employ an external or independent body to assist the PRAISE Committee to judiciously and objectively implement the system. It also aimed to review, critique and update the DepEd Negros Oriental PRAISE Guidelines to

align with DepEd Order No. 9 s. 2002, DepEd Order No. 2, s. 2015, DepEd Order No. 42, s. 2017, and CSC Revised Policies on Employees Suggestions and Incentive Awards System.

The selection for the outstanding employee is deemed essential in fostering the employees' morale and job satisfaction leading to organizational productivity.

## II. Objectives

This manual serves as a unified reference of PRAISE in the SDO. It is a tool in identifying, selecting and providing incentives to deserving employees for their outstanding accomplishments, exemplary performance, innovations and dedication to service.

The following criteria shall be used in the Search for Outstanding Teaching and Non-Teaching personnel, Outstanding School Head, Service Award for employees who served the department for 40 years and more and coaches who garnered awards from the Regional and National competitions.

## II. CRITERIA FOR THE OUTSTANDING TEACHER (Elementary & Secondary)

<b>Domain 1. Content Knowledge and Pedagogy</b> <b>Domain 1 recognizes the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. This Domain encompasses teachers' ability to apply developmentally appropriate and meaningful pedagogy on content knowledge and current research. It takes into account teachers' proficiency in Mother Tongue, Filipino and English in the Teaching and learning process, as well as needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning outcomes.</b>			
<b>Strands</b>	<b>Evidence of Effective Teaching/ MOVs</b>	<b>Points per Strand</b>	<b>Points Earned by Nominee</b>
<ul style="list-style-type: none"> <li>Model exemplary practice to improve the applications of content knowledge within and across curriculum teaching areas.</li> </ul>	Instructional Plans indicating that learners creatively do something to apply their new learning/IMs	3- 2- 1-	
<ul style="list-style-type: none"> <li>Lead colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.</li> </ul>	Presented during LACs/ conferences the art and science of teaching based on research and pedagogy/SG	2- 1-	
<ul style="list-style-type: none"> <li>Mentor colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school.</li> </ul>	Guided other teachers in the use of ICT/LAC Plan/Program Design	2- 1-	
<ul style="list-style-type: none"> <li>Model a comprehensive selection of effective teaching strategies that promote the learner achievement in literacy and numeracy.</li> </ul>	Delivered Demo Teachings using effective teaching strategies/DLP/LAC Plan/IMs	2- 1-	
<ul style="list-style-type: none"> <li>Lead colleagues in reviewing, modifying , and expanding their range of teaching</li> </ul>	Teaching strategies reviewed, modified, and expanded duly	2-	

strategies that promote critical and creative thinking, as well as other higher-order thinking skills.	certified by School Head /DLP/ DLL/ COT	1-	
<ul style="list-style-type: none"> <li>Show exemplary skills in and advocate the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic development and to foster pride of their language, heritage and culture.</li> </ul>	Advocacy activities conducted on language, cognitive and academic development of learners/advocacy materials/IMs	2- 1-	
<ul style="list-style-type: none"> <li>Exhibit exemplary practice in the use of effective verbal and non-verbal classroom communication strategies to support learner's understanding, participation, engagement and achievement in different learning contexts.</li> </ul>	Instructional Plans/activities indicating that teacher uses effective verbal and nonverbal classroom communication strategies/IMs	2- 1-	
<b>Sub-Total</b>		<b>15%</b>	

## **Domain 2. Learning Environment**

**Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. This Domain centers on creating an environment that is learner-focused and in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.**

<b>Strands</b>	<b>Evidence of Effective Teaching/ MOVs</b>	<b>Points per Strand</b>	<b>Points Earned by Nominee</b>
<ul style="list-style-type: none"> <li>Apply comprehensive knowledge of and act as a resource person for policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners.</li> </ul>	Materials/activities used/conducted as resource person promoting safe and secure learning environments	3- 2- 1-	
<ul style="list-style-type: none"> <li>Advocate and facilitate the use of effective practices to foster learning environments that promotes fairness, respect and care to encourage learning.</li> </ul>	Advocacy materials that promotes fairness, respect and care	3- 2- 1-	
<ul style="list-style-type: none"> <li>Model exemplary practices in management of classroom structure and activities, and lead colleagues at the whole-school level to review and evaluate their practices.</li> </ul>	Evidences of Classroom structure and activities and evaluation results by colleagues	3- 2- 1-	
<ul style="list-style-type: none"> <li>Facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.</li> </ul>	Report on review of effectiveness of the school's learning environment	2- 1-	
<ul style="list-style-type: none"> <li>Lead and empower colleagues in promoting learning environments that effectively motivate learners to achieve quality</li> </ul>	Minutes of meetings on promoting effective learning environment	2- 1-	



outcomes by assuming responsibility for their own learning.			
<ul style="list-style-type: none"> <li>Provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments.</li> </ul>	Minutes of meetings ensuring learning-focused environment	2- 1-	
<b>Sub-Total</b>		<b>15%</b>	
<b>Domain 3. Diversity of Learners</b> Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teacher's knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encouraged all learners to be successful citizens in a changing local and global environment.			
Strands	Evidence of Effective Teaching/ MOVs	Points per Strand	Points Earned by Nominee
<ul style="list-style-type: none"> <li>Lead colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interest, and experiences.</li> </ul>	Minutes of meetings and evaluation results	3- 2- 1-	
<ul style="list-style-type: none"> <li>Model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic and religious backgrounds to promote learner success.</li> </ul>	Instructional plans indicating the teaching practices that promote learner success	3- 2- 1-	
<ul style="list-style-type: none"> <li>Lead colleagues designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.</li> </ul>	Program design and implementation of the teaching strategies	3- 2- 1-	
<ul style="list-style-type: none"> <li>Model a range of high level skills responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.</li> </ul>	Instructional plan indicating the high level skills to special educational needs	3- 2- 1-	
<ul style="list-style-type: none"> <li>Show comprehensive skills in delivering culturally appropriate teaching strategies to address effectively the needs of learners from indigenous groups.</li> </ul>	Instructional plans indicating culturally appropriate teaching strategies	3- 2- 1-	
<b>Sub-Total</b>		<b>15%</b>	

#### Domain 4. Curriculum and Planning

Domain 4 addresses teachers' knowledge of and interaction with the national and local curriculum requirements. This Domain encompasses their ability to translate curriculum content into learning activities that

are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects the teachers to communicate learning goals to support learner's participation, understanding and achievement.

Strands	Evidence of Effective Teaching/ MOVs	Points per Strand	Points Earned by Nominee
<ul style="list-style-type: none"> <li>Model exemplary practice and lead colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes.</li> </ul>	Minutes of meetings indicating enhancement of current practices of developmentally sequenced teaching	3- 2- 1-	
<ul style="list-style-type: none"> <li>Exhibit high-level skills and lead in setting achievable and challenging learning outcomes that are aligned with learning competencies toward: the cultivation of a culture of excellence for all.</li> </ul>	Instructional plans and minutes of meeting indicating leadership in setting achievable and challenging learning outcomes	3- 2- 1-	
<ul style="list-style-type: none"> <li>Provide advice in the design and implementation of relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels.</li> </ul>	Critiqued and quality assured instructional plans	3- 2- 1-	
<ul style="list-style-type: none"> <li>Lead colleagues in professional discussions to plan and implement strategies that enrich teaching practice.</li> </ul>	Minutes of meetings showing enriching teaching practices	3- 2- 1-	
<ul style="list-style-type: none"> <li>Model exemplary skills and lead colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.</li> </ul>	Model of learning resources developed and evaluated	3- 2- 1-	
<b>Sub-Total</b>		<b>15%</b>	

#### **Domain 5. Assessment and Reporting**

Domain 5 relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This Domain concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

Strands	Evidence of Effective Teaching/ MOVs	Points per Strand	Points Earned by Nominee
<ul style="list-style-type: none"> <li>Lead initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative</li> </ul>	Minutes of led initiatives on evaluation of assessment policies and guidelines	3- 2- 1-	

and summative assessment strategies consistent with curriculum requirements.			
<ul style="list-style-type: none"> <li>Provide advice on, and mentor colleagues in the effective analysis and use of learner attainment data.</li> </ul>	Record of mentoring activities	3- 2- 1-	
<ul style="list-style-type: none"> <li>Exhibit exemplary skills and lead initiatives to support colleagues in applying strategies that effectively provide timely, accurate and constructive feedback to learners to improve learning achievement.</li> </ul>	Report on initiatives and support to colleagues to improve learning achievement	3- 2- 1-	
<ul style="list-style-type: none"> <li>Share with colleagues a wide range of strategies that ensure effective communication of learner's needs, progress and achievement to key stakeholders, including parents/guardians.</li> </ul>	Report on strategies of effective communication to key stakeholders	3- 2- 1-	
<ul style="list-style-type: none"> <li>Lead colleagues to explore, design and implement effective practices and programs using information derived from assessment data.</li> </ul>	Program design and implementation using assessment data.	3- 2- 1-	
<b>Sub-Total</b>		<b>15%</b>	
<b>Domain 6. Community Linkages and Professional Engagement</b> Domain 6 affirms the role of teacher in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.			
<b>Strands</b>	<b>Evidence of Effective Teaching/ MOVs</b>	<b>Points per Strand</b>	<b>Points Earned by Nominee</b>
<ul style="list-style-type: none"> <li>Model exemplary practice and empower colleagues to establish and maintain effective learning environments that are responsive to community contexts.</li> </ul>	Report on empowerment of colleagues on establishing and maintaining effective learning environments	3- 2- 1-	
<ul style="list-style-type: none"> <li>Lead in consolidating networks that strengthen relationships with parents/guardians and the wider school community to community to maximize their involvement in the educative process.</li> </ul>	Record of attendance of key stakeholders involved in the educative process	3- 2- 1-	
<ul style="list-style-type: none"> <li>Lead colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the Code of Ethics for Professional Teachers.</li> </ul>	Minutes of meeting in the regular review of existing codes, laws and regulations that apply to the teaching profession	3- 2- 1-	
<ul style="list-style-type: none"> <li>Evaluate existing school policies and procedures to make them more responsive</li> </ul>	Record of existing school policies and procedures evaluated	3- 2-	

to the needs of the learners, parents and other stakeholders.		1-	
<b>Sub-Total</b>		<b>12%</b>	
<b>Domain 7. Personal Growth and Professional Development</b> Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.			
<b>Strands</b>	<b>Evidence of Effective Teaching/ MOVs</b>	<b>Points per Strand</b>	<b>Points Earned by Nominee</b>
<ul style="list-style-type: none"> <li>Model a learner-centered teaching philosophy through teaching practices that stimulate colleagues to engage in further professional learning.</li> </ul>	Models of teaching practices used	3- 2- 1-	
<ul style="list-style-type: none"> <li>Act as a role model and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school</li> </ul>	Models of building a positive teaching and learning culture	3- 2- 1-	
<ul style="list-style-type: none"> <li>Take a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.</li> </ul>	Records of support to colleagues	3- 2- 1-	
<ul style="list-style-type: none"> <li>Demonstrate leadership within and across school contexts in critically evaluating practice and setting clearly defined targets for professional development.</li> </ul>	Minutes of meeting showing critically evaluating practice and setting clearly defined targets for professional development	2- 1-	
<ul style="list-style-type: none"> <li>Lead reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers.</li> </ul>	Minutes of meeting showing reforms in enhancing professional development programs of teachers	2- 1-	
<b>Sub-Total</b>		<b>13%</b>	
<b>Grand Total</b>		<b>100%</b>	

**CRITERIA FOR EVALUATION  
OUTSTANDING SCHOOL HEAD  
(Elementary and Secondary)**

This search is open to all School Heads with at least three (3) year experience, including TICs, and those who have an aggregate experience as SIC/OIC and TIC for 3 years.

I. PERSONAL QUALITIES AND CHARACTER		SCORE																
<p><b>Dedication and Diligence (10 pts.)</b> (The degree of love for work, sincerity, and industriousness in performing his/her task, duties, and responsibilities)</p> <p>Demonstrates exceptional level of dedication, and diligence in his/her work 10 pts.</p> <p>Demonstrates very high level of dedication, and diligence in his/her work 8 pts.</p> <p>Demonstrates high level of dedication, and diligence in his/her work 6 pts.</p> <p>Demonstrates average level of dedication, and diligence in his/her work 4 pts.</p> <p>Demonstrates low level of dedication, and diligence in his/her work 2 pts.</p> <p><b>Required Document/s:</b> Certification from Authorized Division Official, Part II of the IPCRF, Performance Evaluation Report from Immediate Supervisor, and other Performance Evaluation Information</p>																		
<p><b>II. PERSONAL COMPETENCE AND EFFECTIVENESS (90 pts.)</b></p> <p><b>A. Performance Rating of at least Very Satisfactorily (VS) for the last 3 years 30 pts.</b></p> <ul style="list-style-type: none"><li>• Average Rating – 5.0 is equivalent to 30 points</li><li>• Average Rating – 4.6 – 4.9 is equivalent to 25 points</li><li>• Average Rating – 4.3 – 4.5 is equivalent to 10 points</li><li>• Average Rating – 3.5 – 4.2 is equivalent to 5 points</li></ul> <p><b>Required Document:</b> OPCRf (Certified True Copy)</p> <p><b>B. Outstanding Accomplishments in the last three (3) years 10 pts.</b></p> <ul style="list-style-type: none"><li>• The school (current or previous school assignment) a consistent Top Performing School in the NAT or other Achievement Tests.</li></ul> <table><tr><th>National</th><th>Region</th><th>Division</th><th>District</th></tr><tr><td>1<sup>st</sup> Placer – 10 pts</td><td>1<sup>st</sup> Placer – 8 pts</td><td>1<sup>st</sup> Placer – 6 pts</td><td>1<sup>st</sup> Placer – 4 pts</td></tr><tr><td>2<sup>nd</sup> Placer – 7 pts.</td><td>2<sup>nd</sup> Placer – 6 pts</td><td>2<sup>nd</sup> Placer – 4 pts</td><td>2<sup>nd</sup> Placer – 2 pts</td></tr><tr><td>3<sup>rd</sup> Placer – 5 pts</td><td>3<sup>rd</sup> Placer – 4 pts</td><td>3<sup>rd</sup> Placer – 2 pts</td><td>3<sup>rd</sup> Placer – 1 pt</td></tr></table> <p><b>Required Document:</b> Certification from Authorized Division Official</p>		National	Region	Division	District	1 <sup>st</sup> Placer – 10 pts	1 <sup>st</sup> Placer – 8 pts	1 <sup>st</sup> Placer – 6 pts	1 <sup>st</sup> Placer – 4 pts	2 <sup>nd</sup> Placer – 7 pts.	2 <sup>nd</sup> Placer – 6 pts	2 <sup>nd</sup> Placer – 4 pts	2 <sup>nd</sup> Placer – 2 pts	3 <sup>rd</sup> Placer – 5 pts	3 <sup>rd</sup> Placer – 4 pts	3 <sup>rd</sup> Placer – 2 pts	3 <sup>rd</sup> Placer – 1 pt	
National	Region	Division	District															
1 <sup>st</sup> Placer – 10 pts	1 <sup>st</sup> Placer – 8 pts	1 <sup>st</sup> Placer – 6 pts	1 <sup>st</sup> Placer – 4 pts															
2 <sup>nd</sup> Placer – 7 pts.	2 <sup>nd</sup> Placer – 6 pts	2 <sup>nd</sup> Placer – 4 pts	2 <sup>nd</sup> Placer – 2 pts															
3 <sup>rd</sup> Placer – 5 pts	3 <sup>rd</sup> Placer – 4 pts	3 <sup>rd</sup> Placer – 2 pts	3 <sup>rd</sup> Placer – 1 pt															
<p><b>C. Innovations- (10 points maximum)</b></p> <p>Innovative teaching approaches/strategies/practices/materials in the last 3 years properly documented, approved by immediate superior attested by authorized division official:</p> <table><tr><th>Innovations</th><th>Score</th></tr><tr><td rowspan="5">Instructional materials/learning kit, Lesson exemplar/module Action plan/Intervention package, Continuous Improvement Project (CIP)</td><td>Adopted in school - 2 pts.</td></tr><tr><td>Adopted in the district - 4 pts.</td></tr><tr><td>Adopted in the division - 6 pts.</td></tr><tr><td>Adopted in the region - 8 pts.</td></tr><tr><td>Adopted in the entire country - 10 pts.</td></tr></table> <p><b>Required Document/s:</b> DLP/DLL/Instructional/Work Plans, IMs, Certification from the division authorized officials, and other related documents that shows original creation and idea</p>		Innovations	Score	Instructional materials/learning kit, Lesson exemplar/module Action plan/Intervention package, Continuous Improvement Project (CIP)	Adopted in school - 2 pts.	Adopted in the district - 4 pts.	Adopted in the division - 6 pts.	Adopted in the region - 8 pts.	Adopted in the entire country - 10 pts.									
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	Adopted in the division - 6 pts.																	
	Adopted in the region - 8 pts.																	
	Adopted in the entire country - 10 pts.																	
<p><b>D. Research and Development (10 pts. maximum)</b></p>																		

Research conducted has been approved and the specific level (division, district or school) is indicated in the approval sheet. Points in group research will be divided for each member. Intervention concept is relevant and implemented in the school level <b>4pts.</b> Intervention concept is relevant and implemented in the district level <b>6pts.</b> Intervention concept is relevant and implemented in the division level <b>8pts.</b> Intervention concept is relevant and implemented in the region level <b>10pts.</b> <b>Required Document/s:</b> Rationale of the Research, Baseline Data, MOA, and related documents									
<b>E. Publication/Authorship (5 pts.) for the last 5 years</b> <ul style="list-style-type: none"><li>Article published School - <b>1 pt.</b> Division – <b>2 pts.</b> Regional/National – <b>3 pts.</b></li><li>Co-authorship of a book <b>4 pts.</b></li><li>Sole authorship of the book <b>5 pts.</b></li></ul> <b>Required Document/s:</b> Copy of the publication, Certification, and other related documents									
<b>F. Personal/Professional Advancement (5 pts.)</b> <ul style="list-style-type: none"><li>Doctoral Degree <b>5 pts.</b></li><li>Complete Academic requirement for Doctoral Degree <b>4 pts.</b></li><li>Master’s Degree <b>3 pts.</b></li><li>Complete Academic Requirements for Master’s Degree <b>2 pts.</b></li><li>Units in M.A. (18-24 units) <b>1 pts.</b></li></ul> <b>Required Document/s:</b> Transcript of Records (TOR)									
<b>G. Trainings and Workshops Attended and Facilitated (20 pts.)</b> 1. Recipient of Scholarship program, short courses, and study grants ( <b>5 pts. maximum</b> ) International <b>5 pts.</b> National <b>3 pts.</b> Regional <b>2 pts.</b> Division <b>1 pt.</b> 2. Participation in training activities in each level with the following duration: ( <b>5 pts. maximum</b> ) <b>for the last 3 years (Cumulative Scores)</b> <table><tr><th>2 to 3 days</th><th>4 to 5 days</th><th>6 to 7 days</th><th>8 days and above</th></tr><tr><td>National – 1 pt. Regional - 0.75 pt. Division – 0.25 pt.</td><td>National – 2 pts. Regional – 1 pt. Division – 0.50 pt.</td><td>National – 3 pts. Regional – 2 pts. Division - .75 pt.</td><td>National – 5 pts. Regional – 3 pts. Division – 1 pt.</td></tr></table>	2 to 3 days	4 to 5 days	6 to 7 days	8 days and above	National – 1 pt. Regional - 0.75 pt. Division – 0.25 pt.	National – 2 pts. Regional – 1 pt. Division – 0.50 pt.	National – 3 pts. Regional – 2 pts. Division - .75 pt.	National – 5 pts. Regional – 3 pts. Division – 1 pt.	
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3. Relevant Training ( <b>5 pts.</b> ) The nominee served as speaker/resource speaker/Facilitator in training workshop(s) <ul style="list-style-type: none"><li>National - 5 pts.</li><li>Regional - 4 pts.</li><li>Division - 3 pts.</li><li>District - 2 pts.</li><li>School - 1 pt.</li></ul>									

**H. Additional points (5 pts. maximum)**

Nominee participated in the Search for Outstanding Employee Award or the current school assignment participated in any Academic and Non-Academic National Contest

<b>National</b>	<b>Regional</b>	<b>Division</b>	<b>District</b>
1 <sup>st</sup> Placer- 5 pts.	1 <sup>st</sup> Placer – 4 pts.	1 <sup>st</sup> Placer – 3 pts.	1 <sup>st</sup> Placer – 2 pts.
2 <sup>nd</sup> Placer- 4 pts.	2 <sup>nd</sup> Placer – 3 pts.	2 <sup>nd</sup> Placer – 2 pts.	2 <sup>nd</sup> Placer – 1 pt.
3 <sup>rd</sup> Placer – 3 pts.	3 <sup>rd</sup> Placer – 2 pts.	3 <sup>rd</sup> Placer – 1 pt.	3 <sup>rd</sup> Placer – 0.5 pt.

**Required Document/s:** Certificates of Participation and Recognition

**Grand Total**

**CRITERIA FOR EVALUATION**  
**OUTSTANDING ALTERNATIVE LEARNING SYSTEM (ALS) MOBILE TEACHER**

I. PERSONAL QUALITIES AND CHARACTER	SCORE
<p><b>Dedication and Diligence (10 pts.)</b>            (The degree of love for work, sincerity, and industriousness in performing his/her task, duties, and responsibilities)</p> <p>Demonstrates exceptional level of dedication, and diligence in his/her work      <b>10</b>            Demonstrates very high level of dedication, and diligence in his/her work      <b>8</b>            Demonstrates high level of dedication, and diligence in his/her work      <b>6</b>            Demonstrates average level of dedication, and diligence in his/her work      <b>4</b>            Demonstrates low level of dedication, and diligence in his/her work      <b>2</b></p> <p><b>Required Document/s:</b> Certification from Authorized Division Official, Part II of the IPCRF, Performance Evaluation Report from Immediate Supervisor, and other Performance Evaluation Information</p>	
<p><b>II. INSTRUCTIONAL COMPETENCE AND TEACHING EFFECTIVENESS (90 pts.)</b></p> <p><b>A. Performance Rating of at least Very Satisfactorily (VS) for the last 3 years 20 pts.</b></p> <ul style="list-style-type: none"> <li>• Average Rating – 5.0 is equivalent to 20 points</li> <li>• Average Rating – 4.6 – 4.9 is equivalent to 15 points</li> <li>• Average Rating – 4.3 – 4.5 is equivalent to 10 points</li> <li>• Average Rating – 3.5 – 4.2 is equivalent to 5 points</li> </ul> <p><b>Required Document:</b> IPCRF (Certified True Copy)</p> <p><b>B. Accreditation and Equivalency (A&amp;E) Passers (Average, last 3 years) 10 pts</b></p> <p>76-100%      10 pts.            51-75%      8 pts.            26-50%      6 pts.            1-25%      4 pts.</p> <p><b>Required Document:</b> Certification from Planning Section</p>	
<p><b>C. Innovations – (10 points maximum)</b></p> <p>Innovative teaching approaches/strategies/practices/materials in the last 3 years properly documented, approved by immediate superior attested by authorized division official:</p> <p>Fully implemented      10 pts.            Started implementation      8 pts.            Action Plan      6 pts.            Planned      4 pts.            Conceptualized      2 pts.</p> <p><b>Required Document/s:</b> DLP/DLL/Instructional Plans, IMs, and other related documents that shows original creation and idea</p>	
<p><b>D. Research and Development (15 pts. maximum)</b></p> <p>Research conducted has been approved and the specific level (division, district or school) is indicated in the approved sheet. Points in group research will be divided for each member.</p> <p>Intervention concept is relevant and can be implemented in the school level      <b>5 pts.</b>            Intervention concept is relevant and can be implemented in the district level      <b>10 pts.</b>            Intervention concept is relevant and can be implemented in the division level      <b>12 pts.</b>            Intervention concept is relevant and can be implemented in the region level      <b>15 pts.</b></p> <p><b>Required Document/s:</b> Rationale of the Research, Baseline Data, MOA and related documents</p>	
<p><b>E. Publication/ Authorship (10 pts.) for the last 5 years</b></p>	



<p>(Cumulative Scores)</p> <ul style="list-style-type: none"><li>Article published School 1pt. Division 2 pts. Regional/National 3 pts. Co-authorship of a book 5 pts. Sole authorship of the book 10 pts.</li></ul> <p>Required Document/s: Copy of the publication, Certification and other related documents</p>																					
<p><b>F. Personal/Professional Advancement (5 pts.)</b></p> <ul style="list-style-type: none"><li>Doctoral Degree 5 pts.</li><li>Complete Academic requirement for Doctoral Degree 4 pts.</li><li>Master's Degree 3 pts.</li><li>Complete Academic Requirement for Master's Degree 2 pts.</li><li>Units in M.A. (18-24 units) 1 pt.</li></ul> <p>Required Document/s: Transcript of Records (TOR)</p>																					
<p><b>G. Trainings and Workshops (20 pts.)</b></p> <p>1. Recipient of the Scholarship program, short courses, and study grants (5pts. maximum)</p> <table><tr><td>International</td><td>5 pts.</td></tr><tr><td>National</td><td>3 pts.</td></tr><tr><td>Regional</td><td>2 pts.</td></tr><tr><td>Division</td><td>1 pt.</td></tr></table> <p>2. Participation in training activities in each level with the following duration: (5 pts. maximum) for the last 3 years (Cumulative Scores)</p> <table><tr><th>2 to 3 days</th><th>4 to 5 days</th><th>6 to 7 days</th><th>8 days and above</th></tr><tr><td>National – 1 pt. Regional – 0.75 pt. Division – 0.25 pt.</td><td>National – 2 pts. Regional – 1 pt. Division – 0.50 pt.</td><td>National – 3 pts Regional – 2 pts Division - .75 pt.</td><td>National – 5 pts. Regional – 3 pts Division – 1 pt.</td></tr></table>					International	5 pts.	National	3 pts.	Regional	2 pts.	Division	1 pt.	2 to 3 days	4 to 5 days	6 to 7 days	8 days and above	National – 1 pt. Regional – 0.75 pt. Division – 0.25 pt.	National – 2 pts. Regional – 1 pt. Division – 0.50 pt.	National – 3 pts Regional – 2 pts Division - .75 pt.	National – 5 pts. Regional – 3 pts Division – 1 pt.	
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<p>3. Relevant Training (5 pts.)</p> <p>The nominee served as speaker/resource speaker/Facilitator in training workshop(s)</p> <ul style="list-style-type: none"><li>National - 5 pts.</li><li>Regional - 4 pts.</li><li>Division - 3 pts.</li><li>District - 2 pts.</li><li>School - 1 pt.</li></ul> <p>4. Additional points (5 pts. maximum)</p> <p>Nominee served as trainer/coach in a competition in the last 3 years</p> <table><tr><th>National</th><th>Regional</th><th>Division</th><th>District</th><th>School</th></tr><tr><td>1<sup>st</sup> Placer- 5 pts. 2<sup>nd</sup> Placer- 4 pts. 3<sup>rd</sup> Placer – 3 pts.</td><td>1<sup>st</sup> Placer – 4 pts. 2<sup>nd</sup> Placer – 3 pts. 3<sup>rd</sup> Placer – 2 pts.</td><td>1<sup>st</sup> Placer – 3 pts. 2<sup>nd</sup> Placer – 2 pts. 3<sup>rd</sup> Placer – 1 pt.</td><td>1<sup>st</sup> Placer – 2 pts. 2<sup>nd</sup> Placer – 1 pt. 3<sup>rd</sup> Placer – 0.5 pt.</td><td>1<sup>st</sup> Placer- 1 pt 2<sup>nd</sup> Placer – 0.5 pt. 3<sup>rd</sup> Placer – 0.25 pt.</td></tr></table>					National	Regional	Division	District	School	1 <sup>st</sup> Placer- 5 pts. 2 <sup>nd</sup> Placer- 4 pts. 3 <sup>rd</sup> Placer – 3 pts.	1 <sup>st</sup> Placer – 4 pts. 2 <sup>nd</sup> Placer – 3 pts. 3 <sup>rd</sup> Placer – 2 pts.	1 <sup>st</sup> Placer – 3 pts. 2 <sup>nd</sup> Placer – 2 pts. 3 <sup>rd</sup> Placer – 1 pt.	1 <sup>st</sup> Placer – 2 pts. 2 <sup>nd</sup> Placer – 1 pt. 3 <sup>rd</sup> Placer – 0.5 pt.	1 <sup>st</sup> Placer- 1 pt 2 <sup>nd</sup> Placer – 0.5 pt. 3 <sup>rd</sup> Placer – 0.25 pt.							
National	Regional	Division	District	School																	
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<p>Required Document/s: Certificate of Participation and Recognition</p>																					
<p>Grand Total</p>																					

**CRITERIA FOR THE DIVISION SEARCH FOR OUTSTANDING ELEMENTARY/SECONDARY SCHOOL  
PAPER ADVISER**

**Basic Qualification:** Must have been a school paper adviser for at least five (5) consecutive years, immediately prior to the search

**A. Performance Rating ..... 5 points**

Must have an average performance rating of not lower than Very Satisfactorily (VS) for the past (3) school years.

**Descriptive Rating**

4.5-5	5 pts	SY 2015-2016
3.5-4.49	4 pts	SY 2016-2017
2.5-3.49	3 pts	SY 2017-2018
1.5-2.49	2 pts	
1-1.49	1 pt	

**B. Achievement in Journalism Competitions (for the past 3 years)..... 55 pts**

1. Individual Contests .....20 pts

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
National Level	20	19	18	17	16	15	14
Regional Level	13	12	11	10	9	8	7
Divisional Level	6	5	4	3	2	1	1

2. Group (School Paper) Contests ..... 20 pts

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
National Level	20	19	18	17	16	15	14
Regional Level	13	12	11	10	9	8	7
Divisional Level	6	5	4	3	3	2	2

3. Script Writing & Radio Broadcasting..... 10 pts

a. Individual Awards

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
National Level	10	9	8
Regional Level	7	6	5
Division Level	4	3	2

b. Group Awards

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
National Level	10	9	8
Regional Level	7	6	5
Division Level	4	3	2

4. Collaborative Publishing ..... 5pts

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
National Level	10	9	8
Regional Level	7	6	5
Division Level	4	3	2

<b>C. Leadership related to Journalism ..... 15 pts</b>			
Position	National	Regional	Division
Association President	15	10	5
V-Prexy/Asso. Publication Editor)	10	5	3
Secretary/Treasurer/ Other Positions	5	3	1
<b>D. Extension Service/Contribution to Journalism ..... 10 pts</b>			
Services	National	Regional	Division
Organizer/Trainer/Resource	10	7	4
Speaker/ Committee Chair			
Facilitator	7	4	2
Committee Membership	4	2	1
<b>E. Published articles and reading materials germane to journalism ..... 5 pts</b>			
Books/Modules on Journalism ..... 5 pts			
Articles ..... 2 pts			
<b>F. Scholarship/Awards in Journalism ..... 5 pts</b>			
<b>G. Panel Interview ..... 5 pts</b>			

**Total # of points= 100 pts**

Note:

1. If the nominee cannot submit himself/herself in a panel interview due to a valid reason backed up with pertinent paper the, he/she is not disqualified to join the search.
2. All documents/claims should be supported with certifications duly signed by the concerned authorities.

**\*Criteria for Outstanding Non-Teaching Personnel, specifically for Bookkeepers shall be prepared by the Finance Unit and for Disbursing Officers by the Cash Section**

**SERVICE AWARD:**

Granted in recognition to an employee who has served continuously and satisfactorily in the department for 40 years and above. Cognizant to the dedication and commitment to the department, these employees shall be given due recognition. The SDO will identify the said awardees based on available records at the HR unit.

**OUTSTANDING COACHES**

These are coaches of students who placed 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> during Regional and National Competitions. Nominees shall submit a photocopy of their certificate of recognition as evidence duly certified by the program coordinators.

**DIVISION SEARCH FOR THE OUTSTANDING TEACHERS, NON-TEACHING PERSONNEL,  
AND SCHOOL HEADS**

**NOMINATION FORM**

Nomination For:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Outstanding Teacher | <input type="checkbox"/> Non-Teaching Personnel | <input type="checkbox"/> ALS Mobile Teacher |
| <input type="checkbox"/> School Head         | <input type="checkbox"/> School Paper Adviser   |   |

**The Nominee**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Telephone/Cellphone/s: \_\_\_\_\_ Email: \_\_\_\_\_

Permanent Address:

\_\_\_\_\_  
\_\_\_\_\_

School Level:

Elementary (Name): \_\_\_\_\_

Secondary (Name): \_\_\_\_\_

**The Nominator**

Signature Over Printed Name: \_\_\_\_\_

Telephone/Cellphone No/s: \_\_\_\_\_

Permanent Address:

\_\_\_\_\_  
\_\_\_\_\_

District/Community Address:

\_\_\_\_\_

Brief reason/s for  
nomination: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**CERTIFICATION**

This is to certify that, as per record files in this office \_\_\_\_\_

**(Complete Name)**

\_\_\_\_\_ of \_\_\_\_\_, has no pending criminal

**(Position)**

**(Complete Name of School/Office)**

and/ or Administrative cases filed against him/her nor was he/she required to resign pursuant to Letter of Instruction No. 14 of the President of the Republic of the Philippines.

Issued this \_\_\_\_\_ day of \_\_\_\_\_ 2019 in \_\_\_\_\_  
for official purpose.

\_\_\_\_\_  
**Signature Over Printed Name and Position**

\_\_\_\_\_  
(Date)

**WILFREDA D. BONGALOS, Ph.D. CESO V**  
Schools Division Superintendent  
DepEd, Division of Negros Oriental  
Capitol Area, Dumaguete City

Thru: **DR. NILITA L. RAGAY**  
Chairman, PRAISE Committee

MADAM:

I would like to recommend \_\_\_\_\_  
(Complete Name of the Nominee)

to the **2019 DIVISION SEARCH FOR THE OUTSTANDING TEACHERS, NON-TEACHING PERSONNEL,  
SCHOOL HEADS, PUBLIC SCHOOLS DISTRICT SUPERVISORS AND BEST PERFORMING SCHOOLS.**

Thank you very much.

Very truly yours,

\_\_\_\_\_  
Signature Over Printed Name & Position

**CRITERIA FOR EVALUATION**  
**FOR DIVISION SEARCH FOR NON-TEACHING PERSONNEL**

**A. Qualification for Nomination**

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

1. A model of morality and integrity both in public and private life;
2. Has good human relations in the school/School Division Office and in the community;
3. A permanent employee in DepEd who holds either at least a Level 1 or Level 2 position least for the last three(3) years;
4. Has been rated at least "Very Satisfactory" or its equivalent for the last three (3) performance rating periods prior to the nomination;
5. Has not been found guilty of any administrative or criminal offense;

**B. Selection Criteria & Rubrics**

1. **Quality & Consistency of Performance** – Average of the performance ratings for the last three years manifested exemplary noteworthiness that contributed to the achievement of the school/division (20 points)
  - 4.800 – 5.000 – 20 points
  - 4.600 – 4.899 - 18 points
  - 4.400 - 4.699 - 16 points
  - 4.200 – 4.499 - 14 points
  - 4.000 – 4.199 - 12 points
2. **Responsiveness to the Public/Clientele** – Extension/Provision of prompt, courteous, and adequate service to the public/clients ( 20 points)
  - Always extends/provide prompt, courteous and adequate service to the public clients (20 pts.)
  - Most Often extends/provide prompt, courteous and adequate service to the public clients (18 pts.)
  - Often extends/provide prompt, courteous and adequate service to the public clients (16 pts.)
  - Rarely extends/provide prompt, courteous and adequate service to the public clients (14pts.)
  - Never extends/provide prompt, courteous and adequate service to the public clients (12 pts.)
3. **Dedication , Punctuality and Diligence** – The degree of punctuality, love for work, sincerity and industriousness in performing his/her tasks, duties, and responsibilities (20 points)
  - Shows very high level of dedication, punctuality and diligence in his/her work (20 pts.)
  - Shows high level of dedication, punctuality and diligence in his/her work ( 18 pts.)
  - Shows average level of dedication, punctuality and diligence in his/her work ( 16 pts.)
  - Shows low level of dedication, punctuality and diligence in his/her work ( 14pts.)
  - Shows very low level of dedication, punctuality and diligence in his/her work ( 12pts.)



4. **Honesty, Trustworthiness and Sincerity** – The depth of truthfulness, dependability, and transparency as manifested in his/her ideas, words, and acts as an employee **(20 points)**
- Demonstrates **very highly commendable** dept of honesty, truthfulness and sincerity (20 points)
  - Demonstrates **highly commendable** dept of honesty, truthfulness and sincerity (18 points)
  - Demonstrates **commendable** dept of honesty, truthfulness and sincerity ( 16 points)
  - Demonstrates **less commendable** dept of honesty, truthfulness and sincerity (14 points)
  - Demonstrates **no commendable** dept of honesty, truthfulness and sincerity (20 points)
5. **Difficulty and Risk Inherent in the Work** – The degree of sacrifice, danger, hazard substantially present in the work. ( 20 points )
- Experiences **extremely high difficulty** and risk in his/her work (20 points)
  - Experiences **high difficulty** and risk in his/her work ( 18 points)
  - Experiences **average difficulty** and risk in his/her work ( 16 points)
  - Experiences **low difficulty** and risk in his/her work ( 14 points)
  - Experiences **very low difficulty** and risk in his/her work ( 12 points)

**INDIVIDUAL SUMMARY OF SCORES  
FOR 2019 DIVISION SEARCH FOR NON-TEACHING PERSONNEL**

Name of Nominee: \_\_\_\_\_ Unit/Section: \_\_\_\_\_  
Position: \_\_\_\_\_ School/Office: \_\_\_\_\_  
School/Office Address: \_\_\_\_\_  
Nature of Work: \_\_\_\_\_

INDICATOR	POINT
1. Quality and Consistency of Performance	
2. Responsiveness to the Public/Cienteles	
3. Dedication, Punctuality and Diligence	
4. Honesty, Trustworthiness and Sincerity	
5. Difficulty and Risk Inherent in the Work	
TOTAL POINTS	

Remarks/Comments:

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Accomplished by:

Name of Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature of Evaluator: \_\_\_\_\_ Date Evaluated: \_\_\_\_\_

Approved:

\_\_\_\_\_  
Chair, Preliminary Screening & Selection Committee