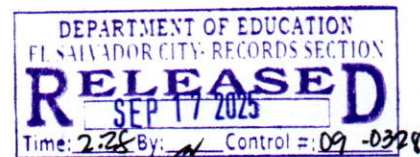




Republic of the Philippines
Department of Education
REGION X- NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY



15 September 2025

DIVISION MEMORANDUM
No. 378, s. 2025

**2025 DIVISION SEARCH FOR OUTSTANDING TEACHING
AND NON-TEACHING PERSONNEL**

To: All Section Heads
All Public Elementary School Heads
All Public Secondary School Heads
All Others Concerned

1. This Office issues the Implementation Guidelines on the Program on Awards and Incentives for Service Excellence (PRAISE) for the 2025 Division Search for Outstanding Teaching and Non-Teaching Personnel.
2. This activity aims to recognize employees, and offices for their outstanding achievements, exemplary performance, extraordinary contributions, and efforts that enhance efficiency, economy, and government operations, thereby fostering equal opportunity and organizational productivity.
3. Employees who have previously won (1st place) in the regional search are ineligible to participate in the current activity. However, they may still join if it is with **another** category (*ex. A teacher category winner can join the Master Teacher Category or School Head Category if applicable*).
4. It is reiterated that schools shall submit **ONE entry ONLY per category**; hence, the school PRAISE shall also conduct localized screening before endorsement to the division level.
5. The following are attached for reference:
 - a. Attachment No. 1 – Guidelines for the 2025 Division Search for the Most Outstanding Teaching and Non-Teaching Personnel
 - b. Attachment No. 2 – Criteria for Evaluation
 - c. Attachment No. 3 – Evaluators and Persons In-Charge per Category

6. Please see timeline of activity to ensure a smooth and systematic conduct of the screening process.

Activities	Dates
School Screening by School PRAISE	September 16 – October 8
Submission of documents to the Division Office (c/o Division PRAISE Secretariat)	October 9 (until 5:00 P.M Only)
Sorting and Recording of Entries (PRAISE)	October 10
Screening and Evaluation	October 13-16
Interview (Top 3)	October 16
Submission of Results to PRAISE (A.M)	October 17
Announcement of Qualifiers/Winner (P.M)	
Technical Assistance to Winner (<i>with document packaging</i>)	October 20-23
Submission of Final/Edited Documents to PRAISE (for endorsement to Regional Office)	October 24

7. For inquiries, please contact the PRAISE Committee through praise.elsalvadorcity@depd.gov.ph.

8. This Office directs the immediate and wide dissemination of this Memorandum


RANDOLPH B. TORTOLA
 Schools Division Superintendent

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

PRAISE AWARDS PERSONNEL

Attachment No. 1 to Division Memorandum No. _____, s. 2025

Guidelines for the 2025 Division Search for the Most Outstanding Teaching and Non-Teaching Personnel

I. CATEGORIES

A. Most Outstanding Teacher

1. Key Stage 1 (Primary School)
2. Key Stage 2 (Middle School)
3. Key Stage 3 (Junior High School)
4. Key Stage 4 (Senior High School)
5. Special Education Program
6. Alternative Learning System Program

B. Most Outstanding Master Teacher

1. Elementary
2. Secondary

These awards recognize exceptional teachers who have demonstrated unwavering dedication and commitment to teaching, consistently exhibiting the highest levels of professionalism as outlined in their Job Description, going above and beyond the specified duties, and achieving remarkable accomplishments that underscore their exceptional merit.

C. Most Outstanding School Head (*Principal/ Head Teacher/ SIC*)

1. Elementary
2. Secondary

This award recognizes school heads who have consistently demonstrated exemplary leadership and professionalism in executing their responsibilities as outlined in the Job Description/OPCRF, thereby earning a distinguished merit.

D. Most Outstanding Non-Teaching Personnel

1. Level 1
2. Level 2

This award recognizes employees within Levels 1 and 2 who consistently exhibit traits of organization, independence, innovation, and professionalism in executing their assigned tasks; go above and beyond their duties; and exceed expectations.

II. STEPS IN THE SEARCH PROCESS FOR THE DIFFERENT CATEGORIES

A. Following the attached guidelines and criteria, the schools shall conduct a thorough search following the criteria

B. Those who emerge as winners in various categories at the school level will automatically progress as finalists at the division level search.

C. The SDO shall diligently evaluate, validate, and rank all the finalists within each category.

D. The official winner for each category will be declared only from the top-ranking finalist designated as rank 1 in the schools.

F. The top-ranked finalist from the division's search in each category will advance as the finalist for the *2023 Pasidungog sa Amihanang Mindanao (2023 PAM)*.

III. MONITORING AND EVALUATION

The PRAISE Committee, in collaboration with the Human Resource Development Section (HRDS), will oversee the monitoring and evaluation of Rewards and Recognition activities. This effort will be done in conjunction with the Monitoring and Evaluation (M&E) section to assess the impact and relevance of the award categories.

Following the award ceremony, the employees shall promptly complete an evaluation tool designed to gauge the effectiveness and appropriateness of the award categories.

The key performance indicators for evaluating the program's effectiveness will encompass the number of employees recognized to ensure adherence to the principle of equal opportunities and alignment with the specified search categories for the year.

Attachment No. 2 to Division Memorandum No. _____, s. 2025

CRITERIA FOR EVALUATION

A. Level 1 and 2 Nonteaching Personnel

1. *Outstanding Quality and Consistency of Performance:* Over the past two years, consistently high performance ratings have been a notable hallmark, significantly contributing to the organization/institution's achievements (20 points)
 - 4.900 – 5.000 – 20 points
 - 4.800 – 4.899 – 18 points
 - 4.700 – 4.799 – 16 points
 - 4.600 – 4.699 – 14 points
 - 4.500 – 4.599 – 12 points
2. *Exceptional Responsiveness to the Public/Clientele:* Demonstrated a commitment to delivering timely, courteous, and comprehensive services to the public/clients (20 points)
 - Consistently delivers timely, courteous, and comprehensive service to the public/clients (20 points)
 - Frequently provides prompt, courteous, and adequate service to the public/clients (18 points)
 - Regularly extends timely, courteous, and adequate service to the public/clients (16 points)
 - Occasionally provides prompt, courteous, and adequate service to the public/clients (14 points)
 - Seldom extends prompt, courteous, and adequate service to the public/clients (12 points)
3. *Dedication and Diligence:* The level of enthusiasm, sincerity, and industriousness demonstrated in fulfilling tasks, duties, and responsibilities (20 points)
 - Exhibits an exceptionally high level of dedication and diligence in their work (20 points)
 - Demonstrates a commendable level of dedication and diligence in their work (18 points)

- Displays an average level of dedication and diligence in their work (16 points)
 - Shows a limited level of dedication and diligence in their work (14 points)
 - Exhibits a very limited level of dedication and diligence in their work (12 points)
4. *Honesty, Trustworthiness, and Sincerity*: The extent of truthfulness, dependability, and transparency exhibited in one's ideas, words, and actions as an employee (20 points)
- Demonstrates an exceptionally high level of commendable honesty, truthfulness, and sincerity (20 points)
 - Displays a commendable high level of honesty, truthfulness, and sincerity (18 points)
 - Exhibits an average commendable depth of honesty, truthfulness, and sincerity (16 points)
 - Shows a less commendable depth of honesty, truthfulness, and sincerity (14 points)
 - Demonstrates the least commendable depth of honesty, truthfulness, and sincerity (12 points)
5. *Level of Challenge and Inherent Risk in the Work*: The extent of sacrifice, danger, and hazard significantly associated with the tasks at hand (20 points)
- Faces exceptionally high levels of difficulty and risk in their work (20 points)
 - Encounters high levels of difficulty and risk in their work (18 points)
 - Deals with average levels of difficulty and risk in their work (16 points)
 - Experiences relatively low levels of difficulty and risk in their work (14 points)
 - Encounters very low levels of difficulty and risk in their work (12 points)

On Summary of Accomplishments/Norms of Conduct Manifested, the following written information should be provided:

1. *Key Achievements and Exemplary Conduct Over the Past Three Years:* Present accomplishments or demonstrated norms in order of importance, accompanied by detailed descriptions and justifications, following these guidelines:
 - Utilizes precise terms like 'assisted,' 'contributed,' and 'facilitated.'
 - Clearly outlines exceptional accomplishments and their factual impact using bullet points.
 - Provides specific situations showcasing the nominee's outstanding behavior, the addressed issues, beneficiaries, and facilitated tasks or activities.
2. For exceptional achievements, please specify whether they fall within the scope of the nominee's regular responsibilities, or if they represent personal initiatives. If these accomplishments align with the nominee's regular duties or mandate, provide reasons why the demonstrated norms are deemed outstanding.
3. For commendable conduct and ethical behavior, provide reasoning for considering the displayed norms as exemplary. Additionally, present a concise summary of the demonstrated behavioral standards.

B. Teacher Category

The Search for Outstanding Teachers will be aligned with the criteria and procedures set forth by the Metrobank Foundation Inc. for their Search for Outstanding Filipinos in the Teacher Category.

For Phase 1 (Paper Screening), the criteria for evaluation shall focus on the milestone accomplishments of the teacher.

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 innovations, 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 she/he belongs but their contributions are above and beyond the usual responsibilities of a teacher (contribution to service); and

5. Its scope is the bigger academic community outside of his/her own school, i.e., within his/her district, division, region, or the entire national educational system, as well as contributions to the community outside of the educational system (contribution to community).

The milestone 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 services 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 or stakeholders?

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

Contributions to Service refers to the nominee's impact in the teaching profession benefitting the community of teachers or learners within his/her academic institution but these contributions are above 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 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 accomplishments that are grouped thematically are the following:

1. Teaching approaches (e.g. Modified explicit instruction approach) that are adopted in the division, 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 the 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.

C. School Head Category

PPSSH Domain 1: Leading Strategically (15 points)		
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 * copy of approved ESIP, AIP with accomplishment report * PAPs anchored on core values of Maka-diyos, Makatao, Makakalikasan and Makabansa * With documents such as approved AIP, project proposal or action plan, Activity completion report, and impact evaluation report 9 PAPs – above - 5 7 – 8 - 4 5 – 6 - 3 3 – 4 - 2 1 – 2 - 1	5

B. Promoted a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.	5. Presentation or sharing of the research to others (cluster, division, region, national) with letter of invitation and certificate of participation 4. Copy of completed manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report 3. Manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report 2. Copy of approved conducted training on research 1. Copy of school research team And 5. Presentation or sharing of research to others (district, division, region, national) with letter of invitation and certificate of participation/recognition 4. Copy of completed manuscript with the received copy of proposal, Certificate of acceptance of approval, certificate of completion and and impact evaluation report 3. Manuscript with the received copy of proposal, Certificate of approval, certificate of completion and impact evaluation report 2. Copy of approved conducted training on innovation 1. Copy of School Innovation Team	10
---	---	----

PPSSH Domain 2: Managing School Operations and Resources (15 points)

Performance Indicators	Criteria and MOVs	Points
A. Exhibited good practice in managing school data and information using technology to ensure efficient and effective school operations	a. Records Management * Copy of EBIES and LIS (BOSY and EOSY uploading) * SBM Level of Practice with certification from the division, region highlighting scores from each of the four principles (leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources) On-time uploading of EBIES and LIS (BOSY) – 1	5

	On-time uploading of EBIES and LIS (BOSY and EOSY) – 2 SBM Level 3 Accredited – 3 SBM Level 2 – 2 SBM Level 1-2 – 1	
B. Displayed efficient and effective practices in managing of finances consistently adhering to RA 9184	b. Financial Management *Copy of AIP, APP *Copy of MOOE Liquidation reports, 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 <u>Zero late liquidation of 95-100% utilization of MOOE – 3</u> 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
C. Institutionalized the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction	c. School Safety for disaster preparedness, mitigation and resiliency *Copy of approved plan with completion report of the ff: School Disaster Risk Reduction Plan – 1 Contingency Plan – 1 School Child Protection Plan – 1 Eco-Friendly School – 1 Homeroom Guidance – 1	5
PPSSH Domain 3: Focusing on Teaching and Learning (30 points)		
Performance Indicators	Criteria and MOVs	Points
A. Shared exemplary practice in the contextualization and implementation of learning standards to assist teachers in making the	School-based Contextualization (list of approved contextualized instructional materials) *Copy of Monthly Instructional Supervision Plan and Accomplishment Report *Copy of list of approved contextualized instructional materials	5

curriculum relevant to learners	*Copy of list of lesson plans utilizing the contextualized instructional materials *Copy of the certification of the use of the contextualized instructional materials 50 and above – 5 42 – 4 32 – 3 16 – 2 8 contextualized IMs – 1	
B. Showed good practices in providing technical assistance to teachers on teaching standards and pedagogies	b. Technical Assistance provided on teaching standards and pedagogies *Copy of Monthly Instructional Supervision Plan and accomplishment report *Copy of Monthly Technical Assistance Plan and accomplishment report *Copy of Report providing technical assistance to others (beyond the school, i.e. to other schools, division, region, national) with a letter of invitation or proposal 50 and above – 5 40 – 4 30 – 3 20 – 2 10 – 1 Or at least 5 Technical Assistance provided outside school – 5	5
C. Set achievable learning outcome to support learner achievement and other performance indicators	c. Learner achievement and other performance indicators *Copy of Learner Achievement Rate *Copy of Performance Indicators with analysis and intervention plan ~Average increase in MPS 10 – above – 5 7 – 9 – 4 4 – 6 – 3 1 – 3 – 2 Below 1 – 1 ~Dropout rate/no longer in school 0% - 5 1-3% - 4 4-6% - 3 7-9% - 2 10%-above – 1 ~Completion rate 95-100% - 5	15

	90-94% - 4 85-89 - 3 80-84 - 2 75-79 - 1	
D. Empowered the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment through management of school facilities	d. Learning Environment *Certified validated Child Friendly School score with documentation for 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 1M and above - 5 700K - 999K - 4 400K - 699K - 3 100K - 399K - 2 Below 100K - 1	5
PPSSH Domain 4: Developing Self and Others (30%)		
Performance Indicators	Criteria and MOVs	Points
A. Modeled exemplary leadership practices within and beyond contexts and ensure personal and professional development for oneself and for others	a. Trainings Attended (Developing Self) *Copy of certificates with memo (only DepEd recognized trainings are to be considered) 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 district level - 1	5
	b. Speakership/Facilitation/Consultancy *Copy of certificate of recognition *Copy of memo or invitation *Copy of the session/topic facilitated International level - 5 National level - 4 Regional level - 3 Division level - 2 District level - 1	5
	c. Professional Networks *Copy of certificate of membership International level - 5 National level - 4 Regional level - 3 Division level - 2	5

	District level – 1	
	d. Publication/Authorship <u>*Copy of the book or published materials</u> Sole Publication – 5 2 or more publishers – 3 OR 3 articles – 5 2 articles – 3 1 article – 1	5
	e. Trainings Conducted as Chair or Co-Chair of the Training Management Team *Copy of the approved training proposal *Copy of the accomplishment report *Proof of DepEd Recognition of the training <u>International level – 5</u> National level – 4 Regional level – 3 Division level – 2 District level – 1	5
	f. Succession Planning (List of Promotions of School Personnel) *Copy of PSIPOP *Copy of Succession Plan *Copy of List of Promotions for teaching and non-teaching personnel *Copy of appointment/transmittal <u>9-10 – 5</u> 7-8 – 4 5-6 – 3 3-4 – 2 1-2 – 1	5
PPSSH Domain 5: Building Connections (10%)		
Performance Indicators	Criteria and MOVs	Points
A. Created a culture of inclusivity in the school and the community through strengthened relationship with stakeholders to support enabling environment for learners	a. Inclusive Practice (PPAs) *Copy of approved plan and completion report for the following: GAD, Physical and Mental Health Awareness, Culture Responsiveness <u>3 PPAs – 5</u> 2 PPAs – 3 1 PPA – 1	5
	b. Community engagement *List of projects with the community stakeholders with MOA/MOU	5

	*List of Partners in Partnership and Collaboration *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) 15 MOA/MOU – 5 10 MOA/MOU – 3 5 MOA/MOU – 1	
		100

D. Most Learning-Focused Schools Division Office

Indicators	Points
1. Performance Rating (OPCRF) of the Head of Office	15
2. Significant Accomplishment/s in Fostering Learning • Project/Work Accomplished - (5) • Number of strategies/activities done that have significantly influenced/provided greater impact in the performance of the school, division office, regional office and central office (Bureau/Offices of CI strand) – (15)	20
3. Impact of Accomplishments in making learning happen • Scope – (5) • Replicability of the program/project/activity – (5) • Number of people, office benefited and transactions facilitated – (5) • Level of Attainment per identified Performance Indicator (School Level, District Level, Division Level, Regional Level and International Level) – (10)	25

4. Innovations in Enhancing Learner's Achievement • Originality – (5) • Creative programs, projects, activities made in the last two years in connection to the award category and the extent to which it/they/is/are being used and the results, number of persons who benefited – (10) • Scope/replicability of the innovation – (5) • Level of attainment per identified Performance Indicator (School Level, District Level, Division Level, Regional Level and International Level) – (10)	30
5. Major awards/citations received by the school/SDO/RO/CO Division/Unit. Major award or refers to the highest award or recognition received by the school, SDO, RO, and CO that gives greater impact in the organization.	10

Evaluators and TA Provider per Category

Category	Evaluators
Most Outstanding Teacher	
Key Stage 1 (Primary School)	Genevieve E. Lusterio, PhD (EPSvr) Vanity Jade C. Lazaga (EPSvr) Cheriemy D. Generol (EPS-II)
Key Stage 2 (Middle School)	Margie R. Valmoria, PhD (EPSvr) Maricris P. Quismundo (SEPS) Esmael Jr. V. Malaco (PDO-I)
Key Stage 3 (Junior High School)	Lorna H. Estrosas, PhD (EPSvr) Jovit D. Comon, PhD (EPSvr) Kevin B. Asequia (PO III)
Key Stage 4 (Senior High School)	Anabelle M. Mamacalay, PhD (EPSvr) Roque R. Sabasaje (EPSvr) Carmelita Judith C. Guarin (GC-II)
Special Education Program	Lina C. Bejiga, PhD (EPSvr) Gladys Grace H. Cabeltes (MO-III) Pamela Louis F. Marban (GC II)
Alternative Learning System	Melanie M. Ligutom (EPSvr) Johnell Vacalares (EPSA-II)
Most Outstanding Master Teacher	
1. Elementary	Analyn G. Fabria, PhD (EPSvr) Eleonor R. Isiderio (AO-IV) Marilou Y. Descallar (EPS-II)
2. Secondary	Marie Jade A. Cacayan, PhD (EPSvr) Karen Rose A. Serrania, PhD (SEPS) Jurica Ethel L. Estrada (PDO-II)
Most Outstanding School Head	
3. Elementary	Conniebel C. Nistal, PhD (ASDS) Ninian A. Alcasid, PhD (Chief, CTD)
4. Secondary	Conniebel C. Nistal, PhD (ASDS) Rolly B. Labis, EdD (Chief, SGOD)
Most Outstanding Non-Teaching Personnel	
1. Level 1	Jeffrey R. Martinez (AO-V) Stephanie P. Saligumba (Budget Officer)
2. Level 2	Maricel B. Jangao, CPA Alan T. Saculingan (Supply Officer) Rizan L. Sardane (Division Cashier)
Persons-In Charge	
Most Learning Focused SDO	Ninian A. Alcasid, PhD (Chief, CTD) Rolly B. Labis, EdD (Chief, SGOD) Glenn John O. Isiderio (PDO-II) Jeffrey R. Martinez (AO-V) Emelie Yubuco (Division Librarian)

Exemplary Award for PRAISE Implementation	Conniebel C. Nistal, PhD (ASDS) PRAISE Committee Karen Rose A. Serrania (SEPS) Marilou Y. Descallar (EPS-II) Felanie Marie A. Lim (HRMO-II) Remy Jane M. Markinez (PRAISE Secretariat)
Most Outstanding BigaTEN Segment	Karen Rose A. Serrania, PhD Romel C. Abang (ALS)
Photos (Portrait of Winners)	Sherrie R. Dungog, ITO ALS Representatives