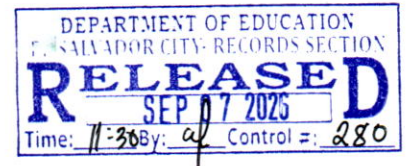




Republic of the Philippines
Department of Education
REGION X- NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY



September 1, 2026

DIVISION MEMORANDUM
NO. 280, s. 2026

2026 DIVISION SEARCH FOR OUTSTANDING TEACHERS,
MASTER TEACHERS, AND SCHOOL HEADS

To: Assistant Schools Division Superintendent
Chief Education Supervisors, SGOD and CID
All Education Program Supervisors
All Public Elementary & Secondary School Heads
All Public Elementary & Secondary School Teachers
All Others Concerned

1. Pursuant to CSC Memorandum Circular No. 01, s. 2001, DepEd Order No. 78, s. 2007 (Strengthening the PRAISE in DepEd), DepEd Order No. 9, s. 2002, and Regional Memorandum No. 686, s. 2026, this Office announces the conduct of the **Division Search for the Most Outstanding Teachers, Master Teachers, and School Heads**.
2. The Search aims to acknowledge and reward individuals who demonstrate exemplary performance, innovation, integrity, dedication, and outstanding public service aligned with the Philippine Professional Standards for Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH).
3. The Search shall be conducted in two (2) phases, with the following corresponding weight allocations:
 - a. Documentary Evaluation (70%) - Assessment of the nominee's submitted Means of Verification (MOVs) against the prescribed criteria and indicators;
 - b. Interview and Teaching Demonstration (30%) – Comprehensive evaluation of the nominee's professional competence, leadership, communication skills, professional integrity, and work performance, reputation through a panel interview. For teaching-related categories, the evaluation shall likewise include Teaching Demonstration, where applicable, to assess the nominee's instructional competence, classroom management, learner engagement, and application of effective teaching practices in an authentic school setting.
4. 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*).

5. 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.

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 2-11, 2026
Submission of documents (hardcopy and softcopy) to the Division Office thru the HRD Section Link: https://bit.ly/4x93121	September 14, 2026 (until 5:00 P.M only)
Sorting and Recording of Entries (PRAISE)	September 15-18, 2026
Division PRAISE Committee Meeting	September 21, 2026, (A.M.)
Screening and Evaluation	September 21-25, 2026
Interview and Demonstration Teaching (Top 3)	September 24-25, 2026
Submission of Results to PRAISE (A.M)	September 29, 2026
Announcement of Qualifiers/Winners (P.M)	
Technical Assistance to Winners (with document packaging)	September 30-October 2, 2026
Submission of online documents to the Regional Office link	October 5-9, 2026

7. See the following enclosures for guidance and reference:

Enclosure 1 – Guidelines for the 2026 Division Search for the Most Outstanding Teachers, Master Teachers, and School Heads

Enclosure 2 – Criteria for Evaluation

Enclosure 3 – Evaluators per Category

Enclosure 4 – Portfolio Preparation Guide (*RM No. 686, s. 2026*)

Enclosure 5 – Statement of Integrity, Authenticity, and Professional Commitment

8. For inquiries, please contact the HRD Section through carmille.villegas@deped.gov.ph.

9. This Office adheres to the Equal Opportunity Principle (EOP) Policy. All qualified applicants shall receive equal consideration for the scholarship regardless of age, sex, sexual orientation, gender identity, civil status, disability, religion, ethnicity, or political affiliation.

10. Immediate and wide dissemination of this Memorandum is desired.

RANDOLPH B. TORTOLA
Schools Division Superintendent

ATCH: As stated
To be included in the **Perpetual Index**
under the following subjects
PRAISE AWARDING

SGOD/HRD/cvg

RE: 2026 DIVISION SEARCH FOR OUTSTANDING
TEACHERS, MASTER TEACHERS, AND SCHOOL HEADS

GUIDELINES FOR THE 2026 DIVISION SEARCH FOR THE MOST OUTSTANDING TEACHERS, MASTER TEACHERS, AND SCHOOL HEADS

I. CATEGORIES

The award categories open for nomination are as follows:

- a. Most Outstanding Teacher:
 - Key Stage 1 (Primary School)
 - Key Stage 2 (Middle School)
 - Key Stage 3 (Junior High School)
 - Key Stage 4 (Senior High School)
 - Special Education Program
 - Alternative Learning System Program
- b. Most Outstanding Master Teacher:
 - Elementary
 - Secondary
- c. Most Outstanding School Head: (Principal/Head Teacher/SIC)
 - Elementary
 - Secondary

II. GUIDELINES AND MECHANICS IN THE ONLINE SUBMISSION OF PORTFOLIO

The following guidelines shall be observed:

- A. Preparation of Portfolio (*See Enclosure 4*)
 - Each nominee shall prepare one (1) Portfolio in PDF format containing all required documents based on the prescribed criteria for the respective award category.
 - The portfolio shall be arranged according to the sequence of indicators reflected in the evaluation tool.
- B. Narrative Report
 - The nominee shall write a 500-word narrative summary of performance of the PPST/PPSH domains, Bookman Old Style, Font size 11, line spacing 1.5, describing the role, innovations, and significant impact of the milestone accomplishments to the community.
 - The narrative shall clearly explain the following:

Category	Details
Role	Describe the nominee's significant roles and responsibilities in conceptualizing, leading, managing, implementing, monitoring, supervising, coordinating, facilitating, or evaluating programs, projects, or initiatives related to the award category. The narrative should clearly demonstrate leadership, technical expertise, initiative, collaboration, and decision-making that contributed to the successful implementation of the accomplishment.
Innovation	Describe the innovative strategy, process, intervention, policy, system, digital solution, or best practice introduced to improve efficiency, effectiveness, quality, service delivery, or learner outcomes. Explain what made the innovation unique, how it

	addressed existing challenges, and how it has been sustained or institutionalized.
Impact	Present measurable results and evidence showing how the accomplishment improved learner outcomes, organizational performance, policy implementation, stakeholder satisfaction, service delivery, efficiency, or other significant outcomes. The narrative should clearly demonstrate both immediate and long-term impact and, where applicable, evidence of replication or adoption beyond the nominee's workplace. <i>Impact refers to measurable positive changes demonstrated through learner outcomes, organizational effectiveness, stakeholder satisfaction, resource generation, policy improvement, process efficiency, or service delivery performance.</i>

- C. Means of Verification (MOVs)
- Supporting documents or Means of Verification (MOVs) shall be attached only after the narrative summary of performance.
 - The MOVs shall serve as documentary evidence to validate the accomplishments described in the narrative report.
 - Nominees shall attach only the most relevant, authentic, and legible documents covering the last two (2) school years that directly support the claimed accomplishments. Submission of excessive or repetitive documents is discouraged.
- D. Portfolio Format (See Enclosure 4)
- The complete portfolio shall be compiled into one (1) searchable PDF file for each nominee.
 - The PDF shall be properly labelled, organized or arranged in the same sequence as the corresponding indicators or domains to facilitate efficient review and assessment by the evaluators.
 - The file name shall follow the prescribed format:

Category_SDO_LastName_FirstName_.pdf

Example:

OutstandingTeacherKeyStage1_ElSalvador_DelaCruz_Juan_.pdf

III. ELIGIBILITY REQUIREMENT

Nominees must meet the following eligibility criteria:

- a. Employment Status: Permanent employee of DepEd Region X.
- b. Position: Currently performing the duties and responsibilities of the position for the category nominated.
- c. Length of Service: Rendered at least five (5) years of continuous government service in DepEd.
- d. Performance Rating: At least *Very Satisfactory* final rating for each of the two (2) most recent completed rating periods/years (IPCRF/OPCRF).
- e. Standing: No pending administrative or criminal case, no conviction of offenses involving moral turpitude, and possesses a record of ethical conduct.

IV. STEPS IN THE SEARCH PROCESS

- a. Following the attached guidelines and criteria, the schools shall conduct a thorough search at the school levels.
- 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 Division Screening Committee 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.
- e. The Division shall endorse the official list of winners via a link to be provided by the Regional Office.
- f. The top-ranked finalist from the Division's search in each category will advance as the finalist for the *2026 Pasidungog sa Amihanang Mindanao (PAM)*.
- g. The Division PRAISE Committee may validate the authenticity and accuracy of the submitted Means of Verification (MOVs) of the nominees through any of the following methods, as deemed appropriate: random validation of submitted documents, phone verification, verification with the concerned School Heads or Chiefs, and on-site validation, if necessary.
- h. If two (2) or more nominees obtain the same final score, the tie shall be resolved using the following order of priority:
 - The nominee with the higher score in Innovation shall be ranked higher.
 - If a tie still exists, the nominee with the higher score in Impact shall be ranked higher.
 - If the tie remains unresolved, the nominee with the higher score in the Interview shall be declared the higher-ranked nominee.
 - Should the nominees remain tied after applying the foregoing criteria, the Regional PRAISE Committee shall deliberate and decide based Division the overall merits of the nominees, and its decision shall be final.
- i. To uphold the integrity, impartiality, and credibility of the Divisional Search, all members of the Division Screening Committee shall adhere to the highest standards of objectivity and fairness. Any evaluator or judge shall inhibit himself/herself from evaluating, scoring, deliberating on, or participating in any decision involving a nominee with whom he or she:
 - exercises direct supervision or has supervisory authority;
 - has a close personal or familial relationship by consanguinity or affinity within the fourth civil degree;
 - has served as a mentor, coach, research adviser, or direct evaluator within the last two years;
 - has collaborated on a research, innovation, project, publication, or other professional undertaking that may affect impartial judgment;
 - has a financial, professional, or personal interest that could create an actual, perceived, or potential conflict of interest; or
 - is involved in any circumstance that may reasonably raise doubts regarding the evaluator's independence, neutrality, or objectivity

V. 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.

VI. ADMINISTRATIVE PROVISIONS

A. Formal Appeals/Reconsideration

Any nominee may file a written Request for Reconsideration with the Division PRAISE Committee within five (5) working days from the official release of the results. The request shall be based solely on procedural irregularities, errors in the computation of scores, or issues concerning the evaluation of the submitted Means of Verification (MOVs). Requests that merely question the evaluators' judgment or comparative ranking without substantiated procedural or computational grounds shall not be entertained.

The Division PRAISE Committee shall review and resolve all requests for reconsideration. The Committee's decision, upon resolution of the request, shall be final and executory.

B. Anti-Fraud and Misrepresentation

Submission of falsified, altered, plagiarized, or misleading documents shall automatically disqualify the nominee and may subject the individual to administrative liability under applicable DepEd and CSC rules.

C. Data Privacy

All personal information and documentary submissions shall be processed in accordance with Republic Act No. 10173 (Data Privacy Act of 2012). Submitted information shall be used solely for purposes related to the PAM evaluation and recognition process.

D. Diversity and Inclusivity

The PAM promotes equitable recognition opportunities regardless of geographical assignment, school size, learning modality, gender, ethnicity, disability, or socioeconomic context.

E. Confidentiality and Non-Disclosure of Information

All members of the Division Screening Committee, Board of Judges, Secretariat, and Technical Working Group shall sign a Confidentiality and Non-Disclosure Undertaking and shall refrain from disclosing any information relating to the nominees, submitted documents, evaluation scores, deliberations, and results prior to official publication. Violation of this provision shall be dealt with in accordance with applicable CSC and DepEd rules and regulations

CRITERIA FOR EVALUATION

A. Outstanding Teacher Category

Milestone Indicator	Means of Verification	Points
1. Institutionalized an innovative pedagogy or instructional model that significantly improved learner achievement and was adopted beyond the teacher's classroom. (Domain 1: Content Knowledge & Pedagogy)	Two School Year Latest Classroom Observation Ratings (Very Satisfactory or higher)	10
	Documented evidence of differentiated and targeted reading strategies / interventions employed by the teacher, supported by baseline and latest reading assessment results, learner progress monitoring records, intervention plans, learner outputs, and other validated reading program records, demonstrating measurable improvement in learners' reading proficiency, comprehension, fluency, or other appropriate reading indicators.	10
	Domain 1 Total	20
2. Established a model learning environment recognized for promoting positive discipline, child protection, and holistic learner development, influencing school-wide culture. (Domain 2: Learning Environment)	Validated documentation demonstrating the consistent application of positive discipline, child protection, inclusive practices, learner engagement, and a safe and supportive learning environment.	5
	Relevant school records, implementation reports, intervention/referral records, or other appropriate documentation demonstrating the effective application and promotion of child protection, positive discipline, and learner welfare practices.	5
	School memorandum/issuance, replication/adoption records, committee or program reports, showing that the nominee's practices have been sustained and/or adopted beyond the nominee's own classroom or immediate assignment	5
	Domain 2 Total	15
3. Led a transformative inclusion or intervention program that measurably improved access, retention, and	Approved intervention Plan-before-and-after data (SYs-2024-2025; 2025-2026) duly signed by Program Coordinator & School Head	5

achievement of marginalized or at-risk learners. (Domain 3: Diversity of Learners)	Completion / Dropout statistics	2.5
	School or division recognition relevant to Domain 3	2.5
	Domain 3 Total	10
4. Designed and implemented a contextualized curriculum innovation aligned with national/regional/divisional priorities that became a benchmark or replicated practice. (Domain 4: Curriculum & Planning)	Contextualized curriculum innovation documents with approval or validation records	6
	Contextualized curriculum innovation implementation reports, evidence of adoption/replication	4
	Domain 4 Total	10
5. Developed and institutionalized a data-driven assessment and reporting system that resulted in sustained improvement in learner performance indicators. (Domain 5: Assessment & Reporting)	Two-year Comparative Learner Achievement Data – documented improvement in learner achievement based on NAT, quarterly/periodic examinations, validated assessment results, or other appropriate standardized / teacher-made assessments.	10
	Intervention plans, documented upward trend in learner outcomes (SYs 2024-2025 and 2025-2026)	5
	Domain 5 Total	15
6. Initiated and sustained high-impact community partnerships or professional leadership engagements generating measurable benefits for learners and the school. (Domain 6: Community Linkage & Professional Engagement)	Validated MOAs, partnership agreements, Deeds of Donation, and certified resource generation records from the Brigada Coordinator and School Head, demonstrating the nominee's active role and contribution to mobilizing external resources and partnerships in support of school programs and learner needs.	5
	Documented evidence of the sustained impact of the nominee's professional practice or innovation, including impact reports, evidence of improved outcomes, and leadership roles as mentor, trainer, speaker, or resource person, demonstrating its continued implementation, replication, or adoption beyond the nominee's	10
	Domain 6 Total	15
7. Demonstrated exemplary professional growth through advanced studies, research, or thought leadership that	Diploma/TOR	2
	Completed action research with Implementation	5
	Publication/presentation certificates	3

produced measurable improvements in practice and influenced peers. (Domain 7: Personal Growth & Professional Development)	Mentoring records notified by Mentee and School Head	2
	Documented school/division impact	2
	Domain 7 Total	15
	TOTAL SCORE (70%)	100 pts.
Interview/Teaching Demonstration	30%	
OVER-ALL TOTAL SCORE: 100%		

B. Outstanding Master Teacher Category

Milestone Indicator	Means of Verification	Points
1. Research & Instructional Innovation Led and institutionalized a research-based project, teaching innovation, or framework adopted at the school or district level.	- Approved Innovation Proposal / Action Research Report - Certificate of Adoption or Utilization signed by Principal/SDS - Simple 1-page summary of before-and-after learner performance data	15
2. Mentoring & Coaching System Established a coaching system that improved instructional competencies and observation scores of co-teachers.	- Approved and implemented Coaching/Mentoring Plan - Signed Coaching/Mentoring Logs (at least 3–5 sessions) - Comparative observation rating summary or 2 mentee testimonials	15
3. Learner Intervention & Inclusion Program Spearheaded and institutionalized a contextualized reading intervention or inclusion program that significantly improved the reading performance of struggling or non-reading learners.	- Approved Reading Intervention Program/Proposal and Design - Baseline and Post-Intervention Reading Assessment Results - Reading Progress-Monitoring Records - Accomplishment/Impact Report with Photo Documentation	10
4. Contextualized Learning Materials Designed learning activity sheets (LAS), modules, or contextualized teaching resources aligned with curriculum goals.	1 set of approved contextualized Learning Activity Sheets/Modules - Division or School Quality Assurance (QA) Certificate - Evidence of school-wide utilization	15

5. Data Analytics & Assessment System Developed or utilized a school-wide data tool/dashboard to track learner progress and guide remediation plans.	- Data Dashboard/Tool (Excel, Google Sheets, or printed matrix) - Item Analysis Report with corresponding Remedial Action Plan - Minutes of LAC session/meeting showing data utilization	10
6. Resource Mobilization & Partnership Initiated community, PTA, or stakeholder partnerships that generated support for school programs.	- Signed MOA, MOU, or Deed of Donation - Resource Mobilization / Turnover Report - Summary of generated resources or project impact photos	10
7. Professional Growth & Thought Leadership Demonstrated continuous learning and shared expertise as a resource speaker, writer, or researcher.	- Transcript of Records (TOR) or Certificate of Units Earned (Master's/Doctorate) - Certificate as Resource Speaker/Facilitator (School/Division level) - Certificate of Publication or Presentation (if any)	10
8. Demonstration Teaching & Post-Mentoring Conducted an Outstanding Demonstration Teaching showcasing differentiated instruction, ICT, and post-demo reflection.	- Approved Lesson Plan (DLL / DLP) - Signed Classroom Observation Tool (COT) Rubric (95%+ / Outstanding) - Post-conference reflection notes or mentoring session log	15
TOTAL SCORE (70%)		100pts.
Interview/Teaching Demonstration	30%	
OVER-ALL TOTAL SCORE: 100%		

C. Outstanding School Head Category

PPSSH Domain 1: Leading Strategically (20 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.		▪ copy of approved e-SIP, AIP with accomplishment report ▪ PAPs anchored on core values of Maka-diyos, Makatao, Makakalikasan and Makabansa ▪ approved project proposal or action plan, Activity completion report, and impact evaluation report		10
		Small/Medium Schools		
		5 PAPs and above	10 pts	
		Large Schools		
		9 PAPs and above	10 pts	

	<table><tr><td>4 PAPs</td><td>8 pts</td><td>7 PAPs</td><td>8 pts</td></tr><tr><td>3 PAPs</td><td>6 pts</td><td>5 PAPs</td><td>6 pts</td></tr><tr><td>2 PAPs</td><td>4 pts</td><td>3 PAPs</td><td>4 pts</td></tr><tr><td>1 PAP</td><td>2 pts</td><td>1 PAP</td><td>2 pts</td></tr></table>	4 PAPs	8 pts	7 PAPs	8 pts	3 PAPs	6 pts	5 PAPs	6 pts	2 PAPs	4 pts	3 PAPs	4 pts	1 PAP	2 pts	1 PAP	2 pts	
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2 PAPs	4 pts	3 PAPs	4 pts															
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B. Promoted a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.	- Presented or shared the research to others (cluster, division, region, national) with letter of invitation and certificate of participation – 10 pts - Copy of completed manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report – 8 pts - Manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report – 6 pts - Copy of approved research proposal of the School Head – 4 pts - Copy of school research proposal of the School Head – 2 pts	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 – 2 pts - Functional SGC (certified by CO/RO thru a memo) – 2 pts - Established SGC (certified by SDO) – 1 pt	5																
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	5																

	TIMELINESS (maximum of 3 points): ▪ Zero late liquidation of the utilized MOOE – 3 pts ▪ 1-2 late liquidation of the utilized MOOE – 2 pts ▪ 3-4 late liquidation of the utilized MOOE – 1 pt PERCENTAGE OF UTILIZATION (maximum of 2 points): ▪ 95%-100% utilization of other sources of funds – 2 pts ▪ 94% below utilization of other sources of funds – 1 pt																									
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 pt -Contingency Plan – 1 pt -School Child Protection Plan – 1 pt -Eco-Friendly School – 1 pt -Homeroom Guidance – 1 pt	5																								
PPSSH Domain 3: Focusing on Teaching and Learning (25 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 curriculum relevant to learners	a. 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 ▪ Copy of list of lesson plans utilizing the contextualized instructional materials ▪ Copy of the certification of the use of the contextualized instructional materials <table><tr><th colspan="2">Small/Medium Schools</th><th colspan="2">Large Schools</th></tr><tr><td>30 and above</td><td>5 pts</td><td>40 and above</td><td>5 pts</td></tr><tr><td>25-29</td><td>4 pts</td><td>30-39</td><td>4 pts</td></tr><tr><td>20-24</td><td>3 pts</td><td>29-20</td><td>3 pts</td></tr><tr><td>15-19</td><td>2 pts</td><td>19-10</td><td>2 pts</td></tr><tr><td>9 below</td><td>1 pt</td><td>9 below</td><td>1 pt</td></tr></table>	Small/Medium Schools		Large Schools		30 and above	5 pts	40 and above	5 pts	25-29	4 pts	30-39	4 pts	20-24	3 pts	29-20	3 pts	15-19	2 pts	19-10	2 pts	9 below	1 pt	9 below	1 pt	5
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9 below	1 pt	9 below	1 pt																							

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 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 <table><tr><td>50 and above</td><td>5 pts</td></tr><tr><td>40</td><td>4 pts</td></tr><tr><td>30</td><td>3 pts</td></tr><tr><td>20</td><td>2 pts</td></tr><tr><td>10</td><td>1 pt</td></tr><tr><td>Or at least 5 Technical Assistance provided outside school</td><td>5 pts</td></tr></table>	50 and above	5 pts	40	4 pts	30	3 pts	20	2 pts	10	1 pt	Or at least 5 Technical Assistance provided outside school	5 pts	5																								
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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 (Certification from the Planning Officer) ▪ Copy of Performance Indicators with analysis and intervention plan (As to the MPS Increase, it must be supported by the TA-EPSvr) <table><tr><th>~ Average increase in MPS</th><th>Points</th></tr><tr><td>10% above</td><td>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><tr><th>~ Dropout rate/no longer in school</th><th>Points</th></tr><tr><td>0%</td><td>5</td></tr><tr><td>1-3%</td><td>4</td></tr><tr><td>4-6%</td><td>3</td></tr><tr><td>7-9%</td><td>2</td></tr><tr><td>10% above</td><td>1</td></tr><tr><th>~ Completion rate</th><th>Points</th></tr><tr><td>95-100%</td><td>5</td></tr><tr><td>90-94%</td><td>4</td></tr><tr><td>85-89%</td><td>3</td></tr><tr><td>80-84%</td><td>2</td></tr><tr><td>75-79%</td><td>1</td></tr></table>	~ Average increase in MPS	Points	10% above	5	7-9%	4	4-6%	3	1-3%	2	Below 1%	1	~ Dropout rate/no longer in school	Points	0%	5	1-3%	4	4-6%	3	7-9%	2	10% above	1	~ Completion rate	Points	95-100%	5	90-94%	4	85-89%	3	80-84%	2	75-79%	1	10
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D. Empowered the wider school community in promoting and	d. Learning Environment	5																																				

sustaining a learner-friendly, inclusive and healthy learning environment through management of school facilities	▪ Copy of Brigada Eskwela Report ▪ Amount of funding through Adopt-A-School Program with Impact Report																									
	<table><tr><th colspan="2">Small/Medium Schools</th><th colspan="2">Large Schools</th></tr><tr><td>400k and above</td><td>5 pts</td><td>750k and above</td><td>5 pts</td></tr><tr><td>300-399k</td><td>4 pts</td><td>500-749k</td><td>4 pts</td></tr><tr><td>200-299k</td><td>3 pts</td><td>250-499k</td><td>3 pts</td></tr><tr><td>100-99k</td><td>2 pts</td><td>100-199k</td><td>2 pts</td></tr><tr><td>Below 100k</td><td>1 pt</td><td>Below 100k</td><td>1 pt</td></tr></table>	Small/Medium Schools		Large Schools		400k and above	5 pts	750k and above	5 pts	300-399k	4 pts	500-749k	4 pts	200-299k	3 pts	250-499k	3 pts	100-99k	2 pts	100-199k	2 pts	Below 100k	1 pt	Below 100k	1 pt	
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300-399k	4 pts	500-749k	4 pts																							
200-299k	3 pts	250-499k	3 pts																							
100-99k	2 pts	100-199k	2 pts																							
Below 100k	1 pt	Below 100k	1 pt																							
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	<i>a. Trainings Attended (Developing Self)</i> ▪ Copy of certificates with memo (only DepEd recognized trainings are to be considered, including online trainings), with approved and completed Ren-entry Project 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 school level – 1	5																								
	<i>b. Speakership/Facilitation/Consultancy</i> ▪ Copy of certificate of recognition ▪ Copy of memo or invitation with the name of the speaker ▪ Copy of the slide deck ▪ At least 3 pictures ▪ Signed process observer results International level – 5 National level – 4 Regional level – 3 Division level – 2 School level – 1	5																								
	<i>c. Professional Networks</i> ▪ Copy of certificate of membership	5																								

	International level – 5 National level – 4 Regional level – 3 Division level – 2 School level – 1	
	d. Publication/Authorship ▪ Copy of the book or published materials Sole Publication – 5 2 or more publication – 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 International level – 5 National level – 4 Regional level – 3 Division level – 2 School level – 1	5
	f. Develops and empowers teaching and non-teaching personnel through needs-based learning, coaching, mentoring, and career development opportunities ▪ Personnel Consolidated Self-Assessment Tool – 1 ▪ Individual Development Plan (IDP) – 1 ▪ Learning and Development (L&D) Plan – 1 ▪ Coaching and Mentoring Plan – 1 pt ▪ Training/Capacity Building – 1 pt ▪ Accomplishment Report – 1 pt	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 trough strengthened	a. Inclusive Practice (PPAs) ▪ Copy of approved plan and completion report for the following: GAD, Physical and	5

relationship with stakeholders to support enabling environment for learners	Mental Health Awareness, Culture Responsiveness 3 PPAs – 5 2 PPAs – 3 1 PPA – 1																	
	b. Community engagement - List of projects with the community stakeholders with MOA/MOU - 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) <table> <tr> <th colspan="2">Small/Medium Schools</th> <th colspan="2">Large Schools</th> </tr> <tr> <td>10 MOA/MOU and above</td> <td>5 pts</td> <td>15 MOA/MOU and above</td> <td>5 pts</td> </tr> <tr> <td>7 MOA/MOU</td> <td>3 pts</td> <td>10 MOA/MOU</td> <td>3 pts</td> </tr> <tr> <td>5 MOA/MOU</td> <td>1 pt</td> <td>5 MOA/MOU</td> <td>1 pt</td> </tr> </table>	Small/Medium Schools		Large Schools		10 MOA/MOU and above	5 pts	15 MOA/MOU and above	5 pts	7 MOA/MOU	3 pts	10 MOA/MOU	3 pts	5 MOA/MOU	1 pt	5 MOA/MOU	1 pt	5
Small/Medium Schools		Large Schools																
10 MOA/MOU and above	5 pts	15 MOA/MOU and above	5 pts															
7 MOA/MOU	3 pts	10 MOA/MOU	3 pts															
5 MOA/MOU	1 pt	5 MOA/MOU	1 pt															
	TOTAL SCORE (70%)	100pts.																
Interview	30%																	
OVER-ALL TOTAL SCORE: 100%																		

Interview and Teaching Demonstration Rubric (Teaching Category) – 30%

Component	Criteria	Specific Indicators	Points
A. Panel Interview	1. Professional Competence and Accomplishments	Demonstrates strong knowledge, expertise, and mastery of the nominee's area of responsibility; articulates significant accomplishments, innovations, and contributions with clear evidence of impact.	4
	2. Leadership and Influence	Demonstrates initiative, sound judgment, leadership, collaboration, and ability to influence or support colleagues and contribute beyond the immediate assignment.	4

	3. Communication and Professional Presence	Communicates ideas clearly, confidently, logically, and respectfully; responds appropriately and substantively to questions; demonstrates composure and professionalism.	4
	4. Integrity, Work Performance, and Reputation	Demonstrates ethical conduct, accountability, commitment to public service, and consistency between claimed accomplishments and validated records; maintains a positive professional reputation.	3
Subtotal – Interview			15
B. Teaching Demonstration (for teaching-related categories, where applicable)	5. Content Knowledge and Pedagogical Competence	Demonstrates accurate content knowledge and applies appropriate, evidence-based, learner-centered teaching strategies aligned with the learning objectives and learners' needs.	4
	6. Classroom Management and Learning Environment	Establishes a safe, inclusive, respectful, and well-managed learning environment; uses appropriate classroom management strategies that maximize learning time.	4
	7. Learner Engagement and Differentiation	Actively engages learners, provides appropriate differentiation/scaffolding, responds to learner needs, and promotes participation and critical thinking.	4
	8. Assessment and Feedback	Uses appropriate assessment strategies to check learner understanding, provides timely and constructive feedback, and adjusts instruction based on learner responses.	3
Subtotal – Teaching Demonstration			15
TOTAL			30

Rubric for Interview (School Heads Category) – 30%

A. Communication Skills – 10 points					
Criterion	5 Outstanding	4 Very Satisfactory	3 Satisfactory	2 Needs Improvement	1 Poor
Communication Skills (5 points)	Communicates ideas clearly, concisely, logically, and confidently; listens actively and responds	Communicates ideas clearly and logically; listens attentively and responds appropriately;	Communicates ideas adequately and responds appropriately to questions; demonstrates	Communication is sometimes unclear, disorganized, or hesitant; demonstrates	Has significant difficulty expressing ideas clearly and appropriately; demonstrates

	appropriately and substantively; demonstrates excellent articulation, engagement, professionalism, and persuasive communication throughout the interview. (5 points)	demonstrates good articulation, confidence, professionalism, and engagement. (4 points)	acceptable articulation, listening, engagement, and professional presence. (3 points)	inconsistent listening, articulation, engagement, or professional presence. (2 points)	poor listening, articulation, engagement, or professional presence that affects the interview. (1 point)
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B. Professional Competence and Mastery of Work – 10 points

Criterion	5 Outstanding	4 Very Satisfactory	3 Satisfactory	2 Needs Improvement	1 Poor
Professional Competence, Application and Results	Demonstrates exceptional knowledge and mastery of work; applies expertise effectively to complex situations; provides practical, innovative, and well-reasoned solutions; and clearly demonstrates significant accomplishments, innovation, and sustained improvements resulting from professional expertise. (10 points)	Demonstrates strong knowledge and mastery; effectively applies expertise to work-related situations; provides appropriate solutions; and demonstrates meaningful accomplishments, initiatives, and improvements in work processes or results. (8 points)	Demonstrates adequate knowledge and application of expertise to routine and work-related situations; provides satisfactory solutions and accomplishments, with some evidence of improvement. (6 points)	Demonstrates limited knowledge or application of expertise; has difficulty addressing work-related situations and provides limited evidence of accomplishments, innovation, or improvement. (4 points)	Demonstrates inadequate knowledge and application of work-related expertise; is unable to provide appropriate solutions and shows no clear evidence of meaningful accomplishments, innovation, or improvement. (2 points)

C. Leadership, People Development, and Results – 10 points

Criterion	5 Outstanding	4 Very Satisfactory	3 Satisfactory	2 Needs Improvement	1 Poor
Leadership, People Development, and Results	Demonstrates exceptional leadership by setting clear direction, taking initiative, making sound and timely decisions, inspiring and developing others, empowering colleagues, and achieving significant and sustainable results. (10 points)	Demonstrates strong leadership through clear direction, initiative, sound judgment, effective decision-making, development of others, teamwork, and achievement of strong results. (8 points)	Demonstrates adequate leadership by taking initiative, making generally sound decisions, supporting colleagues, contributing to team development, and achieving expected results. (6 points)	Demonstrates limited leadership, requiring considerable guidance in decision-making and providing direction; provides inconsistent support or development to others and achieves limited results. (4 points)	Demonstrates inadequate leadership, showing lack of initiative or poor judgment; is unable to effectively provide direction, support or develop others, and does not achieve expected results. (2 points)

EVALUATORS 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. Mamaclay, PhD (EPSvr) Roque R. Sabasaje (EPSvr)
Special Education Program	Lina C. Bejiga, PhD (EPSvr) Irvin John L. Tagapulot (MO-III)
Alternative Learning System	Melanie M. Ligutom (EPSvr) Johnell Vacalares (EPSA-II)
Most Outstanding Master Teacher	
Elementary	Analyn G. Fabria, PhD (EPSvr) Eleonor R. Isiderio (AO-IV) Marilou Y. Descallar (EPS-II)
Secondary	Marie Jade A. Cacayan, PhD (EPSvr) Carmille V. Gahay (SEPS-HRD) Jurica Ethel L. Estrada (PDO-II)
Most Outstanding School Head	
Elementary	Conniebel C. Nistal, PhD (ASDS) Ninian A. Alcasid, PhD (Chief, CID)
Secondary	Conniebel C. Nistal, PhD (ASDS) Rolly B. Labis, EdD (Chief, SGOD)
Persons-In Charge	
Most Learning Focused SDO	Conniebel C. Nistal, PhD (ASDS) Ninian A. Alcasid, PhD (Chief, CTD) Rolly B. Labis, EdD (Chief, SGOD) Jeffrey R. Martinez (AO-V) Emelie Yubuco (Division Librarian) Apple Keith B. Arangoso Gie Grace A. Cesar
Exemplary Award for PRAISE Implementation	PRAISE Committee Carmille V. Gahay (SEPS-HRD) Cheriemy D. Generol (EPS-II HRD) Felanie Marie A. Lim (HRMO-II) Glenn John O. Isiderio (PDO-II) Remy Jane M. Markinez (PRAISE Secretariat)
Photos (Portrait of Winners)	Sherrie R. Dungog, ITO I ALS Representatives

2026 PASIDUNGOG SA AMIHANANG MINDANAO (PAM)

PORTFOLIO PREPARATION GUIDE

Instructions: Prepare a **Narrative Summary (not more than 500 words)** that presents a coherent story of your professional journey and major accomplishments relevant to the evaluation criteria.

Your narrative should

1. highlight your most significant innovations, programs, and leadership initiatives;
2. demonstrate measurable impact on learner achievement, inclusion, school improvement, and community engagement;
3. show evidence of professional growth, research, mentoring, and contributions beyond your classroom;
4. cite concrete results using data, recognitions, and documented outcomes;
5. focus on outcomes rather than activities; and
6. conclude with how your initiatives contributed to learner success and school improvement.

Format:

1. Maximum 500 words
2. Written in first person
3. Evidence-based and results-oriented

*For each milestone indicator, provide a separate response of **50-80 words maximum**.*

PORTFOLIO (SAMPLE)

A. Cover Page

B. Certification and Endorsement

C. Professional Profile Summary (250-400 words)

1. Professional background
2. Educational qualifications
3. Years of service
4. Major accomplishments
5. Leadership roles
6. Awards and recognitions
7. Contributions to learners, school, and community
8. Others

She developed and institutionalized innovative literacy and numeracy intervention programs that significantly improved learner achievement and retention rates. Her instructional innovations have been replicated by fellow teachers and recognized at the division level. As a mentor, trainer, and researcher, she has contributed to the professional growth of colleagues through Learning Action Cells, action research presentations, and technical assistance activities.

D. Narrative Report (Maximum 500 words)

In the area of pedagogy, I developed and institutionalized an instructional innovation that integrates differentiated learning strategies, technology-enhanced instruction, and formative assessment practices. The approach resulted in significant improvements in learner achievement over two consecutive school years and was eventually adopted by fellow teachers within the school and district.

Recognizing the importance of a safe and nurturing learning environment, I led several programs promoting positive discipline, child protection, and socio-emotional learning. These initiatives strengthened school-wide practices and fostered stronger relationships among learners, parents, and teachers. The sustained implementation of these programs contributed to a more supportive and inclusive school culture.

To address the needs of struggling and marginalized learners, I designed targeted intervention programs focusing on literacy, numeracy, attendance, and learner engagement. Through systematic monitoring and collaboration with stakeholders, these interventions significantly improved retention rates, academic performance, and participation among at-risk learners.

I also spearheaded curriculum innovations aligned with national and regional priorities. By contextualizing instructional materials and learning resources to local realities and learner needs, I enhanced classroom relevance and learner engagement. These innovations were later replicated by other teachers and recognized as effective practices within the school.

My commitment to data-driven decision-making led to the development of an assessment and reporting system that enabled the timely identification of learning gaps and implementation of responsive interventions. As a result, learner performance indicators demonstrated consistent improvement across multiple school years.

Beyond the classroom, I established partnerships with local government units, community organizations, and private stakeholders. These collaborations generated resources, learning opportunities, and support programs that benefited both learners and the school. I also served as a mentor, trainer, and resource speaker, sharing best practices and contributing to professional capacity building.

My professional development efforts include advanced studies, action research, conference presentations, and mentoring engagements. The knowledge and insights gained from these experiences informed my teaching practice and inspired colleagues to adopt innovative and research-informed approaches.

These accomplishments reflect my dedication to excellence, innovation, inclusivity, and continuous improvement. More importantly, they demonstrate my commitment to ensuring that every learner receives meaningful opportunities to succeed and thrive.

E. Accomplishments and Means of Verification (MOV) (50-80 words)

Domain 1: Content Knowledge and Pedagogy

Milestone Indicator: *Institutionalized an innovative pedagogy or instructional model that significantly improved learner achievement and was adopted beyond the teacher's classroom.*

I developed and implemented the "Differentiated Learning Enhancement Model" to address diverse learner needs and improve academic performance.

**STATEMENT OF INTEGRITY, AUTHENTICITY, AND PROFESSIONAL
COMMITMENT**

I, **[Name of Nominee]**, respectfully submit this portfolio in support of my nomination for the **Most Outstanding** _____. (category)

I declare under oath that all information, narratives, accomplishments, performance data, testimonials, reports, and supporting documents contained in this portfolio are truthful, authentic, and accurate to the best of my knowledge. All evidence submitted reflects my actual professional practice and contributions as an educator and may be subjected to validation, verification, and review by the duly constituted evaluation committee.

I acknowledge that transparency, honesty, and accountability are essential values of the teaching profession. Therefore, I accept full responsibility for the contents of this submission and understand that any proven act of falsification, misrepresentation, or plagiarism shall be sufficient grounds for disqualification and other actions as may be deemed appropriate by the awarding body.

As a nominee, I reaffirm my commitment to excellence in teaching, learner development, professional growth, innovation, ethical leadership, and public service. I further pledge to continue promoting quality, equitable, and transformative education in support of the Department of Education's (DepEd) mission and vision.

Hence, I have affixed my signature on September __, 2026.

[NAME OF NOMINEE]

Nominee

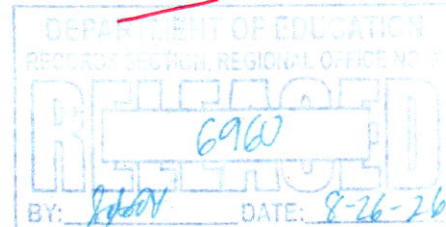
Witnessed by:

School Head/Chief Education Supervisor

HRD



Republic of the Philippines
Department of Education
 REGION X - NORTHERN MINDANAO



August 19, 2026

REGIONAL MEMORANDUM
 No. 696, s. 2026

2026 PASIDUNGOG SA AMIHANANG MINDANAO (PAM)

To: Assistant Regional Director
 Schools Division Superintendents
 All Others Concerned

1. Anchored on DepEd Order No. 9, s. 2002 and other relevant issuances by the Department of Education (DepEd) and the Civil Service Commission (CSC), this Office issues the Implementation Guidelines on the Program on Awards and Incentives for Service Excellence (PRAISE) for the 2026 Regional Search for the **Most Outstanding DepEd Region X Teachers, Master Teachers and School Heads** dubbed *Pasidungog sa Amihanang Mindanao*.
2. This activity aims to recognize teachers, master teachers and school heads 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. Adherence to the timeline is crucial to ensure the smooth execution of the activity and mitigate any potential disruptions to the process.

Activities	Dates	Venue
Division Level Screening and Selection	September 21-25, 2026	
Submission of online documents to the Regional Office link	October 5-9, 2026	
Regional Level Screening and Selection	October 12- November 13, 2026	Regional Office
Awarding Ceremonies	December 3, 2026	TBA

4. The Search shall be conducted in two (2) phases, with the following corresponding weight allocations:

- a. **Documentary Evaluation (70%)** - Assessment of the nominee's submitted Means of Verification (MOVs) against the prescribed criteria and indicators;
- b. **Interview and Teaching Demonstration (30%)** - Comprehensive evaluation of the nominee's professional competence, leadership, communication skills, professional integrity, and work performance, reputation through a panel interview. For teaching-related categories, the evaluation shall likewise include Teaching Demonstration, where applicable, to assess the nominee's instructional competence, classroom management, learner engagement, and application of effective teaching practices in an authentic school setting.



Address: DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City
 Telephone No: (088) 881 3137
 Email Address: region10@depd.gov.ph
 Website: r10.depded.gov.ph

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Effectivity	01.22.24	Page	1 of 29



5. SDO-level activity expenses are chargeable against local funds or any available funds thereat, while Regional Office expenses are chargeable against RO funds, both subject to the usual accounting and auditing rules and regulations.

6. Teachers, master teachers and school heads who have previously won (first place) in the PAM are ineligible to participate in the same category in the current activity.

7. The following documents are attached for reference and may be accessed through this link: <https://tinyurl.com/5xxz8rp4>:

- a. Annex 1 – Guidelines for the 2026 Regional Search for the Most Outstanding DepEd Region X Employees – 2026 *Pasidungog sa Amihanang Mindanao (PAM)*
- b. Annex 2 – Criteria for Evaluation
- c. Annex 3 – List of Official Winners
- d. Annex 4 - Portfolio Preparation Guide

8. For inquiries, please contact Marivic D. Labitad, Human Resource Development Division (HRDD) at 09269276709 or email at marivic.labitad@deped.gov.ph

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

Digitally signed by Legaspi Ruth Fuentes
Reason: I am the author of this document
Date: 2026.08.25 18:29:16
DR. RUTH L. FUENTES, CESO III
Regional Director

Reference: RM No. 754, s. 2025
2025 Pasidungog sa Amihanang Mindanao (PAM)

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

AWARDS PRAISE

RE: 2026 Pasidungog sa Amihanang Mindanao (PAM)

HRDD/mdl



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO

**GUIDELINES FOR THE 2026 REGIONAL SEARCH FOR THE MOST OUTSTANDING
DEPED REGION X TEACHERS, MASTER TEACHERS AND SCHOOL HEADS**

2026 PASIDUNGOG SA AMIHANANG MINDANAO (PAM)

I- RATIONALE

Pursuant to CSC Memorandum Circular No. 01, s. 2001, which prescribes the Program on Awards and Incentives for Service Excellence (PRAISE) in the Civil Service, and its adoption in the Department of Education through DepEd Order No. 78, s. 2007, titled *Strengthening the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education (DepEd)*, DepEd Region X continues to institutionalize a culture of excellence by recognizing and rewarding employees and offices who demonstrate exemplary performance, innovation, integrity, dedication, and outstanding public service.

Anchored on the Department's commitment to quality, accountability, and continuous improvement, and consistent with the principles of merit and fitness in the civil service, the Regional Search for Most Outstanding Teachers, Master Teachers and School Heads serves as a mechanism to acknowledge individuals whose exceptional contributions have significantly advanced organizational effectiveness, improved public service delivery, and promoted excellence in education governance.

The conduct of the search is further aligned with DepEd Order No. 9, s. 2002, which institutionalizes the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department, reinforcing the recognition of employees whose accomplishments, innovations, and exemplary conduct inspire higher levels of performance and professionalism throughout the organization.

Moreover, the search supports the implementation of DepEd Order No. 7, s. 2023, or the *Guidelines on the Recruitment, Selection, and Appointment in the Department of Education*, which emphasizes competency-based human resource management and recognizes the importance of professional excellence, demonstrated competencies, and outstanding accomplishments in career progression and organizational development.

The evaluation and selection process likewise uphold the Philippine Professional Standards for Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH), by recognizing educators and school leaders who consistently demonstrate the professional knowledge, practice, values, leadership, and management competencies expected of high-performing DepEd personnel. These standards ensure that the search not only rewards exemplary accomplishments but also reinforces the professional expectations that contribute to improved learner outcomes, effective school governance, and organizational excellence.

Through the Pasidungog sa Amihanang Mindanao, DepEd Region X reaffirms its commitment to cultivating a culture of excellence, innovation, integrity, and servant leadership by honoring employees whose remarkable achievements exemplify the highest ideals of public service. The search serves not only as a recognition mechanism but also as a strategic initiative that motivates all personnel to continuously pursue professional growth, uphold ethical standards, and contribute meaningfully to the realization of the Department's vision, mission, and strategic goals.

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. Madrasah Education Program
6. Special Education Program
7. Indigenous Peoples Education Program
8. Alternative Learning System Program
9. Multi-Grade Program- (Elementary)

B. Most Outstanding Master Teacher

1. Elementary
2. Secondary

These awards are conferred upon teachers who demonstrate outstanding performance and professional excellence in alignment with the Philippine Professional Standards for Teachers (PPST), and who embody the highest standards of professionalism, consistently fulfill and exceed the expectations of their roles as defined in their Job Description, and achieve notable accomplishments that reflect exceptional competence, leadership, innovation, and dedication to the teaching profession.

C. Most Outstanding School Head

1. Elementary
2. Secondary

This award recognizes School Heads who have consistently demonstrated exemplary instructional, managerial, and organizational leadership, as well as the highest standards of professionalism in the performance of their duties, in alignment with the Philippine Professional Standards for School Heads (PPSSH). It honors those who effectively and faithfully discharge their functions as prescribed in their approved Job

Description and Office Performance Commitment and Review Form (OPCRF), thereby exemplifying outstanding competence, integrity, innovation, accountability, and commitment to educational excellence.

This category likewise includes Head Teachers or School In-charge who are officially designated or assigned to manage and administer schools in the absence of a plantilla School Head position. Such nominees shall be evaluated based on the leadership, management, and governance functions they actually perform as designated School Heads, in addition to the duties and responsibilities corresponding to their plantilla positions, provided these functions are duly supported by official designation orders and relevant Means of Verification (MOVs).

The award recognizes school leaders who foster a culture of excellence, promote learner-centered and inclusive education, strengthen school governance, empower teachers and stakeholders, and achieve measurable improvements in school performance and learner outcomes through effective and ethical leadership

II- GUIDELINES AND MECHANICS IN THE ONLINE SUBMISSION OF PORTFOLIO

To streamline the evaluation process, promote efficiency, and reduce the use of printed documents, all portfolios shall be submitted electronically through a designated online submission link to be provided by the Regional Office to all Schools Division Offices (SDOs). **No hard copies of the portfolio shall be submitted.**

The following guidelines shall be observed:

A. Preparation of Portfolio (see attachment 4)

- Each nominee shall prepare one (1) Portfolio in PDF format containing all required documents based on the prescribed criteria for the respective award category.
- The portfolio shall be arranged according to the sequence of indicators reflected in the evaluation tool.

B. Narrative Report

- The nominee shall write a 500-word narrative summary of performance of the PPST/PPSH domains, Bookman Old Style, Font size 11, line spacing 1.5, describing the role, innovations, and significant impact of the milestone accomplishments to the community.
- The narrative shall clearly explain the following:

A. Role	Describe the nominee's significant roles and responsibilities in conceptualizing, leading, managing, implementing, monitoring, supervising, coordinating, facilitating, or evaluating programs, projects, or initiatives related to the award category. The narrative should clearly demonstrate leadership, technical expertise, initiative, collaboration, and decision-making that contributed to the successful implementation of the accomplishment.
B. Innovation	Describe the innovative strategy, process, intervention, policy, system, digital solution, or best practice introduced to improve efficiency, effectiveness, quality, service delivery, or learner outcomes. Explain what made the innovation unique, how it addressed existing challenges, and how it has been sustained or institutionalized.
C. Impact	Present measurable results and evidence showing how the accomplishment improved learner outcomes, organizational performance, policy implementation, stakeholder satisfaction, service delivery, efficiency, or other significant outcomes. The narrative should clearly demonstrate both immediate and long-term impact and, where applicable, evidence of replication or adoption beyond the nominee's workplace. <i>Impact refers to measurable positive changes demonstrated through learner outcomes, organizational effectiveness, stakeholder satisfaction, resource generation, policy improvement, process efficiency, or service delivery performance.</i>

C. Means of Verification (MOVs)

- Supporting documents or Means of Verification (MOVs) shall be attached only after the narrative summary of performance.
- The MOVs shall serve as documentary evidence to validate the accomplishments described in the narrative report.
- Nominees shall attach only the most relevant, authentic, and legible documents covering the last two (2) school years that directly support the claimed accomplishments. Submission of excessive or repetitive documents is discouraged.

D. Portfolio Format (see attachment 4)

- The complete portfolio shall be compiled into one (1) searchable PDF file for each nominee.
- The PDF shall be properly labelled, organized or arranged in the same sequence as the corresponding indicators or domains to facilitate efficient review and assessment by the evaluators.
- The file name shall follow the prescribed format:

Category_SDO_LastName_FirstName_.pdf

Example:

OutstandingTeacherElem_Malaybalay_DelaCruz_Juan_.pdf

E. Online Submission

- The Regional Office shall provide an official online submission link to all Schools Division Offices.
- Each SDO shall consolidate and upload the portfolios of its official nominees through the designated submission platform on or before the prescribed deadline.
- Only submissions made through the official online platform shall be accepted. Submissions sent through email or submitted in hard copy shall not be considered.

F. Responsibility of the Schools Division Office (SDO)

The SDO shall ensure that

- 1.all submitted files are properly arranged, complete, organized and readable;
- 2.portfolios comply with the prescribed format and documentary requirements;
- 3.all submissions are made within the prescribed timeline; and
- 4.all uploaded documents are true, authentic, and duly
 - a. certified by the school head and endorsed by the Schools Division Superintendent (SDS) (for teaching categories)
 - b. certified by the CID/SGOD chief and endorsed by the Schools Division Superintendent (SDS) (for School Heads).

Failure to comply with the prescribed submission requirements, file format, or submission deadline may result in the non-acceptance or disqualification of the nomination, subject to the decision of the Regional PRAISE Committee.

- G.** The Regional Evaluation Committee may validate the authenticity and accuracy of the submitted Means of Verification (MOVs) through any of the following methods, as deemed appropriate: random validation of submitted documents, phone verification, verification with the concerned Schools Division Superintendent (SDS), Chiefs, or School Heads, and on-site validation, if necessary.

III-ELIGIBILITY REQUIREMENT

To be eligible for nomination to the Pasidungog sa Amihanang Mindanao (PAM) – Regional Search for Most Outstanding Employees, the nominee must meet the following requirements:

1. Employment Status – Must be a permanent employee of the Department of Education Region X.

2. Position – Must be currently performing the duties and responsibilities of the position for the category in which he/she is nominated. For the School Head Category, both plantilla School Heads/Principals and officially designated School-In-Charge (SICs) are eligible, provided their designation is valid and supported by an official DepEd designation.
3. Length of Service – Must have rendered at least five (5) years of continuous government service in the Department of Education.
4. Performance Rating – Must have obtained a final performance rating of at least Very Satisfactory for each of the two (2) most recent completed rating periods/years, as reflected in the Individual/Office Performance Commitment and Review Form (IPCRF/OPCRF).
5. Administrative and Legal Standing – Must have no pending administrative or criminal case and must not have been found guilty of any administrative offense involving moral turpitude, grave misconduct, dishonesty, or other offenses that adversely affect the integrity of the public service.
6. Good Standing – Must possess a record of ethical conduct and professionalism consistent with the Civil Service Commission rules, regulations, and the DepEd Code of Conduct.

IV-STEPS IN THE SEARCH PROCESS FOR THE DIFFERENT CATEGORIES EXCEPT FOR THE REGIONAL OFFICE CATEGORY

- A. Following the attached guidelines and criteria, the SDOs shall conduct a thorough search both at the school and district levels.
- B. Those who emerge as winners in various categories at the district level will automatically progress as finalists at the division level search.
- C. The SDOs 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 SDOs.
- E. The SDOs shall endorse the official list of winners via a link to be provided to SDOs.
- F. The top-ranked finalist from the division's search in each category will advance as the finalist for the *2026 Pasidungog sa Amihanang Mindanao (PAM)*.

G. From among the regional finalists, the individual holding the rank 1 will be declared as the Most Outstanding DepEd Region X Employee for each category.

H. If two (2) or more nominees obtain the same final score, the tie shall be resolved using the following order of priority:

- i- The nominee with the higher score in Innovation shall be ranked higher.
- ii- If a tie still exists, the nominee with the higher score in Impact shall be ranked higher.
- iii- If the tie remains unresolved, the nominee with the higher score in the Interview shall be declared the higher-ranked nominee.
- iv- Should the nominees remain tied after applying the foregoing criteria, the Regional PRAISE Committee shall deliberate and decide based on the overall merits of the nominees, and its decision shall be final.

I. The Regional Office (RO) will assess the Schools Division Offices' (SDOs) entries based on the established criteria for the category to determine the top three offices that exhibit the highest level of focus on learning.

J. To uphold the integrity, impartiality, and credibility of the Regional Search, all members of the Evaluation Committee and Board of Judges shall adhere to the highest standards of objectivity and fairness. Any evaluator or judge shall inhibit himself/herself from evaluating, scoring, deliberating on, or participating in any decision involving a nominee with whom he or she:

1. exercises direct supervision or has supervisory authority;
2. has a close personal or familial relationship by consanguinity or affinity within the fourth civil degree;
3. has served as a mentor, coach, research adviser, or direct evaluator within the last two years;
4. has collaborated on a research, innovation, project, publication, or other professional undertaking that may affect impartial judgment;
5. has a financial, professional, or personal interest that could create an actual, perceived, or potential conflict of interest; or
6. is involved in any circumstance that may reasonably raise doubts regarding the evaluator's independence, neutrality, or objectivity.

V- ADMINISTRATIVE PROVISIONS

A. Formal Appeals/Reconsideration

Any nominee may file a written Request for Reconsideration with the Regional PRAISE Committee within five (5) working days from the official release of the results. The request shall be based solely on procedural irregularities, errors in the computation of scores, or issues concerning the evaluation of the submitted Means of Verification (MOVs). Requests that merely question the evaluators' judgment or comparative ranking without substantiated procedural or computational grounds shall not be entertained.

The Regional PRAISE Committee shall review and resolve all requests for reconsideration. The Committee's decision, upon resolution of the request, shall be final and executory.

B. Anti-Fraud and Misrepresentation

Submission of falsified, altered, plagiarized, or misleading documents shall automatically disqualify the nominee and may subject the individual to administrative liability under applicable DepEd and CSC rules.

C. Data Privacy

All personal information and documentary submissions shall be processed in accordance with Republic Act No. 10173 (Data Privacy Act of 2012). Submitted information shall be used solely for purposes related to the PAM evaluation and recognition process.

D. Diversity and Inclusivity

The PAM promotes equitable recognition opportunities regardless of geographical assignment, school size, learning modality, gender, ethnicity, disability, or socioeconomic context.

E. Confidentiality and Non-Disclosure of Information

All members of the Evaluation Committee, Board of Judges, Secretariat, and Technical Working Group shall sign a Confidentiality and Non-Disclosure Undertaking and shall refrain from disclosing any information relating to the nominees, submitted documents, evaluation scores, deliberations, and results prior to official publication. Violation of this provision shall be dealt with in accordance with applicable CSC and DepEd rules and regulations.

VI-DOCUMENTS TO BE SUBMITTED

The following documents shall be forwarded to the Regional Office X via link.

- A. Official List of Winners (Attachment No. 3)
- B. Consolidated results for each category
- C. Pictures of winners meeting the specified requirements to be sent via email to renel.quirit@deped.gov.ph no later than September 30.
 - 1. Full body in Portrait layout
 - 2. Dimensions: 8" x 10" with high resolution against a white background
 - 3. Attire: Corporate attire with a blazer
- D. Winners' e-portfolio to be sent via link.

III- MONITORING AND EVALUATION

The PRAISE Committee, in collaboration with the Human Resource Development Division (HRDD), will oversee the monitoring and evaluation of Rewards and Recognition activities. This effort will be done in conjunction with the Quality Assurance Division (QAD) and the Information, Communications, and Technology (ICT) Unit 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.

Subsequently, a comprehensive Program Evaluation Tool to be developed by the Quality Assurance Division (QAD) will be administered after the PAM event in December. This tool will provide an assessment of the overall implementation of the awarding system and the conduct of the ceremony.

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.

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CRITERIA FOR EVALUATION

A. Outstanding Teacher Category

Milestone Indicator	Means of Verification	Points
1. Institutionalized an innovative pedagogy or instructional model that significantly improved learner achievement and was adopted beyond the teacher's classroom. (Domain 1: Content Knowledge & Pedagogy)	Two School Year latest Classroom Observation Ratings (Very Satisfactory or higher),	10
	Documented evidence of differentiated and targeted reading strategies/interventions employed by the teacher, supported by baseline and latest reading assessment results, learner progress-monitoring records, intervention plans, learner outputs, and other validated reading program records, demonstrating measurable improvement in learners' reading proficiency, comprehension, fluency, or other appropriate reading indicators.	10
	Domain 1 Total	20
2. Established a model learning environment recognized for promoting positive discipline, child protection, and	Validated documentation demonstrating the consistent application of positive discipline, child	5

holistic learner development, influencing school-wide culture. <i>(Domain 2: Learning Environment)</i>	positive discipline, child protection, inclusive practices, learner engagement, and a safe and supportive learning environment.	
	Relevant school records, implementation reports, intervention/referral records, or other appropriate documentation demonstrating the effective application and promotion of child protection, positive discipline, and learner welfare practices.	5
	School memorandum/issuance, replication/adoption records, committee or program reports, showing that the nominee's practices have been sustained and/or adopted beyond the nominee's own classroom or immediate assignment	5
	Domain 2 Total	15
3. Led a transformative inclusion or intervention program that measurably improved access, retention, and achievement of marginalized or at-risk learners. <i>(Domain 3: Diversity of Learners)</i>	Approved intervention Plan-before-and-after data (SYs-2024-2025;2025-2026) duly signed by Program Coordinator & School Head	5

	Completion/ dropout statistics	2.5
	School or division recognition relevant to Domain 3	2.5
	Domain 3 Total	10
4. Designed and implemented a contextualized curriculum innovation aligned with national/regional priorities that became a benchmark or replicated practice. <i>(Domain 4: Curriculum & Planning)</i>	Contextualized curriculum innovation documents with approval or validation records	6
	Contextualized curriculum innovation implementation reports, evidence of adoption/replication	4
	Domain 4 Total	10
5. Developed and institutionalized a data-driven assessment and reporting system that resulted in sustained improvement in learner performance indicators. <i>(Domain 5: Assessment & Reporting)</i>	Two-year Comparative Learner Achievement Data – documented improvement in learner achievement based on NAT, quarterly/periodic examinations, validated assessment results, or other appropriate standardized/teacher-made assessments.	10
	Intervention plans, documented upward trend in learner outcomes	5

	(SYs 2024-2025 and 2025-2026)	
	Domain 5 Total	15
6. Initiated and sustained high-impact community partnerships or professional leadership engagements generating measurable benefits for learners and the school. <i>(Domain 6: Community Linkage & Professional Engagement)</i>	Validated MOAs, partnership agreements, Deeds of Donation, and certified resource generation records from the Brigada Coordinator and School Head, demonstrating the nominee's active role and contribution to mobilizing external resources and partnerships in support of school programs and learner needs.	5
	Documented evidence of the sustained impact of the nominee's professional practice or innovation, including impact reports, evidence of improved outcomes, and leadership roles as mentor, trainer, speaker, or resource person, demonstrating its continued implementation, replication, or adoption beyond the nominee's	10
	Domain 6 Total	15

7. Demonstrated exemplary professional growth through advanced studies, research, or thought leadership that produced measurable improvements in practice and influenced peers. (Domain 7: Personal Growth & Professional Development)	Diploma/TOR	2
	Completed action research with implementation	5
	Publication/ presentation certificates	3
	Mentoring records notified by Mentee and School Head	2
	Documented school/division impact	2
	Domain 7 Total	15
	OVER-ALL TOTAL SCORE (70%)	100pts
Interview/Teaching Demonstration	30%	

B. Outstanding Master Teacher Category

Milestone Indicator	Means of Verification (MOVs)	Points
1. Research & Instructional Innovation Led and institutionalized a research-based project, teaching innovation, or framework adopted at the school or district level.	• Approved Innovation Proposal / Action Research Report • Certificate of Adoption or Utilization signed by Principal/SDS • Simple 1-page summary of before-and-after learner performance data	15
2. Mentoring & Coaching System Established a coaching system that improved instructional competencies and observation scores of co-teachers.	• Approved and implemented Coaching/Mentoring Plan • Signed Coaching/Mentoring Logs (at least 3-5 sessions) • Comparative observation rating summary or 2 mentee testimonials	15
3. Learner Intervention & Inclusion Program Spearheaded and institutionalized a contextualized reading intervention or inclusion program that significantly improved the reading performance of struggling or non-reading learners.	• Approved Reading Intervention Program/Proposal and Design Baseline and Post-Intervention Reading Assessment Results Reading Progress-Monitoring Records Accomplishment/Impact Report with Photo Documentation	10
4. Contextualized Learning Materials Designed learning activity sheets (LAS), modules, or contextualized teaching resources aligned with curriculum goals.	• 1 set of approved contextualized Learning Activity Sheets/Modules • Division or School Quality Assurance (QA) Certificate • Evidence of school-wide utilization	15

5.Data Analytics & Assessment System Developed or utilized a school-wide data tool/dashboard to track learner progress and guide remediation plans.	• Data Dashboard/Tool (Excel, Google Sheets, or printed matrix) • Item Analysis Report with corresponding Remedial Action Plan • Minutes of LAC session/meeting showing data utilization	10
6. Resource Mobilization & Partnerships Initiated community, PTA, or stakeholder partnerships that generated support for school programs.	• Signed MOA, MOU, or Deed of Donation • Resource Mobilization / Turnover Report • Summary of generated resources or project impact photos	10
7. Professional Growth & Thought Leadership Demonstrated continuous learning and shared expertise as a resource speaker, writer, or researcher.	• Transcript of Records (TOR) or Certificate of Units Earned (Master's/Doctorate) • Certificate as Resource Speaker/Facilitator (District/Division level) • Certificate of Publication or Presentation (if any)	10
8.Demonstration Teaching & Post-Mentoring Conducted an Outstanding Demonstration Teaching showcasing differentiated instruction, ICT, and post-demo reflection.	• Approved Lesson Plan (DLL / DLP) • Signed Classroom Observation Tool (COT) Rubric (95%+ / Outstanding) • Post-conference reflection notes or mentoring session log	15
	TOTAL SCORE (70%)	100pts.
Interview/ Teaching Demonstration	30%	

C. Outstanding School Head Category

PPSSH Domain 1: Leading Strategically (20 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.	• copy of approved ESIP, AIP with accomplishment report • PAPs anchored on core values of Maka-diyos, Makatao, Makakalikasan and Makabansa • approved project proposal or action plan, Activity completion report, and impact evaluation report LARGE/MEGA SCHOOLS (Brigada Eskwela): 9 PAPs – above - 10 pts. 7 – 8 - 8 5 – 6 - 6 3 – 4 - 4 1 – 2 - 2 SMALL/MEDIUM SCHOOLS: 5 PAPs – above - 10 pts. 4 - 8 3 - 6 2 - 4 1 - 2	10
B. Promoted a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.	10- Presented or shared the research conducted to others (cluster, division, region, national) with letter of invitation and certificate of participation 8- Copy of completed manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report 6- Manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report 4- Copy of approved research proposal of the school head 2- Copy of the research proposal of the school head	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-2pts. • Functional SGC (certified by CO/RO thru a memo- 2pts. Established SGC (certified by SDO) – 1pt	5
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 TIMELINESS (maximum of 3 points): Zero late liquidation of the utilized MOOE – 3pts. 1-2 late liquidation of the utilized MOOE – 2pts. 3-4 late liquidation of the utilized MOOE – 1pts PERCENTAGE OF UTILIZATION (maximum of 2 points): 95%- 100% utilization of other sources of funds – 2pts. 94% below utilization of other sources of funds – 1pt.	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 (25 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 curriculum relevant to learners	a. 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 • Copy of list of lesson plans utilizing the contextualized instructional materials • Copy of the certification of the use of the contextualized instructional materials LARGE/MEGA SCHOOLS: 40 and above – 5 30-39 – 4 29-20 – 3 19-10 – 2 9 below– 1 SMALL/MEDIUM SCHOOLS: 30 and above – 5 25-29 – 4 20-24 – 3 15-19 – 2 9 below– 1	5
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 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 (Certification from the Planning Officer) • Copy of Performance Indicators with analysis and intervention plan (As to the MPS Increase it must be supported by the PSDS) ~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 90-94% - 4 85-89 - 3 80-84 - 2 75-79 - 1	10
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 • Copy of Brigada Eskwela Report • Amount of funding through Adopt-A-School Program with Impact Report LARGE/MEGA SCHOOLS: 750K and above - 5 500K - 749K - 4 250K - 499K - 3 100K - 199K - 2 Below 100K - 1 SMALL/MEDIUM SCHOOLS: 400K and above - 5 300K - 399K - 4 200K - 299K - 3 100K - 199K - 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, including online trainings), <u>with approved and completed Re-entry Project</u> 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 with the name of the speaker - Copy of the slide deck - At least 3 pictures - Signed process observer results 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 District level – 1	5
	d. Publication/Authorship Copy of the book or published materials 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	5

	International level – 5 National level – 4 Regional level – 3 Division level – 2 District level – 1	
	<i>f.Develops and empowers teaching and non-teaching personnel through needs-based learning, coaching, mentoring, and career development opportunities.</i> Personnel Consolidated Self- Assessment Tool-1 Individual Development Plans-1 Learning and Development Plan-1 Coaching and Mentoring Plan-1 Training/Capacity-Building-1 Accomplishment Report-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 trough 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 3 PPAs – 5 2 PPAs – 3 1 PPA – 1	5
	b. Community engagement • List of projects with the community stakeholders with MOA/MOU • 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) LARGE/MEGA SCHOOLS: 15 MOA/MOU and above – 5 10 MOA/MOU – 3 5 MOA/MOU and below – 1 SMALL/MEDIUM SCHOOLS:	5

	10 MOA/MOU and above – 5 7 MOA/MOU – 3 5 MOA/MOU and below – 1	
	TOTAL- (70%)	100 pts.
Interview	30%	

Interview and Teaching Demonstration-Rubric- 30% (Teaching Category)

Component	Criteria	Specific Indicators	Points
A. Panel Interview	1. Professional Competence and Accomplishments	Demonstrates strong knowledge, expertise, and mastery of the nominee's area of responsibility; articulates significant accomplishments, innovations, and contributions with clear evidence of impact.	4
	2. Leadership and Influence	Demonstrates initiative, sound judgment, leadership, collaboration, and ability to influence or support colleagues and contribute beyond the immediate assignment.	4
	3. Communication and Professional Presence	Communicates ideas clearly, confidently, logically, and respectfully; responds appropriately and substantively to questions; demonstrates composure and professionalism.	4
	4. Integrity, Work Performance, and Reputation	Demonstrates ethical conduct, accountability, commitment to public service, and consistency between claimed accomplishments and validated records; maintains a positive professional reputation.	3
Subtotal – Interview			15
B. Teaching Demonstration (for teaching-related categories, where applicable)	5. Content Knowledge and Pedagogical Competence	Demonstrates accurate content knowledge and applies appropriate, evidence-based, learner-centered teaching strategies aligned with the learning objectives and learners' needs.	4

Component	Criteria	Specific Indicators	Points
	6. Classroom Management and Learning Environment	Establishes a safe, inclusive, respectful, and well-managed learning environment; uses appropriate classroom management strategies that maximize learning time.	4
	7. Learner Engagement and Differentiation	Actively engages learners, provides appropriate differentiation/scaffolding, responds to learner needs, and promotes participation and critical thinking.	4
	8. Assessment and Feedback	Uses appropriate assessment strategies to check learner understanding, provides timely and constructive feedback, and adjusts instruction based on learner responses.	3
Subtotal – Teaching Demonstration			15
TOTAL			30

RUBRIC FOR INTERVIEW (30%)- (School Heads Category)

Indicator					
Communication Skills – 10 points					
Criterion	5 – Outstanding	4 – Very Satisfactory	3 – Satisfactory	2 – Needs Improvement	1 – Poor
Communication Skills (5 points)	Communicates ideas clearly, concisely, logically, and confidently; listens actively and responds appropriately and substantively; demonstrates excellent articulation, engagement, professionalism, and persuasive communication throughout the interview. (5 points)	Communicates ideas clearly and logically; listens attentively and responds appropriately; demonstrates good articulation, confidence, professionalism, and engagement. (4 points)	Communicates ideas adequately and responds appropriately to questions; demonstrates acceptable articulation, listening, engagement, and professional presence. (3 points)	Communication is sometimes unclear, disorganized, or hesitant; demonstrates inconsistent listening, articulation, engagement, or professional presence. (2 points)	Has significant difficulty expressing ideas clearly and appropriately; demonstrates poor listening, articulation, engagement, or professional presence that affects the interview. (1 point)

Professional Competence and Mastery of Work-10 points

Criterion	5 – Outstanding	4 – Very Satisfactory	3 – Satisfactory	2 – Needs Improvement	1 – Unsatisfactory
Professional Competence, Application, and Results	Demonstrates exceptional knowledge and mastery of work; applies expertise effectively to complex situations; provides practical, innovative, and well-reasoned solutions; and clearly demonstrates significant accomplishments, innovation, and sustained improvements resulting from professional expertise. (10 points)	Demonstrates strong knowledge and mastery; effectively applies expertise to work-related situations; provides appropriate solutions; and demonstrates meaningful accomplishments, initiatives, and improvements in work processes or results. (8 points)	Demonstrates adequate knowledge and application of expertise to routine and work-related situations; provides satisfactory solutions and accomplishments, with some evidence of improvement. (6 points)	Demonstrates limited knowledge or application of expertise; has difficulty addressing work-related situations and provides limited evidence of accomplishments, innovation, or improvement. (4 points)	Demonstrates inadequate knowledge and application of work-related expertise; is unable to provide appropriate solutions and shows no clear evidence of meaningful accomplishments, innovation, or improvement. (2 points)

Leadership, People Development, and Results- 10 points

Criterion	5 – Outstanding	4 – Very Satisfactory	3 – Satisfactory	2 – Needs Improvement	1 – Unsatisfactory
Leadership, People Development, and Results	Demonstrates exceptional leadership by setting clear direction, taking initiative, making sound and timely decisions, inspiring and developing others, empowering colleagues, and achieving significant and sustainable results. (10 points)	Demonstrates strong leadership through clear direction, initiative, sound judgment, effective decision-making, development of others, teamwork, and achievement of strong results. (8 points)	Demonstrates adequate leadership by taking initiative, making generally sound decisions, supporting colleagues, contributing to team development, and achieving expected results. (6 points)	Demonstrates limited leadership, requiring considerable guidance in decision-making and providing inconsistent support or development to others and achieves limited results. (4 points)	Demonstrates inadequate leadership, showing lack of initiative or poor judgment; is unable to effectively provide direction, support or develop others, and does not achieve expected results. (2 points)

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LIST OF OFFICIAL WINNERS

Division : _____

Categories	Name of Winners	Schools	Contact Numbers

The Division Screening and Selection Committee certifies that the information contained herein, and the accompanying supporting documents are true and correct.

Chair

Member

Member

Member

Approved by:

Schools Division Superintendent

PORTFOLIO PREPARATION GUIDE

Instructions: Prepare a **Narrative Summary (not more than 500 words)** that presents a coherent story of your professional journey and major accomplishments relevant to the evaluation criteria.

Your narrative should

1. highlight your most significant innovations, programs, and leadership initiatives;
2. demonstrate measurable impact on learner achievement, inclusion, school improvement, and community engagement;
3. show evidence of professional growth, research, mentoring, and contributions beyond your classroom;
4. cite concrete results using data, recognitions, and documented outcomes;
5. focus on outcomes rather than activities; and
6. conclude with how your initiatives contributed to learner success and school improvement.

Format:

1. Maximum 500 words
2. Written in first person
3. Evidence-based and results-oriented

*For each milestone indicator, provide a separate response of **50-80 words maximum**.*

PORTFOLIO (SAMPLE)

A. Cover Page

B. Certification and Endorsement

C. Professional Profile Summary (250-400 words)

1. Professional background
2. Educational qualifications
3. Years of service
4. Major accomplishments
5. Leadership roles
6. Awards and recognitions
7. Contributions to learners, school, and community
8. Others

MARIA CRISTINA DELA CRUZ, Teacher III, is a dedicated educator with 18 years of teaching experience in the Department of Education. She holds a Master of Arts in Education and is currently pursuing doctoral studies. Throughout her career, she has consistently demonstrated excellence in instructional leadership, curriculum innovation, learner support, and community engagement.

She developed and institutionalized innovative literacy and numeracy intervention programs that significantly improved learner achievement and retention rates. Her instructional innovations have been replicated by fellow teachers and recognized at the division level. As a mentor, trainer, and researcher, she has contributed to the professional growth of colleagues through Learning Action Cells, action research presentations, and technical assistance activities.

Beyond the classroom, she has established sustainable partnerships with government agencies, private organizations, and community stakeholders that generated resources and opportunities benefiting learners and the school. Her unwavering commitment to excellence, innovation, inclusivity, and lifelong learning continues to create a positive and lasting impact on the educational community.

D. Narrative Report (Maximum 500 words)

Throughout my teaching career, I have consistently pursued innovative, learner-centered, and evidence-based practices that contribute to improved educational outcomes and school development. Guided by the principles of inclusive, quality, and transformative education, I have implemented programs and initiatives that have positively impacted learners, colleagues, parents, and the wider community.

In the area of pedagogy, I developed and institutionalized an instructional innovation that integrates differentiated learning strategies, technology-enhanced instruction, and formative assessment practices. The approach resulted in significant improvements in learner achievement over two consecutive school years and was eventually adopted by fellow teachers within the school and district.

Recognizing the importance of a safe and nurturing learning environment, I led several programs promoting positive discipline, child protection, and socio-emotional learning. These initiatives strengthened school-wide practices and fostered stronger relationships among learners, parents, and teachers. The sustained implementation of these programs contributed to a more supportive and inclusive school culture.

To address the needs of struggling and marginalized learners, I designed targeted intervention programs focusing on literacy, numeracy, attendance, and learner engagement. Through systematic monitoring and collaboration with stakeholders, these interventions significantly improved retention rates, academic performance, and participation among at-risk learners.

I also spearheaded curriculum innovations aligned with national and regional priorities. By contextualizing instructional materials and learning resources to local realities and learner needs, I enhanced classroom relevance and learner engagement. These innovations were later replicated by other teachers and recognized as effective practices within the school.

My commitment to data-driven decision-making led to the development of an assessment and reporting system that enabled the timely identification of learning gaps and implementation of responsive interventions. As a result, learner performance indicators demonstrated consistent improvement across multiple school years.

Beyond the classroom, I established partnerships with local government units, community organizations, and private stakeholders. These collaborations generated resources, learning opportunities, and support programs that benefited both learners and the school. I also served as a mentor, trainer, and resource speaker, sharing best practices and contributing to professional capacity building.

My professional development efforts include advanced studies, action research, conference presentations, and mentoring engagements. The knowledge and insights gained from these experiences informed my teaching practice and inspired colleagues to adopt innovative and research-informed approaches.

These accomplishments reflect my dedication to excellence, innovation, inclusivity, and continuous improvement. More importantly, they demonstrate my commitment to ensuring that every learner receives meaningful opportunities to succeed and thrive.

E. Accomplishments and Means of Verification (MOV) (50-80 words)

Domain 1: Content Knowledge and Pedagogy

Milestone Indicator: *Institutionalized an innovative pedagogy or instructional model that significantly improved learner achievement and was adopted beyond the teacher's classroom.*

I developed and implemented the "Differentiated Learning Enhancement Model" to address diverse learner needs and improve academic performance.

Through structured intervention sessions, formative assessments, and technology-assisted instruction, learner achievement increased substantially over two school years as reflected in quarterly assessments and national achievement indicators. Due to its effectiveness, the model was adopted by teachers within our department and formally endorsed through school implementation guidelines.

(Attach Means of Verification)

Domain 2: Learning Environment

Milestone Indicator: *Established a model learning environment recognized for promoting positive discipline, child protection, and holistic learner development.*

I established a learner-centered classroom environment anchored on positive discipline, child protection policies, socio-emotional support, and learner leadership opportunities. The initiative strengthened learner engagement, reduced behavioral concerns, and encouraged active participation. The practices were later integrated into school-wide learner support programs and recognized for promoting a safe, inclusive, and supportive learning environment.

(Attach Means of Verification)

Domain 3: Diversity of Learners

Milestone Indicator: *Led a transformative inclusion or intervention program that improved access, retention, and achievement of marginalized or at-risk learners.*

I initiated an intervention program targeting struggling and at-risk learners through individualized learning plans, home-school collaboration, remediation sessions, and continuous progress monitoring. The program resulted in improved attendance, increased completion rates, and significant gains in academic performance. The intervention became a sustainable school initiative supporting inclusive education and learner success.

(Attach Means of Verification)

Domain 4: Curriculum and Planning

Milestone Indicator: *Designed and implemented a contextualized curriculum innovation aligned with national and regional priorities.*

I designed contextualized learning materials and instructional activities integrating local culture, community resources, and real-life situations into curriculum delivery. This innovation increased learner engagement, improved learning outcomes, and enhanced curriculum relevance. The materials were validated by school leaders and adopted by fellow teachers as part of instructional planning and delivery.

(Attach Means of Verification)

Domain 5: Assessment and Reporting

Milestone Indicator: *Developed and institutionalized a data-driven assessment and reporting system.*

I developed a learner performance monitoring and assessment system that analyzed assessment results, identified learning gaps, and guided intervention planning. Using assessment data for instructional decision-making enabled targeted support for learners and led to sustained improvements in achievement indicators over successive school years. The system is now regularly utilized within the school to strengthen assessment and reporting processes.

(Attach Means of Verification)

Domain 6: Community Linkages and Professional Engagement

Milestone Indicator: *Initiated and sustained high-impact community partnerships or professional leadership engagements.*

I established strategic partnerships with community stakeholders, local government units, private organizations, and education partners to support learner development and school improvement initiatives. These collaborations generated resources, learning opportunities, and intervention support benefiting learners and teachers. As a mentor, trainer, and resource speaker, I also contributed to professional development initiatives that enhanced instructional quality across schools.

(Attach Means of Verification)

Domain 7: Personal Growth and Professional Development

Milestone Indicator: *Demonstrated exemplary professional growth through advanced studies, research, or thought leadership.*

I pursued continuous professional growth through advanced studies, action research, professional presentations, and mentoring engagements. My research findings and shared best practices informed instructional improvements and supported evidence-based decision-making within the school. Through mentoring and capability-building activities, I contributed to the professional growth of colleagues and promoted a culture of continuous learning and innovation.

(Attach Means of Verification)

STATEMENT OF INTEGRITY, AUTHENTICITY, AND PROFESSIONAL COMMITMENT

I, **[Name of Nominee]**, respectfully submit this portfolio in support of my nomination for the **Most Outstanding** _____. (category)

I declare under oath that all information, narratives, accomplishments, performance data, testimonials, reports, and supporting documents contained in this portfolio are truthful, authentic, and accurate to the best of my knowledge. All evidence submitted reflects my actual professional practice and contributions as an educator and may be subjected to validation, verification, and review by the duly constituted evaluation committee.

I acknowledge that transparency, honesty, and accountability are essential values of the teaching profession. Therefore, I accept full responsibility for the contents of this submission and understand that any proven act of falsification, misrepresentation, or plagiarism shall be sufficient grounds for disqualification and other actions as may be deemed appropriate by the awarding body.

As a nominee, I reaffirm my commitment to excellence in teaching, learner development, professional growth, innovation, ethical leadership, and public service. I further pledge to continue promoting quality, equitable, and transformative education in support of the Department of Education's (DepEd) mission and vision.

Hence, I have affixed my signature on September __, 2026.

[NAME OF NOMINEE]

Nominee

Witnessed by:

School Head/Chief Education Supervisor