



Republic of the Philippines
Department of Education
REGION X
SCHOOLS DIVISION OF LANAO DEL NORTE

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September 8, 2025

DIVISION MEMORANDUM

No. 555, s. 2025

**DIVISION SEARCH FOR THE 2025 MOST OUTSTANDING TEACHERS,
SCHOOL LEADERS, AND NON-TEACHING PERSONNEL**

To: Assistant Schools Division Superintendent
Chief, Curriculum Implementation Division
Chief, Schools Governance and Operations Division
Section Heads
All Others Concerned

1. Anchored on DepEd Order No. 9, s. 2002 and other relevant issuances by the Department of Education (DepEd) and the Service Commission (CSC), this Office issues the Implementation Guidelines on the Program on Awards and Incentives for Service Excellence (PRAISE) for the 2024 Division Search for the Most Outstanding DepEd Lanao del Norte Employees dubbed 2025 *Sarimanok Parangal Ceremonies*.
2. This activity aims to recognize employees 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. The following are attached for references:
 - a. Attachment No. 1 – 2025 Composition of the Division Screening Committee.
 - b. Steps in the Selection Process, Documents to be submitted and timeline in the Conduct of the 2025 Division Search for Most Outstanding Teachers, School Leaders, and Non-Teaching Personnel
 - c. Criteria for Evaluation
 - d. Template in Accomplishing the Milestone Accomplishments
4. All schools are encouraged to submit entries.

5. Expenses incurred relative to the conduct of the activity are chargeable against local funds or any available funds subject to the usual accounting and auditing rules and regulations.

6. Employees who have previously won in the 2024 Sarimanok Parangal Ceremonies are ineligible to participate in the current activity.

7. As part of the Division's implementation of the Equal Opportunity Policy (EOP), the selection of nominees who will participate in the search shall be made regardless of age, sex, sexual orientation, gender identity, civil status, disability, religion, ethnicity, and political affiliation, among others.

8. For inquiries, please contact SEPS Jennifer R. Intong, Human Resource Development Section at jennifer.intong001@deped.gov.ph .

8. Immediate dissemination and compliance of this Memorandum is desired.

EDWIN R. MARIBOJOC, CESO V
Schools Division Superintendent

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

PRAISE AWARDS PERSONNEL SARIMANOK PARANGAL

RE: DIVISION SEARCH FOR THE 2024 MOST OUTSTANDING TEACHERS, SCHOOL LEADERS, AND NON-TEACHING PERSONNEL



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Attachment No. _____ to Divisional Memorandum No. _____, s. 2025

COMPOSITION OF THE DIVISION SCREENING COMMITTEE

Over All Chairman: Edwin R. Maribojoc, CESO V
Vice Chairman: Jayvy C. Vegafrria, PhD
Members: Maria Carmela T. Ablin, EdD
Maria Eva S. Edon, PhD

No.	CATEGORIES	EVALUATORS
1.	MOST OUTSTANDING LEVEL 1 AND 2 NON-TEACHING PERSONNEL	Chair: Lorraine O. Edrea, EPS Co-chair: Jennifer R. Intong, SEPS Members: 1. Ervin M. Planas, PSDS 2. Jamila M. Arumpac, PSDS 3. Nor-amillee Sanggacala, PSDS 4. Antonieta B. Epe, P2 (DIC) 5. Audrey Fabionar, GC III
2.	Most Outstanding Master Teacher A. Elementary B. Secondary	Chair: Carol R. Balwit, EPS Co-chair: Arlene D. Manginsay, EPS Members: 1. Sheigred P. Espinosa, P-II(DIC) 2. Sindao D. Asis, PSDS 3. Ricardo S. Abalo, P2 (DIC) 4. Katherine Gay A. Putis, Nurse II 5. Kristine J. Timo, EPS II
3.	Most Outstanding School Head 1. Elementary 2. Secondary	Chair: Marife B. Vicoy, EPS Co-chair: Bridget E. Abalorio, SEPS Members: 1. Monisa P. Maba, EPS 2. Joselito C. Epe, PSDS 3. Norhattah C. Daud, PSDS 4. Fatimah P. Asum, PSDS 5. Racquel J. Cabusas, P3(DIC)
4.	Most Outstanding Teacher 1. Madrasah Education 2. Special Education Program 3. Indigenous Peoples Education Program 4. Alternative Learning System	Chair: Angelito D. Barazona, EPS Co-chair: Jovanny M. Pangasian, EPS II Members: 1. Amelita S. Bagol, PSDS 2. Mary Arlene C. Carbonera, PSDS 3. Norberto Frias, P3 (DIC) 4. Jaime Yurong, P2 (DIC) 5. Ivy S. Madronero, EPS-II 6. Daniel L. De Luna, EPS II
5.	Most Outstanding Teacher	



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	1. Key Stage 1 (Primary School) 2. Key Stage 2 (Middle School)	Chair: Robin L. Tabar, EPS Co-chair: Ivy T. Jumawan, SEPS Members: 1. Jane Charity E. Madronero, EPS 2. Dennis B. Dozano, EPS 3. Jasmine M. Marohom, P-III(DIC) 4. Joandale L. Villajos, EPS II 5. Myles M. Sayre, PDO II
6.	Most Outstanding Teacher	Chair: Rowena E. Lontayao, EPS Co-chair: Lady Ann L. Cabahug, PO III Members: 1. Superiano A. Maglangit, PSDS 2. Mamilawan S. Calí, PSDS 3. Beverly M. Daloyon, GC III 4. Rona R. Nacua, P-II(DIC)

Steps in the Search Process

1. Following the attached guidelines and criteria, there shall be a thorough search both at the school level and municipality level. Public Schools District Supervisors/District In-charge shall create a Municipality committee for the Municipality Level Search.
2. Winners (Rank 1 only) in the Municipality level of the different categories will automatically become the finalist for the division level search.
3. The Division Office screening committee will screen/evaluate and rank all the nominees for each category.
4. The official winner for each category will be declared only from the top-ranking finalist designated as rank 1 in the Schools Division Office.
5. The Schools Division Office shall endorse the official list of winners to the Office of the Regional Director through the Human Resource Development Division.
6. The top-ranked finalist from the division's search in each category will advance as the finalist for the *2025 Pasidungog sa Amihanang Mindanao (2025 PAM)*.
7. From among the regional finalist, the individual holding the rank 1 will be declared as the Most Outstanding DepEd Region X Employee for each category.

DOCUMENTS TO BE SUBMITTED

The following documents shall be endorsed to the Records Section, attn: Division Screening Committees:

1. List of Official Municipality Winners (Annex A)
2. Consolidated results for each category (Annex B)
3. Portfolio for the Schools Division Office based on the established criteria.



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DOCUMENTS TO BE SUBMITTED FOR DIVISON WINNERS

1. Pictures of winners with the following specifications to be sent through email at florderick.velarde@deped.gov.ph on or before **October 30, 2025**

- a. Full Body in Portrait layout
- a. Dimension of Size 8"x10" with high resolution against a white background
- b. Corporate Attire with Blazer

Timeline on the conduct of the 2025 Division Search

Dates	Activites
September 22-25, 2025	School Level Screening and Selection
September 26, 2025	Submission of Documents of School Level Winners per Category to Municipal Committee
September 29-October 8, 2025	Municipality Level Screening, Evaluation and Selection of Documents
October 10, 2025	Submission of Municipality Winners per Category to Division Committee
October 13-24, 2025	Division Level Screening and Selection

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 Monitoring and Evaluation Section (M & E) and the Information, Communications, and Technology (ICT) Unit to assess the impact and relevance of the award categories.

Following the awarding 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 Monitoring & Evaluation Section (M & E) will be administered after the 2025 Sarimanok Parangal Ceremonies event in December 14, 2025. 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.



\ Attachment No. ____ to Divisional Memorandum No. ____, s. 2025

DIVISION SEARCH FOR THE 2025 MOST OUTSTANDING TEACHERS, SCHOOL LEADERS, AND NON-TEACHING PERSONNEL

I. RATIONALE

Following **DepEd Order No. 78, s. 2007** titled **Strengthening the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education (DepEd)** and consistent with the Department's quality policy to ensure employees' excellent performance through continuous improvement, DepEd Lanao del Norte Division recognizes and rewards employees and offices for their innovative ideas, superior accomplishments, exemplary performance, extraordinary acts or services in the public interest and other efforts contributing to efficiency, economy, and improvement in government operations, which lead to organizational productivity.

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

B. Most Outstanding Master Teacher

1. Elementary
2. Secondary

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

C. Most Outstanding School Head

1. Elementary
2. Secondary

This award recognizes school heads who have consistently demonstrated exemplary leadership and professionalism in executing



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their responsibilities as outlined in the Job Description/OPCRF, thereby earning a distinguished merit.

D. Most Outstanding Non-Teaching Personnel

1. Level 1
2. Level 2

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



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**DIVISION SEARCH FOR THE 2025 MOST OUTSTANDING TEACHERS,
SCHOOL LEADERS, AND NON-TEACHING PERSONNEL**

CRITERIA FOR EVALUATION

A. Level 1 and 2 Nonteaching Personnel

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



- Demonstrates a commendable level of dedication and diligence in their work (18 points)
- Displays an average level of dedication and diligence in their work (16 points)
- Shows a limited level of dedication and diligence in their work (14 points)
- Exhibits a very limited level of dedication and diligence in their work (12 points)

4. *Honesty, Trustworthiness, and Sincerity:* The extent of truthfulness, dependability, and transparency exhibited in one's ideas, words, and actions as an employee (20 points)

- Demonstrates an exceptionally high level of commendable honesty, truthfulness, and sincerity (20 points)
- Displays a commendable high level of honesty, truthfulness, and sincerity (18 points)
- Exhibits an average commendable depth of honesty, truthfulness, and sincerity (16 points)
- Shows a less commendable depth of honesty, truthfulness, and sincerity (14 points)
- Demonstrates the least commendable depth of honesty, truthfulness, and sincerity (12 points)

5. *Level of Challenge and Inherent Risk in the Work:* The extent of sacrifice, danger, and hazard significantly associated with the tasks at hand (20 points)

- Faces exceptionally high levels of difficulty and risk in their work (20 points)
- Encounters high levels of difficulty and risk in their work (18 points)
- Deals with average levels of difficulty and risk in their work (16 points)
- Experiences relatively low levels of difficulty and risk in their work (14 points)
- Encounters very low levels of difficulty and risk in their work (12 points)

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



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

B. Teacher Category

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

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

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

1. An innovation or discovery that addresses a felt need and helps overcome a major obstacle in the workplace or community;
2. It creates a significant positive impact on the target beneficiaries;
3. It is sustainable, i.e., the intended innovations, changes, and reforms continue to be carried out, or goods and services continue to be provided to the target beneficiaries over a period of time;
4. It benefits the community of learners and/or teachers within the school she/he belongs but the contributions are above and beyond the usual responsibilities of a teacher (contribution to service); and



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

The milestone accomplishments shall be evaluated based on the following areas:

A. Role	<p>a. How well the nominee performed his/her specific roles and demonstrated his/her leadership skills, which contributed significantly to the success of the accomplishment.</p> <p>b. Some examples of roles performed would be that the nominee conceptualized, implemented, initiated, spearheaded, formulated, chaired, led, transformed, developed, strategized, supervised, or facilitated a particular accomplishment.</p>
B. Innovation	<p>a. Innovative actions or discovery that addressed a felt need or helped overcome a major obstacle in their workplace or community.</p> <p>b. The innovation must be sustainable, i.e., the intended innovations, changes, and reforms continue to be carried out, or goods and services continue to be provided to the target beneficiaries over a period of time.</p>
C. Impact	<p>a. Were the objectives of the accomplishment met?</p> <p>b. How were the objectives met?</p> <p>c. What were the effects of the accomplishment on the intended beneficiaries or stakeholders?</p>

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

Contributions to Service refers to the nominee's impact in the teaching profession benefitting the community of teachers or learners within his/her academic academic institution but these contributions are above the usual responsibilities of a teacher. To avoid repetition, these



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contributions should be thematic or grouped together according to their general idea or concept. Some examples of accomplishments that are grouped thematically are the following:

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

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

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

Outreach to far-flung areas or nearby barangays that aims to educate a target population, train individuals, or provide needed goods and services.

C. School Head Category

PPSSH Domain 1: Leading Strategically (15 points)		
Performance Indicators	Criteria and MOVs	Points
A. Embodied the DepEd vision, mission and core values to sustain shared	a. Vision, Mission and Core Values * copy of approved ESIP, AIP with accomplishment report	5



<p>understanding and alignment of school programs, projects and activities based on school planning and implementation.</p>	<p>* PAPs anchored on core values of Maka-diyos, Makatao, Makakalikasan and Makabansa</p> <p>* With documents such as approved AIP, project proposal or action plan, Activity completion report, and impact evaluation report</p> <table border="0" data-bbox="630 578 992 762"> <tr> <td>9 PAPs – above</td><td>- 5</td></tr> <tr> <td>7 – 8</td><td>- 4</td></tr> <tr> <td>5 – 6</td><td>- 3</td></tr> <tr> <td>3 – 4</td><td>- 2</td></tr> <tr> <td>1 – 2</td><td>- 1</td></tr> </table>	9 PAPs – above	- 5	7 – 8	- 4	5 – 6	- 3	3 – 4	- 2	1 – 2	- 1	
9 PAPs – above	- 5											
7 – 8	- 4											
5 – 6	- 3											
3 – 4	- 2											
1 – 2	- 1											
<p>B. Promoted a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.</p>	<p>5. Presentation or sharing of the research to others (cluster, division, region, national) with letter of invitation and certificate of participation</p> <p>4. Copy of completed manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report</p> <p>3. Manuscript with the received copy of proposal, Certificate of acceptance, Certificate of approval, Certificate of completion and impact evaluation report</p> <p>2. Copy of approved conducted training on research</p> <p>1. Copy of school research team</p> <p>And</p> <p>5. Presentation or sharing of research to others (district, division, region, national) with letter of invitation and certificate of participation/recognition</p> <p>4. Copy of completed manuscript with the received copy of proposal, Certificate</p>	<p>10</p>										



	<p>of acceptance of approval, certificate of completion and impact evaluation report</p> <p>3. Manuscript with the received copy of proposal, Certificate of approval, certificate of completion and impact evaluation report</p> <p>2. Copy of approved conducted training on innovation</p> <p>1. Copy of School Innovation Team</p>	
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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	<p>a. Records Management</p> <p>* Copy of EBIES and LIS (BOSY and EOSY uploading)</p> <p>* SBM Level of Practice with certification from the division, region highlighting scores from each of the four principles (leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources)</p> <p>On-time uploading of EBIES and LIS (BOSY) – 1</p> <p>On-time uploading of EBIES and LIS (BOSY and EOSY) – 2</p> <p>SBM Level 3 Accredited – 3</p> <p>SBM Level 2 – 2</p> <p>SBM Level 1-2 – 1</p>	5
B. Displayed efficient and effective practices in	<p>b. Financial Management</p> <p>*Copy of AIP, APP</p>	5



<p>managing of finances consistently adhering to RA 9184</p>	<p>*Copy of MOOE Liquidation reports, MOOE utilization and disbursement reports</p> <p>*Copy of other sources of funds with accomplished projects (attach project proposal, activity completion report, and impact evaluation report) as certified by authorized personnel</p> <p>*Copy of certification from the COA</p> <hr/> <p>Zero late liquidation of 95-100% utilization of MOOE – 3</p> <p>1-2 late liquidation of 90-100% utilization of MOOE – 2</p> <p>3-4 late liquidation of 85-100% utilization of MOOE – 1</p> <p>and</p> <p>100% utilization of other sources of funds – 2</p>	
<p>C. Institutionalized the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction</p>	<p>c. School Safety for disaster preparedness, mitigation and resiliency</p> <p>*Copy of approved plan with completion report of the ff:</p> <p>School Disaster Risk Reduction Plan – 1</p> <p>Contingency Plan – 1</p> <p>School Child Protection Plan – 1</p> <p>Eco-Friendly School – 1</p> <p>Homeroom Guidance – 1</p>	5
<p>PPSSH Domain 3: Focusing on Teaching and Learning (30 points)</p>		
<p>Performance Indicators</p>	<p>Criteria and MOVs</p>	<p>Points</p>



<p>A. Shared exemplary practice in the contextualization and implementation of learning standards to assist teachers in making the curriculum relevant to learners</p>	<p>School-based Contextualization (list of approved contextualized instructional materials)</p> <p>*Copy of Monthly Instructional Supervision Plan and Accomplishment Report</p> <p>*Copy of list of approved contextualized instructional materials</p> <p>*Copy of list of lesson plans utilizing the contextualized instructional materials</p> <p>*Copy of the certification of the use of the contextualized instructional materials</p>	<p>5</p>
<p>B. Showed good practices in providing technical assistance to teachers on teaching standards and pedagogies</p>	<p>b. Technical Assistance provided on teaching standards and pedagogies</p> <p>*Copy of Monthly Instructional Supervision Plan and accomplishment report</p> <p>*Copy of Monthly Technical Assistance Plan and accomplishment report</p> <p>*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</p> <p>50 and above – 5 42 – 4 32 – 3 16 – 2 8 contextualized IMs – 1</p>	<p>5</p>



<p>C. Set achievable learning outcome to support learner achievement and other performance indicators</p>	<p>c. Learner achievement and other performance indicators</p> <p>*Copy of Learner Achievement Rate</p> <p>*Copy of Performance Indicators with analysis and intervention plan</p> <hr/> <p>~Average increase in MPS</p> <p>10 – above – 5 7 – 9 – 4 4 – 6 – 3 1 – 3 – 2 Below 1 – 1</p> <p>~Dropout rate/no longer in school</p> <p>0% - 5 1-3% - 4 4-6% - 3 7-9% - 2 10%-above – 1</p> <p>~Completion rate</p> <p>95-100% - 5 90-94% - 4 85-89 – 3 80-84 – 2 75-79 – 1</p>	<p>15</p>
<p>D. Empowered the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment through management of school facilities</p>	<p>d. Learning Environment</p> <p>*Certified validated Child Friendly School score with documentation for indicators</p> <p>*Copy of National School Building Inventory Report (NSBI)</p> <p>*Copy of Site Development Plan</p> <p>*Copy of Brigada Eskwela Report</p> <p>*Amount of funding through Adopt-A-School Program</p> <hr/> <p>1M and above – 5 700K – 999K – 4 400K – 699K – 3</p>	<p>5</p>



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	100K – 399K – 2 Below 100K – 1	
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	<p>a. Trainings Attended (Developing Self)</p> <p>*Copy of certificates with memo (only DepEd recognized trainings are to be considered)</p> <hr/> <p>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</p>	5
	<p>b.</p> <p>Speakership/Facilitation/Consultancy</p> <p>*Copy of certificate of recognition</p> <p>*Copy of memo or invitation</p> <p><u>*Copy of the session/topic facilitated</u></p> <hr/> <p>International level – 5 National level – 4 Regional level – 3 Division level – 2 District level – 1</p>	5
	<p>c. Professional Networks</p> <p><u>*Copy of certificate of membership</u></p> <hr/> <p>International level – 5 National level – 4 Regional level – 3 Division level – 2 District level – 1</p>	5
	<p>d. Publication/Authorship</p> <p><u>*Copy of the book or published materials</u></p> <hr/> <p>Sole Publication – 5 2 or more publishers – 3 OR 3 articles – 5</p>	5



	2 articles – 3 1 article – 1	
	<p>e. Trainings Conducted as Chair or Co-Chair of the Training Management Team</p> <p>*Copy of the approved training proposal</p> <p>*Copy of the accomplishment report</p> <p>*Proof of DepEd Recognition of the training</p> <hr/> <p>International level – 5 National level – 4 Regional level – 3 Division level – 2 District level – 1</p>	5
	<p>f. Succession Planning (List of Promotions of School Personnel)</p> <p>*Copy of PSIPOP</p> <p>*Copy of Succession Plan</p> <p>*Copy of List of Promotions for teaching and non-teaching personnel</p> <p>*Copy of appointment/transmittal</p> <hr/> <p>9-10 = 5 7-8 – 4 5-6 – 3 3-4 – 2 1-2 – 1</p>	5

PPSSH Domain 5: Building Connections (10%)

Performance Indicators	Criteria and MOVs	Points
A. Created a culture of inclusivity in the school and the community through strengthened relationship with stakeholders to support enabling	<p>a. Inclusive Practice (PPAs)</p> <p>*Copy of approved plan and completion report for the following: GAD, Physical and Mental Health Awareness, Culture Responsiveness</p> <hr/> <p>3 PPAs – 5 2 PPAs – 3</p>	5



environment for learners	1 PPA – 1	
	<p>b. Community engagement</p> <p>*List of projects with the community stakeholders with MOA/MOU</p> <p>*List of Partners in Partnership and Collaboration</p> <p>*List of Initiated Outreach Programs/activities</p> <p>*Copy of Report on the conducted Stakeholders' Recognition Day</p> <p>*Adopt-a-school Program reports</p> <p>*Copy of PPAs that were shared or showcased to others (documented with a proposal and completion report)</p> <hr/> <p>15 MOA/MOU – 5 10 MOA/MOU – 3 5 MOA/MOU – 1</p>	5
	TOTAL	100



Attachment No. _____ to Divisional Memorandum No. _____, s. 2025

2025 MOST OUTSTANDING TEACHERS, SCHOOL LEADERS, AND NON-TEACHING PERSONNEL

Annex A

CONSOLIDATED RESULT

District: _____

Category: _____

RANK	NAME	DISTRICT	SCHOOLS	CONTACT NUMBER	CATEGORY

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



Address: Pigcarangan, Tubod, Lanao del Norte
Telephone No.: (063) 227-6150
Email Address: lanao.norte@deped.gov.ph
Web site: <https://depedldn.com>

Attachment No. _____ to Divisional Memorandum No. _____, s. 2025

**2025 MOST OUTSTANDING TEACHERS, SCHOOL LEADERS, AND
NON-TEACHING PERSONNEL**

Annex B

LIST OF OFFICIAL WINNERS

Category: _____

RANK	NAME	DISTRICT	SCHOOLS	CONTACT NUMBER	CATEGORY

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



Address: Pigcarangan, Tubod, Lanao del Norte
Telephone No.: (063) 227-6150
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TEMPLATE IN ACCOMPLISHING THE MILESTONE ACCOMPLISHMENT:
DIVISION SEARCH FOR THE 2025 MOST OUTSTANDING
PERSONNEL: TEACHER CATEGORY

(Each nominee is required to submit a write-up detailing one (1) milestone accomplishment conducted at any time within the last three (3) school years (covering SY 2022 – 2023, SY 2023 – 2024, SY 2024 - 2025) as their entry for Paper Screening)

(Milestone Accomplishment), the emphasis in the write-up and evaluation will be on teaching and learning, specifically in the areas of reading literacy in both English and Filipino for Key Stage 1 (Primary School).

Please use the following TEMPLATE for accomplishing the Milestone Accomplishment.

(Maximum of 4 pages for the Milestone Accomplishment, NOT including the 3 pages of evidences/supporting means of verification. EVIDENCE/MOVs must be placed AFTER the milestone accomplishment.)

Use long bond paper (8.5"x13") with 0.6" margin on all sides, Arial font, size 12, and single spacing. Strictly use the **third person point-of-view** in accomplishing this *Template for Milestone Accomplishments*.

<i>Title of Accomplishment</i>	What is the title of the accomplishment? (Do not use ALL CAPS)
<i>Type of Milestone Accomplishment</i>	Is the accomplishment a new program, project or service (PPS)? Is it an improvement on the effectiveness of an existing program, project, or service (Innovation)? Classify the accomplishment using the categories below: 1) Program, Project, or Service 2) Innovation
<i>1. Your Specific Role in it</i>	Briefly describe the role of the nominee in the accomplishment/project. Was he/she the team leader or team member? How was his/her role critical to the success of the accomplishment/project?
<i>2. Brief Description of Accomplishment</i>	Briefly describe the nature of the accomplishment. Be concise.
<i>2.1. Rationale</i>	What need or problem did the accomplishment respond to? What made the nominee decide to get involved in it?

<i>2.2 Objectives</i>	What did the accomplishment aim to achieve? Kindly provide SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives
<i>2.3 Dates started and completed</i>	When did the accomplishment take place? (start and end dates)
<i>2.4 Coverage</i>	Where did the accomplishment take place? (e.g. city, province) What was the scope of the accomplishment? (e.g. unit/school/district/division/regional/national/international)
<i>2.5 Beneficiaries</i>	Briefly describe the beneficiaries of the accomplishment. How many were they? What sectors did they come from? (e.g. teachers, students, indigenous peoples, urban poor, etc.)
<i>2.6 Key Partner Implementing Organizations/Individuals</i>	<p>List down at least five (5) key persons who were involved in the implementation of the accomplishment. Include their positions, organizations and a brief description of their contributions to the milestone accomplishment.</p> <p>For example, this includes internal stakeholders from the school where the teacher is assigned who helped work on the accomplishment (e.g., fellow teachers).</p> <p>It also includes external stakeholders from outside the school who helped realize the accomplishment (e.g., donor agency/individual, LGU, local NGO partner). External stakeholders are also those who benefited from the accomplishment indirectly.</p>
<i>2.7 Source of Funding</i>	What were the names of the donor agency or individuals who provided financial and/or in-kind assistance to help you realize the accomplishment? Include the kind of assistance given.
<i>2.8 Responsiveness</i>	<p>This refers to any or all characteristics of the milestone accomplishment, as follows:</p> <ol style="list-style-type: none"> 1.) Responded to the felt or articulated need of the target or intended beneficiaries 2.) Integrated the requirements, contexts, and perspectives of target beneficiaries in its design and approach 3.) Implemented at the right time to address the felt or articulated need of the target or intended beneficiaries 4.) Aligned with the objectives of the milestone accomplishment

2.9 Innovation	<p>This refers to any or all characteristics of the milestone accomplishment, as follows:</p> <ol style="list-style-type: none"> 1.) Introduced a new strategy or method to improve the delivery of an existing program, project, or service to the target beneficiaries of the nominee 2.) Set the standard in carrying out the tasks and responsibilities in the school or unit of assignment of the nominee that resulted in a new product, service, or intellectual property which was adopted in the nominee's school or unit of assignment
2.10 Outcomes/Results/Impact	<p>This refers to any or all characteristics of the milestone accomplishment, as follows:</p> <ol style="list-style-type: none"> 1.) Satisfied the objectives of the accomplishment
	<ol style="list-style-type: none"> 2.) Provided a practical solution to the felt or articulated need of the target beneficiaries 3.) Cited a quantitative or qualitative measurement on the number of beneficiaries of the milestone accomplishment
2.11 Sustainability	<p>This refers to any or all characteristics of the milestone accomplishment, as follows:</p> <ol style="list-style-type: none"> 1.) Generated resources to ensure the continuity of the accomplishment in the school or unit of assignment, even after the implementation period 2.) Acquired the target beneficiaries' support to ensure the sustainability of the accomplishment even with minimal intervention or follow-through from the nominee 3.) Posed strong potential that the milestone accomplishment can be replicated outside the target beneficiary group
3. Evidences	<p>These may be reports, pictures, news clippings, or case reports. Please limit evidences to a maximum of 3 pages.</p> <p>Prioritize the most important ones.</p>