



Republic of the Philippines
Department of Education
 REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF OZAMIZ CITY

August 15, 2024

DIVISIONAL MEMORANDUM
 No. 236, s. 2024

**SEARCH FOR THE 2024 ASENSO GURO AWARDS FOR THE
 MOST OUTSTANDING TEACHERS, SCHOOL LEADERS
 AND NON-TEACHING PERSONNEL**

To: Assistant Schools Division Superintendent
 Chief Education Supervisors (SGOD and CID)
 Public Elementary and Secondary School Heads/Department Heads
 Concerned Personnel
 This Division

- With reference to the existing guidelines of the Pasidungog sa Amihanang Mindanao (PAM), which is anchored on DepEd Order No. 9, s. 2002, re: Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education, DepEd Order No. 78, s. 2007, re: Strengthening the PRAISE in the Department of Education, and other relevant issuances by the Department of Education (DepEd) and the Civil Service Commission (CSC), this Office informs the field on the conduct of Division Search for 2024 G.U.R.O. AWARDS for Most Outstanding Teachers, School Leaders, and Non-Teaching Personnel (Levels 1 and 2)
- This activity aims to recognize teaching, teaching-related, and non-teaching personnel for their outstanding achievements, exemplary performance, extraordinary contributions, and efforts that enhance efficiency, economy, and government operations.
- The timeline of the activity is shown as follows:

ACTIVITIES	DATES
Issuance of the Division Memorandum	August 16, 2024
Reconstitution of the School Screening Committee and Orientation of the Committee Members	August 19-20, 2024
Coordination Meeting for the Division Screening Committee Members	August 21, 2024
School Level Screening	August 22-28, 2024
Deadline of Submission to the District Level	August 29-30, 2024
School Level Awarding (To be done during the Flag Raising Ceremony)	September 2, 2024



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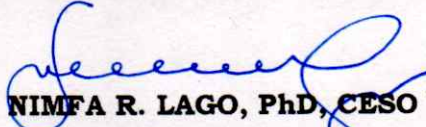




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District Level Screening	September 2-6, 2024
District Level Awarding	September 16-20, 2024
Deadline of Submission to the Division Office	September 23, 2024 <i>Note: Late entries will not be included in the screening.</i>
Division Level Screening	September 24-27, 2024
Provision of Technical Assistance to the Division Winners <i>(Entries of the SDO to the Regional Level Search)</i>	September 30-October 4, 2024
Deadline of Submission to the Regional Level	To be announced
Final Rehearsal for the Division Awarding	October 17, 2024
2024 Asenso G.U.R.O. Awards	October 18, 2024
Pasidungog sa Amihanang Mindanano	To be announced

- Expenses of the activity are chargeable against school funds or any available funds, subject to the usual accounting and auditing rules and regulations.
- Previous winners can still join the Search provided that it is a different category.
- The top-ranked finalist from the division's search in each category will advance as the finalist for the 2024 Pasidungog sa Amihanang Mindanao (PAM).
- Attached are the list of Division Search Committees and annexes of various award categories, guidelines for reference.
- The participation of teaching, non-teaching personnel and school leaders to this Search is in adherence to this Office's Implementation of Equal Opportunity Policy (EOP) that is regardless of age, gender, sexual orientation, gender identity, ethnicity, civil status, disability, religion, political affiliation, among others.
- This Office directs the immediate dissemination of this Memorandum.


NIMFA R. LAGO, PhD, CESO VI
 Assistant Schools Division Superintendent
 OIC, Office of the Schools Division Superintendent

Encl: As Stated
 To be indicated in the Perpetual Index
 under the following subjects.

TEACHING PERSONNEL NON-TEACHING PERSONNEL SCHOOL LEADERS PRAISE
 SBC/DM Search for 2024 G.U.R.O. AWARDS for Most Outstanding Teachers, School Leaders,
 and Non-Teaching Personnel (Levels 1 and 2)
 August 15, 2024



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Enclosure No. 1: Committees of the Division Search for Most Outstanding Teachers, School Leaders and Non-Teaching Personnel

2024 ASENSO GURO AWARDS
DIVISION SEARCH COMMITTEES
FOR MOST OUTSTANDING TEACHERS, SCHOOL LEADERS
AND NON-TEACHING PERSONNEL

CATEGORIES

A. 1 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)

Chair:	Anaclea A. Gacasan, Chief ES-CID
Members:	1. Jed Mae F. Coronel, EPS-Science
	2. Federico B. Araniego, Jr., EPS-English
	3. Luisander C. Luy, EPS -TLE
	4. Ian Francis E. Veloso, PSDS-District 6
	5. May P. Edullantes, EPS-LRMDS
	6. Imelda D. Pongase, EPS-MAPEH
	7. Rosalyn M. Lato, SEPS, P&R
	8. Grace J. Manili, Librarian III
Secretariat:	Desi G. Aninao, PDO II-LRMDS

A. 2 MOST OUTSTANDING TEACHER

5. Madrasah Education Program
6. Special Education Program
7. Indigenous Peoples Education Program
8. Alternative Learning System Program
9. Multigrade Program
10. Kindergarten Program

Chair:	Eulalio S. Rupinta, EPS-EsP
Members:	1. Letecia D. Tatoy, EPS-Araling Panlipunan
	2. Rowell C. Villarubia, EPS-Mathematics
	3. Rose Mary R. Abapo, EPS-Filipino
	4. Jasmine I. Gaogao, PSDS-District 2
	5. Angelita M. Maribojoc, EPS-MTB-MLE
	6. Mary Jane Lomocso, EPS II, ALS
	7. Roselyn Faciol, EPS II, ALS
Secretariat:	Jeanelei L. Carolino, EPS II-HRD



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MOST OUTSTANDING MASTER TEACHER

1. Elementary
2. Secondary

Chair:	Joel T. Aclao, PSDS-District 9
Members:	1. Anelyn G. Engracia, PSDS-District 1
	2. Johnnel A. Guangco, EPS-SGOD
	3. Giezel C. Gongob, PSDS-District 7
	4. Elsa B. Buenavidez, PSDS-District 3
	5. Milagros Z. Mendoza, PSDS-District 4
Secretariat:	Samie B. Aso, EPS II-SMME

C. MOST OUTSTANDING SCHOOL HEAD

1. Elementary
2. Secondary

Chair:	Susan Epifania B. Carpio, Chief ES-SGOD
Members:	1. Arlene C. Via, SEPS-SMN
	2. Imelda D. Pongase, EPS-MAPEH
	3. Menerva D. Barola, PSDS- District 5
	4. May P. Edullantes, EPS-LRMDS
	5. Selina O. Macas, PSDS-District 8
	6. Fernando D. Sumondong, PSDS-District 10
Secretariat:	Anthony P. Marollano, SEPS-SMME

D. MOST OUTSTANDING NON-TEACHING PERSONNEL

1. Level 1
2. Level 2

Chair:	Nimfa R. Lago, PhD, CESO VI
Members:	1. Dionesio L. Liwagon, Jr., CESE
	2. Dorothy Joy B. Yting, AO V-Admin. Services
Secretariat:	Adda Liza J. Saquin, AO IV-Personnel





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E. MOST OUTSTANDING PERFORMANCE IN FUND UTILIZATION

1. Elementary
 - a. School Head and Assistant School Head
 - b. ADAS II and III
2. Secondary
 - a. School Head and Assistant School Head
 - b. ADAS II and III

Chair:	Maricel D. Avila, Accountant III
Members:	Ivy J. Cabual, Administrative Officer V-Budget
	Charity Baguio, Administrative Assistant III
	Claudia Faith B. Navarez, Administrative Assistant III
Secretariat:	Raissa Cara P. Castro, Administrative Assistant II

Overall Secretariat: Mary Joy G. Doromal, SEPS-HRD
Jeanelei L. Carolino, EPS II-HRD





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Enclosure No. 2: Guidelines for the Search for the Most Outstanding Employees

2024 ASENSO GURO AWARDS

**GUIDELINES FOR THE SEARCH
FOR THE MOST OUTSTANDING EMPLOYEES**

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 Region X 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 leads 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
9. Multigrade Program
10. Kindergarten Program



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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 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.

E. Most Outstanding Performance in Fund Utilization

This award will be given to the schools which consistently exhibited outstanding performance in fund utilization which covers the school MOOE and other downloaded funds. The following areas shall be considered; efficiency, quality and timeliness.



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II. STEPS IN THE SEARCH PROCESS FOR THE DIFFERENT CATEGORIES

- A. Following the attached guidelines and criteria, there shall be a thorough search for outstanding personnel 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. There shall be a diligent evaluation, validation, and ranking of 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 top-ranked finalist from the division's search in each category will advance as the finalist for the 2024 Pasidungog sa Amihanang Mindanao (2024 PAM). The winners in the other categories without regional level counterparts will only receive recognition in the SDO level.
- F. 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.
- G. 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.





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III. MONITORING AND EVALUATION

The PRAISE Committee, in collaboration with the Human Resource Development (HRD), will oversee the monitoring and evaluation of Rewards and Recognition activities. This effort will be done in conjunction with the School Management, Monitoring and Evaluation (SMME) 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 School Management, Monitoring and Evaluation (SMME) will be administered after the *2024 ASENSO GURO AWARDS* event in October. 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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Enclosure No. 3: Criteria for Evaluation

DIVISION SEARCH FOR 2024 ASENSO GURO AWARDS

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/Cientele:* 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)





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- 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)





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

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

B. Teacher Category

The 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.

This search process consists of two distinct phases: Phase 1, focused on Milestone Accomplishments, and Phase 2, which includes a Validation Interview.

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



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

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

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

A. Role	<ol style="list-style-type: none"> a. How well the nominee performed his/her specific roles and demonstrated his/her leadership skills, which contributed significantly to the success of the accomplishment. b. Some examples of roles performed would be that the nominee conceptualized, implemented, initiated, spearheaded, formulated, chaired, led, transformed, developed, strategized, supervised, or facilitated a particular accomplishment.
B. Innovation	<ol style="list-style-type: none"> a. Innovative actions or discovery that addressed a felt need or helped overcome a major obstacle in their workplace or community. b. The innovation must be sustainable, i.e., the intended innovations, changes, and reforms continue to be carried out, or goods and services continue to be provided to the target beneficiaries over a period of time.





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C. Impact	a. Were the objectives of the accomplishment met? b. How were the objectives met? c. What were the effects of the accomplishment on the intended beneficiaries or stakeholders?
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Each nominee is required to submit six milestone accomplishments focusing on contributions to service (3) and contributions to community (3).

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

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

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

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





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

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 2021-2022, SY 2022-2023 and SY 2023-2024) as their entry for Paper Screening.

As a technology-driven search, each nominee is required to create and submit a video documentary. This video should not exceed five minutes in length and should be in MPG Format, showcasing their milestone accomplishment.

The milestone accomplishment shall include Contributions to Service and Community. It will be evaluated based on the following specific criteria:

Role of the Nominee	-	35%
Innovation	-	35%
Impact	-	30%
Total	-	100%

To determine the winners, the committee shall evaluate the nominees based on the following criteria:

Milestone Accomplishment	-	60%
Validation Interview	-	40%
Total	-	100%

Every District can nominate one (1) teacher for each of the 12 search categories.

Districts are highly encouraged to nominate their most outstanding and deserving teachers to this search. SDOs can use their own strategy to choose their nominees.





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Each nominee should submit all the necessary nomination documents as outlined below:

- a. Endorsement by the Public Schools District Supervisor;
- b. Certified True Copy of nominee’s updated CS Form 212 or Personal Data Sheet with passport size photo;
- c. Summary of Performance Ratings (at least VS) for the last three school-years signed by the SDS or any authorized SDO official (ASDS). Summary only not the individual IPCRF.
- d. Omnibus Certification of Authenticity and Veracity of Documents; and
- e. Milestone Accomplishment (write-up and evidences/MOVs) duly certified by immediate superior.

C. School Head Category

PPSSH Domain 1: Leading Strategically (15 points)		
Performance Indicators	Criteria and MOVs	Points
A. Embodied the DepEd vision, mission and core values to sustain shared understanding and alignment of school programs, projects and activities based on school planning and implementation.	a. Vision, Mission and Core Values * copy of approved ESIP, AIP with accomplishment report * PAPs anchored on core values of Maka-diyos, Makatao, Makakalikasan and Makabansa * With documents such as approved AIP, project proposal or action plan, Activity completion report, and impact evaluation report 9 PAPs – above - 5 7 – 8 - 4 5 – 6 - 3 3 – 4 - 2 1 – 2 - 1	5
B. Promoted a culture of research to facilitate data-driven and	5. Presentation or sharing of the research to others (cluster, division, region,	10



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<p>evidence-based innovations to improve school performance and foster continuous improvement.</p>	<p>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 of acceptance of approval, certificate of completion and 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	a. Records Management * Copy of EBIES and LIS (BOSY and EOSY uploading) * SBM Level of Practice with certification from the division, region highlighting scores from each of the four principles (leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources)	5
	On-time uploading of EBIES and LIS (BOSY) – 1 On-time uploading of EBIES and LIS (BOSY and EOSY) – 2 SBM Level 3 Accredited – 3 SBM Level 2 – 2 SBM Level 1-2 – 1	
B. Displayed efficient and effective practices in managing of finances consistently adhering to RA 9184	b. Financial Management *Copy of AIP, APP *Copy of MOOE Liquidation reports, MOOE utilization and disbursement reports *Copy of other sources of funds with accomplished projects (attach project proposal, activity completion report, and impact evaluation report) as certified by authorized personnel	5





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	<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>	
C. Institutionalized the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction	<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
PPSSH Domain 3: Focusing on Teaching and Learning (30 points)		
Performance Indicators	Criteria and MOVs	Points
A. Shared exemplary practice in the contextualization and implementation of learning standards to assist teachers in making the	<p>School-based Contextualization (list of approved contextualized instructional materials)</p> <p>*Copy of Monthly Instructional Supervision Plan and Accomplishment Report</p>	5





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<p>curriculum relevant to learners</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> <hr/> <p>50 and above – 5 42 – 4 32 – 3 16 – 2 8 contextualized IMs – 1</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> <hr/> <p>50 and above – 5 40 – 4 30 – 3 20 – 2 10 – 1 Or at least 5 Technical Assistance provided outside school – 5</p>	<p>5</p>
<p>C. Set achievable learning outcome to support learner achievement</p>	<p>c. Learner achievement and other performance indicators</p> <p>*Copy of Learner Achievement Rate</p>	<p>15</p>





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<p>and other performance indicators</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>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 100K – 399K – 2 Below 100K – 1</p>	<p>5</p>





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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) <hr/> At least 3 international level – 5 At least 4 national level – 4 At least 5 regional level – 3 At least 6 division level – 2 At least 7 district level – 1	5
	b. Speakership/Facilitation/Consultancy *Copy of certificate of recognition *Copy of memo or invitation *Copy of the session/topic facilitated <hr/> International level – 5 National level – 4 Regional level – 3 Division level – 2 District level – 1	5
	c. Professional Networks *Copy of certificate of membership <hr/> 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 <hr/> Sole Publication – 5 2 or more publishers – 3 OR 3 articles – 5 2 articles – 3	5



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	1 article – 1	
	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 <hr/> International level – 5 National level – 4 Regional level – 3 Division level – 2 District level – 1	5
	f. Succession Planning (List of Promotions of School Personnel) *Copy of PSIPOP *Copy of Succession Plan *Copy of List of Promotions for teaching and non-teaching personnel *Copy of appointment/transmittal <hr/> 9-10 – 5 7-8 – 4 5-6 – 3 3-4 – 2 1-2 – 1	5
PPSSH Domain 5: Building Connections (10%)		
Performance Indicators	Criteria and MOVs	Points
A. Created a culture of inclusivity in the school and the community through strengthened relationship with	a. Inclusive Practice (PPAs) *Copy of approved plan and completion report for the following: GAD, Physical and Mental Health Awareness, Culture Responsiveness <hr/>	5





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stakeholders to support enabling environment for learners	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)	5
	15 MOA/MOU – 5 10 MOA/MOU – 3 5 MOA/MOU – 1	100

D. Most Outstanding Non-Teaching Personnel

Performance Indicators	Points
Outstanding Quality and Consistency of Performance	20
Exceptional Responsiveness to the Public/Clientele	20
Dedication and Diligence	20
Honesty, Trustworthiness, and Sincerity	20
Level of Challenge and Inherent Risk in the Work	20
Total	100





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E. Most Outstanding Performance in Fund Utilization

Performance Indicators	Points
Efficiency	50
Quality	30
Timeliness	20
Total	100



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Enclosure No. 4: Template for the Milestone Accomplishment

DIVISION SEARCH FOR 2024 ASENSO GURO AWARDS

**TEMPLATE FOR THE MILESTONE ACCOMPLISHMENT:
 TEACHER CATEGORY**

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*.

Title of Accomplishment	What is the title of the accomplishment? (Do not use ALL CAPS)
Type of Milestone Accomplishment	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
1. Your Specific Role in it	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?
2. Brief Description of Accomplishment	Briefly describe the nature of the accomplishment. Be concise.
2.1 Rationale	What need or problem did the accomplishment respond to? What made the nominee decide to get involved in it?
2.2 Objectives	What did the accomplishment aim to achieve? Kindly provide SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives
2.3 Dates started and completed	When did the accomplishment take place? (start and end dates)



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2.4 Coverage	<p>Where did the accomplishment take place? (e.g. city, province)</p> <p>What was the scope of the accomplishment? (e.g. unit/ school/ district/ division/ regional/ national/ international)</p>
2.5 Beneficiaries	<p>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.)</p>
2.6 Key Partner Implementing Organizations/ Individuals	<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>
2.7 Source of Funding	<p>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.</p>
2.8 Responsiveness	<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





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<p>2.10 Outcomes/ Results/ Impact</p>	<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 accomplishment2.) Provided a practical solution to the felt or articulated need of the target beneficiaries3.) Cited a quantitative or qualitative measurement on the number of beneficiaries of the milestone accomplishment
<p>2.11 Sustainability</p>	<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 period2.) Acquired the target beneficiaries' support to ensure the sustainability of the accomplishment even with minimal intervention or follow-through from the nominee3.) Posed strong potential that the milestone accomplishment can be replicated outside the target beneficiary group
<p>3. Evidences</p>	<p>These may be reports, pictures, news clippings, or case reports. Please limit evidences to a maximum of 3 pages. Prioritize the most important ones.</p>

