



Republic of the Philippines
Department of Education

REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

DEPED DIVISION OF DAVAO DEL NORTE
RECEIPTS SECTION
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Office of the Schools Division Superintendent

January 10, 2022

DIVISION MEMORANDUM

No. 027, s. 2021

SUBMISSION OF CY 2022 DIVISION – LED TRAININGS AND ACTIVITIES

To: Assistant Schools Division Superintendent
Chief Education Program Supervisor, Curriculum and Implementation Division
Chief Education Program Supervisor, Schools Governance and Operations Division

1. Please be advised of the submission of the CY 2022 Division – Led trainings and activities to this office **on or before January 17, 2022** through the Human Resource Development Section c/o Ms. Gay P. Taguiran. Each functional division shall submit a consolidated report of trainings and activities following the attached template. The Project Procurement Management Plan (PPMP) shall also be attached to the said consolidated report.
2. It is reminded that all learning and development programs for teachers shall be based on the results from the SY 2020 – 2021 Philippine Professional Standards for Teachers – Results Based Performance Management System (PPST-RPMS) form and self – assessment of competencies pursuant to DepEd Order 42, s. 2017. Please refer to the herein summary result for your ready reference.
3. The **Equal Opportunities Principle (EOP)** shall be observed at all times in all planning and preparation of the different DepEd programs, projects and activities, where, all individuals are fully recognized regardless of gender, religion, ethnicity, and political affiliations
4. Immediate dissemination of this memorandum is desired.

DEE D. SILVA, DPA, CESO V
Schools Division Superintendent





Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

OFFICE OF THE SCHOOL GOVERNANCE AND OPERATIONS DIVISION

MATRIX OF SGOD TRAINING
Calendar 2022

Month	Date	Training Name	Target Functional/Behavioral Competency for Developmental Intervention (SY 20- 21 PPST-RPMS result)	Target Participants	No. of Participants	Budget	Source of Fund (INSET/Division MOOE/Downloaded Fund/Others) If others – specify	Platform	Program Owner
January 2022									
February 2022									
March 2022									
April 2022									
May 2022									
June 2022									
July 2022									
August 2022									
September 2022									
October 2022									
November 2022									
December 2022									

Prepared:

ASDS (for the OSDS)
Chief EPS (for CID/SGOD)

Approved:

SDS





Republic of the Philippines
Department of Education

REGION XI

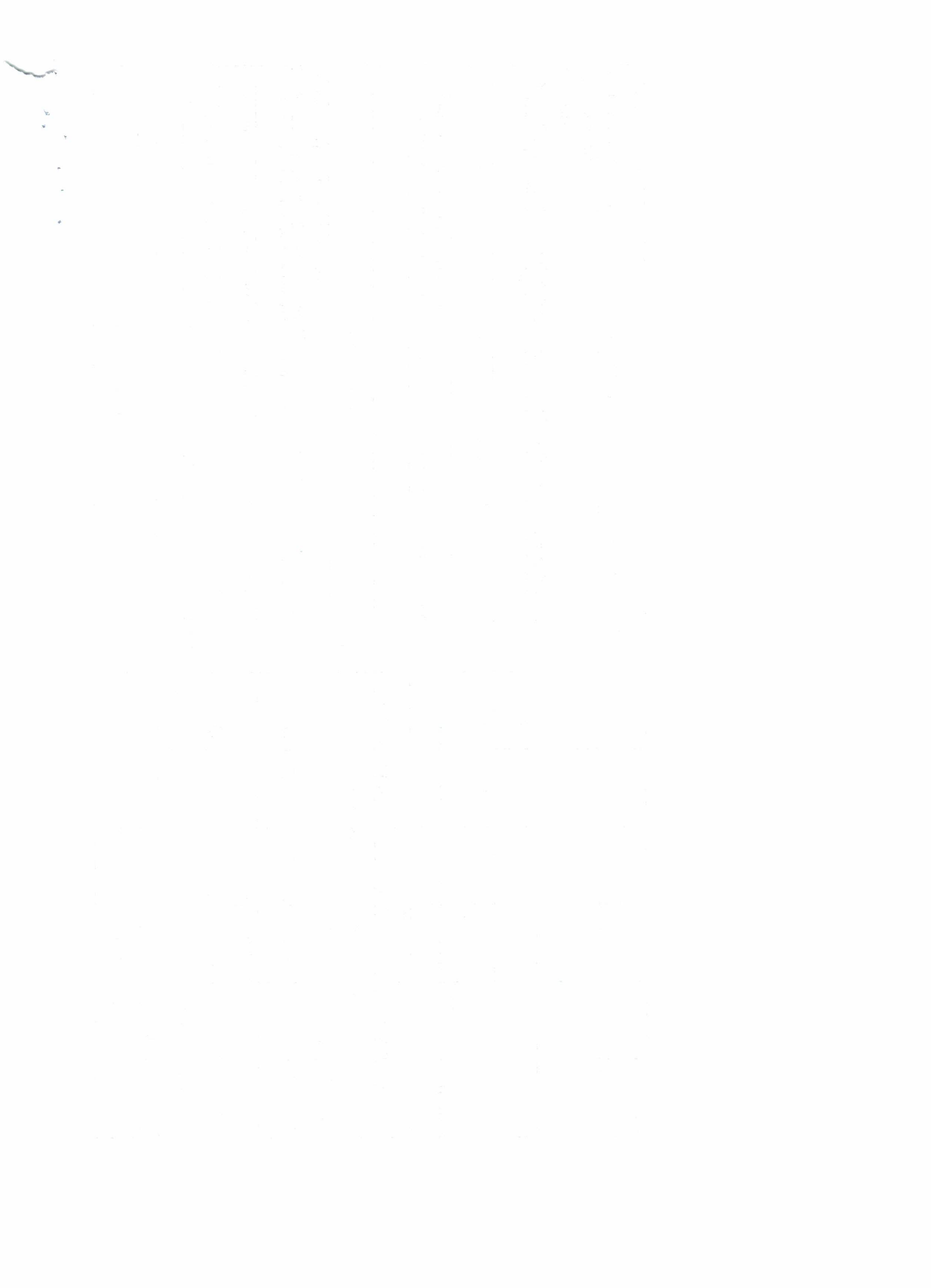
SCHOOLS DIVISION OF DAVAO DEL NORTE

SUMMARY RESULT OF SY 2020 - 2021 ASSESSMENT OF PROFICIENT TEACHERS ON FUNCTIONAL OBJECTIVES AS TO LEVEL OF CAPACITY AND PRIORITY FOR DEVELOPMENT (ACROSS ALL LEVELS)

I. Presentation of Data

OBJECTIVES	HIGH PRIORITY FOR DEVELOPMENT					
	ELEMENTARY		JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
Total No. of teachers	4427		1328		354	
	No of Teachers	% of Teachers	No of Teachers	% of Teachers	No of Teachers	% of Teachers
1.2 Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2)	662	14.95%	202	15.21%	89	25.14%
3.1 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST Indicator 4.5.2)	610	13.78%	193	14.53%	61	17.23%
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.2)	481	10.87%	190	14.31%	58	16.38%

OBJECTIVES		HIGH LEVEL OF CAPABILITY							
		ELEMENTARY		JUNIOR HIGH		SENIOR HIGH			
		No of Teachers	% of Teachers	No of Teachers	% of Teachers	No of Teachers	% of Teachers	No of Teachers	% of Teachers
4.1 Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process. (PPST Indicator 6.2.2)		1190	26.88%	428	32.23%	89	25.14%		
5.1 Performed various related works/activities that contribute to the teaching-learning process.		899	20.31%	351	26.43%	87	24.58%		
1.1 Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)		660	14.91%	246	18.52%				
3.1 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST Indicator 4.5.2)						69	19.49%		
OBJECTIVES		LOW PRIORITY FOR DEVELOPMENT							
		ELEMENTARY		JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL			
4.1 Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process. (PPST Indicator 6.2.2)		992	22.41%	302	22.74%	57	16.10%		
5.1 Performed various related works/activities that contribute to the teaching-learning process.		744	16.81%	228	17.17%	51	14.41%		
1.1 Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)		671	15.16%						
3.2 Set achievable and appropriate learning outcomes that are aligned with learning competencies. (PPST Indicator 4.2.2)				173	13.03%				
1.2 Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2)						47	13.28%		



OBJECTIVES	LOW LEVEL OF CAPABILITY					
	ELEMENTARY		JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
	No of Teachers	% of Teachers	No of Teachers	% of Teachers	No of Teachers	% of Teachers
1.2 Ensured the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.2)	191	4.31%	49	3.69%		
3.1 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (PPST Indicator 4.5.2)	141	3.19%				
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.2)	100	2.26%			14	3.95%
2.2 Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices. (PPST Indicator 3.4.2)			3.9	0.29%	17	4.80%
4.3 Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning. (PPST Indicator 7.4.2)			29	2.18%		
2.1 Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. (PPST Indicator 3.2.2)					10	2.82%

II. Analysis

Data shows that a number of teachers across all grade levels in the Division of Davao del Norte appeared to have low capability in the following objectives, namely objective 1.2, 3.1 and 1.3. Subsequently, the said objectives appeared to be of high priority for development by the said group. It is implied that 953 or 15.59% of proficient teachers need to further develop themselves in the positive use of ICT to facilitate the teaching and learning process, 864 or 14.14% have to be capacitated in the selection, development, organization, and the use of appropriate teaching and learning resources to address the learning goals and 729 or 11.93% of the teachers shall be provided with intervention on how to apply a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.

It is also presented in the table that teachers show high capability in Objectives 4.1, 5.1, and 1.1 where teachers have built strong relationships with stakeholders, performed various related works/activities, and applied knowledge of content within and across curriculum teaching areas. These are also areas

III. Recommendation

Based on the above findings, appropriate developmental interventions and opportunities shall be given to all proficient teachers with focus on the identified functional objectives.

Further, figures show that 1,337 or 21.88% of proficient teachers showed high performance in various related activities under objective 5.1 or Plus Factor. It is then encouraged that this particular objective shall be reviewed and that DepEd Order 42, s. 2017 shall be revisited to highlight the main functions of the teaching personnel.

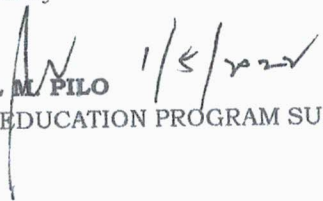
IV Equal Opportunity Principle

In participating in the different programs and activities, the Equal Opportunities Principle (EOP) shall be observed at all times where all individuals are fully recognized regardless of gender, religion, ethnicity, and political affiliations.

Prepared by


GAY P. TAGUIRAN 1/4/2022
SEPS-HRD

Reviewed by


RAMEL M. PILO 1/5/2022
CHIEF EDUCATION PROGRAM SUPERVISOR, SGOD

Approved :


DEE D. SILVA, DPA, CESO V
SCHOOLS DIVISION SUPERINTENDENT



Republic of the Philippines
Department of Education
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SCHOOLS DIVISION OF DAVAO DEL NORTE

**SUMMARY RESULT OF SY 2020 - 2021 SELF ASSESSMENT OF PROFICIENT AND HIGHLY PROFICIENT
TEACHERS ON CORE BEHAVIORAL COMPETENCIES (ACROSS ALL LEVELS)**

I. Presentation of Data

BEHAVIORAL COMPETENCIES WITH THE LEAST NUMBER OF RESPONSES

GRADE LEVEL	COMPETENCY		Frequency of Responses
ELEMENTARY	SERVICE ORIENTATION	Initiates activities that promote advocacy for men and women empowerment.	2876
	RESULT FOCUS	Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	2573
	SERVICE ORIENTATION	Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	1987

JUNIOR HIGH SCHOOL	INNOVATION	Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	887
	SERVICE ORIENTATION	Initiates activities that promote advocacy for men and women empowerment.	779
	RESULT FOCUS	Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	729
SENIOR HIGH SCHOOL	INNOVATION	Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	274
	SERVICE ORIENTATION	Initiates activities that promote advocacy for men and women empowerment.	229
	RESULT FOCUS	Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	216

BEHAVIORAL COMPETENCIES WITH THE MOST NUMBER OF RESPONSES

GRADE LEVEL	COMPETENCY		Frequency of Responses
ELEMENTARY	TEAM WORK	Willingly does his/her share of responsibility.	4612
	SELF MANAGEMENT	Sets personal goals and directions, needs and development.	4572
	PROFESSIONALISM AND ETHICS	Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	4434
JUNIOR HIGH SCHOOL	TEAM WORK	Willingly does his/her share of responsibility.	1356
	SELF MANAGEMENT	Sets personal goals and directions, needs and development.	1348
	PROFESSIONALISM AND ETHICS	Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	1314
SENIOR HIGH SCHOOL	TEAM WORK	Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	382
	TEAM WORK	Willingly does his/her share of responsibility.	380
	PROFESSIONALISM AND ETHICS	Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	374

II. Analysis :

Data shows that the behavioral competency that have the least number of responses from teachers is service orientation followed by results focus then innovation. It is implied that activities that promote advocacy for men and women empowerment are least observed in the school. Error free outputs or work efficiency is also seen as area for improvement alongside customer service issues and concern.

Also shown in the table are behavioral competencies that are mostly observed among teachers. These are teamwork, professionalism and ethics and self-management. Based on the result, shared responsibility is strongly demonstrated in the school level as well as the norms and conduct and ethical standards expected of an employee. Teachers are also seen to have shown a positive application of personal and professional goals and development.

III. Recommendation

Based on the above results, developmental interventions for the least observed competencies among teachers should be given priority to further their development personally and professionally for them to become an efficient and effective personnel.

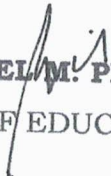
IV Equal Opportunity Principle

In participating in the different programs and activities, the Equal Opportunities Principle (EOP) shall be observed at all times where all individuals are fully recognized regardless of gender, religion, ethnicity, and political affiliations.


Prepared by


GAY P. TAGUIRAN 1/4/2022
SEPS-HRD

Reviewed by


RAMEL M. PILO 1/6/2022
CHIEF EDUCATION PROGRAM SUPERVISOR, SGOD

Approved :


DEE D. SILVA, DPA, CESO V
SCHOOLS DIVISION SUPERINTENDENT



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SCHOOLS DIVISION OF DAVAO DEL NORTE

SUMMARY RESULT OF SY 2020 - 2021 ASSESSMENT OF HIGHLY PROFICIENT TEACHERS ON FUNCTIONAL OBJECTIVES AS TO LEVEL OF CAPACITY AND PRIORITY FOR DEVELOPMENT (ACROSS ALL LEVELS)

I. Presentation of Data

OBJECTIVES	HIGH PRIORITY FOR DEVELOPMENT					
	ELEMENTARY		JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
Total No. of teachers	305		72		42	
4.1 Guided colleagues to strengthen relationships with parents/ guardians and the wider school community to maximize their involvement in the educative process (PPST Indicator 6.2.3)	18	5.90%				
5.1 Performed various related works/activities that contribute to the teaching-learning process.	18	5.90%				
1.1 Modelled effective applications of content knowledge within and across curriculum teaching areas. (PPST Indicator 1.1.3)	14	4.59%				
1.2 Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process. (PPST Indicator 1.3.3)			12	16.67%	13	30.95%

OBJECTIVES	LOW PRIORITY FOR DEVELOPMENT			
	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	
Total No. of teachers	305	72	42	
4.1 Guided colleagues to strengthen relationships with parents/ guardians and the wider school community to maximize their involvement in the educative process (PPST 1.1 Modelled effective applications of content knowledge within and across curriculum teaching areas.	97	20	9	
4.3 Initiated professional reflections and promote learning opportunities with colleagues to improve practice (PPST Indicator 7.4.3)	66	19	9	
5.1 Performed various related works/activities that contribute to the teaching-learning process.	94	19	11	
1.3 Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.3)	96.91%	26.39%	26.19%	
4.2 Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice (PPST Indicator 7.3.3)			11	26.19%
2.1 Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and			10	23.81%
2.3 Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning. (PPST Indicator			10	23.81%
3.1 Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific			10	23.81%
3.2 Modelled to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all			10	23.81%

	LOW LEVEL OF CAPABILITY					
	ELEMENTARY		JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
Total No. of teachers	305		72		42	
1.2 Promoted effective strategies in the positive use of ICT to facilitate the teaching and learning process.	16	5%	3	4.17%	2	
2.2 Evaluated with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation;	8	50%			3	
4.2 Contributed actively to professional networks within and between schools to improve knowledge and to enhance practice (PPST Indicator 7.3.3)	8	100%				
3.1 Advised and guided colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals. (PPST Indicator 4.5.3)			2	2.78%	2	
2.1 Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socioeconomic and			1	1.39%		
1.3 Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills. (PPST Indicator 1.5.3)					1	

II. Analysis

As shown in the table, the common objectives where Highly Proficient Teachers are found to be low in capability are 1.2, 2.2, and 3.1. It is implied that highly proficient teachers need developmental interventions in promoting effective strategies in the positive use of ICT, process of evaluation with colleagues relative to the teaching strategies that are responsive to special education and learners in difficult circumstances and provision of technical assistance to colleagues in using appropriate teaching and learning resources.

Further, the objectives where highly proficient teachers are highly capable are not their priority for development. These are objectives 5.1, 4.1 and 2.3. It is implied that highly proficient teachers are highly performing in various related works, guided colleagues in strengthening partnerships, and using effective strategies in providing constructive feedbacks to improve the learning of learners.

III. Recommendation

Based on the above findings, appropriate developmental interventions and opportunities shall be given to all proficient teachers with focus on the identified functional objectives.

IV Equal Opportunity Principle

In participating in the different programs and activities, the Equal Opportunities Principle (EOP) shall be observed at all times where all individuals are fully recognized regardless of gender, religion, ethnicity, and political affiliations.

Prepared by


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SEPS-HRD

1/4/2022

Reviewed by


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CHIEF EDUCATION PROGRAM SUPERVISOR, SGOD

1/5/2022

Approved :


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SCHOOLS DIVISION SUPERINTENDENT