Republic of the Philippines

Department of Education

REGION VIII - EASTERN VISAYAS

July 29, 2022

REGIONAL MEMORANDUM

No. **849**   s. 2022

CALL FOR SUBMISSION OF ENTRIES FOR THE 2022 SEARCH FOR INNOVATIVE, EFFECTIVE AND BEST PRACTICES ON TECHNICAL ASSISTANCE (TA) PROVISION

To: Schools Division Superintendents
CID and SGOD Chiefs
Division TA and SBM Coordinators
All Others Concerned

1.   As part of the continuous improvement initiative in the institutionalization of best practices in technical assistance provision in the Region, this Office, through the Field Technical Assistance Division (FTAD), hereby announces the call for submission of entries for the **2022 Search for Innovative, Effective, and Best Practices on Technical Assistance (TA) Provision.**

2.   In this connection, the Schools Division Superintendents are enjoined to submit at least one or two Division-considered best practice/s on TA provision focused on one or two priority improvement area/s particularly on high dropout, low Cohort Survival and Completion Rate, high percentage of learners who are under Frustration Level and/or Non-Readers, lack of quality-assured video lessons as supplement to Self-Learning Modules (SLMs), poor instructional supervision, low SBM level of practice, and lack of partnership in the implementation of limited face-to-face classes.

3.   Winning entries last year that were recognized as Innovative, Effective, and Best Practices may be resubmitted as entries for this calendar year provided those practices have been improved further this year in terms of documentation and their impact to the Division and school's performance.

4.   Attached are the guidelines and the criteria for the search. Deadline of submission of entries is on September 26, 2022. The hard copies shall be submitted to the FTAD office while the soft copies shall be sent through ftad.region8@deped.gov.ph.

5.   Immediate dissemination of and compliance with this Memorandum are desired.

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ISO 9001:2015 Certified

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DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. VIII

RELEASED

849

By: _____ Date: 8/1/22

PROJECT LEAD

Enclosure to Regional Memo No. ___ **8 4 9** s. 2022

REGIONAL EVALUATION SHEET FOR THE SEARCH FOR INNOVATIVE, EFFECTIVE, AND BEST PRACTICES ON TECHNICAL ASSISTANCE PROVISION

SCHOOLS DIVISION: _____   Date: _____

CRITERIA	STANDARD	WT.	REMARKS/ MOVs	EVALUA-TOR'S RATING
✓ Strategy/Modality of Implementation	1. The Division has a clear plan for the development, implementation, and promotion of technical assistance provision.	10%	✓ Division Technical Assistance (TA) Plan	
	2. Appropriate and effective methods and resources are used to implement the practice to schools.	5%	✓ Appropriate and effective methods and resources are reflected in the TA Plan	
	3. Monitoring and evaluation mechanisms or processes are identified to safeguard the immediate and long-term outcomes of the practice.	5%	✓ Accomplished Monitoring and Evaluation plans and procedures (and the accomplished M&E Tools)	
			Sub Total	
✓ Innovation and Creativity	1. The practice has demonstrated instructive and innovative modes in promoting the practice to schools divisions.	5%	✓ Advocacy activities and implementation strategies	
	2. The entry is a new idea/concept or an improved/adapted version of an existing activity, implemented by the Division.	5%	✓ Comprehensive conceptual framework	
			Sub Total	
✓ Reliability and Achievement	1. Results, after implementation, have shown the effectiveness and benefits of the TA practice.	20%	✓ Accomplishments of the schools divisions such as improvement of schools' performance in Cohort Survival and Completion Rates and Academic Performance	
	2. Proof of other achievements of the schools divisions is demonstrated.	5%	✓ Awards received, certificates of recognitions, funding generated by the Schools Division	
			Sub Total	
✓ Participatory and Inclusive	1. The Division has demonstrated the use of inclusive, consultative, and participatory processes with all the technical personnel in the Division in planning and implementing the TA practice.	5%	✓ Activity completion reports on the DFTACTs' Pre-deployment, Deployment, and Post Deployment Conferences, minutes of meetings, proofs of attendance, etc.	
	2. The Division has demonstrated the relationships that exist between schools divisions and local communities, local	5%		

	divisions and local communities, local education authorities and other organizations to support the Division's TA practice.		✓ MOAs, MOUs, Resolutions of Supports, and other fund support evidences	
			Sub Total	
✓ **Sustainability**	1. The Division has fully integrated practices in the Division management plan for long-term actions.	**10%**	✓ Division Education Development Plan (DEDP)	
			Sub Total	
✓ **Impact/Effective-ness**	1. Results of the evaluation identified positive transformation and change that the schools have all gained from the implementation of the practice.	**15%**	✓ List of priority schools per quarter for TA provision with indicated improved performance as a result of the DFTACTs' TA provision	
	2. The Division has demonstrated that the practice has significant changed/improvement of the schools divisions performance.	**10%**	✓ Improved Performance Indicators of the Schools Division (Baseline: 2019-2020)	
			Sub Total	
		100%	**Grand Total/Final Rating**	
	Description			

SCORING:

Range		Description
90 – 100%	-	Best Practice
75 – 89%	-	Effective Practice
50 – 74%	-	Innovative Practice
49% & below	-	Ordinary Practice

REGIONAL EVALUATOR:

_____

(Signature over Printed Name & Date Signed)

REVISED RUBRICS FOR EVALUATING ENTRIES FOR THE SEARCH FOR INNOVATIVE, EFFECTIVE, AND BEST PRACTICES ON TECHNICAL ASSISTANCE PROVISION

DIVISION: _____

ENTRY TITLE: _____

Directions: Please rate the evidences/MOVs and practices of the entries based on the given criteria and their descriptions as indicated below. Write the percentage on the appropriate box given under each indicator. Compute the average when necessary to obtain a percentage in an indicator. Then, add the accumulated percentages to obtain the final rating.

CRITERIA	INDICATORS/DESCRIPTIONS					
STRATEGY/MODALITY OF IMPLEMENTATION						
❖ Division TA Plan	- Complete with elements of a plan (general and specific objectives/strategies/responsible persons/budget and sources/timeframe) and duly signed by the TA Coordinator, Alternate TA Coordinator, the Chairman of each DFTACT, recommended by the ASDS and approved by the SDS - Contents and activities are relevant to TA provision - Covers access, quality, and governance in education - Presented in a well-organized and logical format - Activities presented are substantial for the DFTACTs to maximize TA provision	All indicators are met (10%)	Only 4 indicators are met (9%)	Only 3 indicators are met (8%)	Only 2 indicators are met (7%)	Only 1 indicator is met (6%)	No TA Plan is presented (5%)
Rating						

♣ **Methods and Resources**	▪ Methods and resources are deemed very appropriate and effective in addressing school's poor performance (5%)	▪ Methods and resources are deemed appropriate and effective in addressing school's poor performance (4%)	▪ Methods and resources are deemed somewhat appropriate and effective in addressing school's poor performance (3%)	▪ Methods and resources are deemed quite inappropriate and ineffective in addressing school's poor performance (2%)	▪ Some methods and strategies are deemed quite inappropriate and ineffective in addressing school's poor performance (1%) ▪ Most methods and strategies are deemed quite inappropriate and ineffective in addressing school's poor performance (1%)
Rating					
♣ **Monitoring and Evaluation (M&E)**	▪ A Very comprehensive M&E tool and procedures have been prepared and are judiciously used (5%)	▪ A Comprehensive M&E tool and procedures have been prepared and are judiciously used (4%)	▪ M&E tool and procedures have been prepared and are sparingly used (3%)	▪ M&E tool and procedures have been prepared but not used (2%)	▪ No M&E tool and procedure have been developed (1%)
Rating					
♣ **INNOVATION AND CREATIVITY**					

↓ Advocacy and Implementation	▪ The Division has conducted at least five instructive and innovative advocacy campaign activities (5%)	▪ The Division has conducted at least four instructive and innovative advocacy campaign activities (4%)	▪ The Division has conducted at least three instructive and innovative advocacy campaign activities (3%)	▪ The Division has conducted at least two instructive and innovative advocacy campaign activities (2%)	▪ The Division has conducted at least one instructive and innovative advocacy campaign activities (1%) ▪ The Division has not conducted any instructive and innovative advocacy campaign activities (0%)
Rating					
↓ Conceptual Framework	▪ A very comprehensive Conceptual Framework has been developed with very clear descriptions (5%)	▪ A comprehensive Conceptual Framework has been developed with clear description (4%)	▪ A Conceptual Framework has been developed with description (3%)	▪ A Conceptual Framework has been developed but no description (2%)	▪ There is no Conceptual Framework presented (1%)
Rating					
↓ RELIABILITY AND ACHIEVEMENT					

✚ **Accomplishments in KPIs**	▪ Comparative data show a very remarkable and consistent increase in schools' Completion and Cohort Survival Rates (2.5%)	▪ Comparative data show a remarkable and consistent increase in schools' Completion and Cohort Survival Rates (2%)	▪ Comparative data show a slight increase in schools' Completion and Cohort Survival Rates (1.5%)	▪ Comparative data show a fluctuating increase in schools' Completion and Cohort Survival Rates (1%)	▪ Comparative data show a decreasing trend in schools' Completion and Cohort Survival Rates (0.5%)	▪ Comparative data show a consistently decreasing trend in schools' Completion and Cohort Survival Rates (0%)
Rating						
✚ **Participation Rate (NER)**	▪ Net Enrollment Ratio is 90% to 100% (2.5%)	▪ Net Enrollment Ratio is 80% t0 89% (2%)	▪ Net Enrollment Ratio is 70% to 79% (1.5%)	▪ Net Enrollment Ratio is 60% to 69% (1%)	▪ Net Enrollment Ratio is 50% to 59% (0.5%)	▪ Net Enrollment Ratio is 49% & below (0%)
Rating						
✚ **Drop – out Rate**	▪ Dropout rate is 0% to .09% (5%)	▪ Dropout rate is 1% to 1.9% (4%)	▪ Dropout rate is 2% to 2.9% (3%)	▪ Dropout rate is 3% to 3.9% (2%)	▪ Dropout rate is 4% to 4.9% (1%)	▪ Dropout rate is 5% or above (0.5%)
Rating						
✚ **Instructional Supervision**	▪ 90% to 100% of the targets for Instructional Supervision are met (5%)	▪ 80% to 89% of the targets for Instructional Supervision are met (4%)	▪ 70% to 79% of the targets for Instructional Supervision are met (3%)	▪ 60% to 69% of the targets for Instructional Supervision are met (2%)	▪ 50% to 59% of the targets for Instructional Supervision are met (1%)	▪ 49% and below of the targets for Instructional Supervision
Rating						

					are met (0.5%)
Rating					
🔸 School Based Management	• 60% of schools levelled –up their SBM level of practice from their previous SBM Level of practice (5%)	• 50% of schools levelled –up their SBM level of practice from their previous SBM Level of practice (4%)	• 40% of schools levelled –up their SBM level of practice from their previous SBM Level of practice (3%)	• 30% of schools levelled –up their SBM level of practice from their previous SBM Level of practice (2%)	• 20% of schools levelled –up their SBM Level of practice from their previous SBM Level of practice (1%) • 10% of schools levelled –up their SBM level of practice from their previous SBM Level of practice (0.5%)
Rating					
❖ Awards and Recognitions Received	Top 3 Regional, National, and International awards and recognitions received by the schools and Division (Academic/Sports/Personnel/Programs/Projects).				
	Very High (21 and above) (5%)	High (16-20) (4%)	Moderate (11-15) (3%)	Low (6-10) (2%)	Very Low (5 and below) (1%)
Rating					

🔸 **PARTICIPATORY AND INCLUSIVE**

❖ **Participatory Activities within the Division**	▪ **The Division conducted participatory activities relative to technical assistance provision on** ○ **Planning (Pre-deployment Planning Conference)** ○ **Implementation (DFTACTs' Deployment)** ○ monitoring ○ evaluation ○ **post implementation (Post Deployment Conference)**	All of the 5 activities with complete MOVs, as applicable, have been conducted (5%)	4 of the activities have been conducted (4%)	3 of the activities have been conducted (3%)	2 of the activities have been conducted (2%)	0 of the activities has been conducted (1%)
Rating					
🔸 **Inclusion of Stakeholders**	Maximum involvement of stakeholders in the activities relative to the provision of technical assistance in the division and schools ○ **Attendance/Participations (attendance sheet)** ○ **MOA/MOU/USUFRUCT** ○ **Resolutions** ○ **Funding/MOU/USUFRUCT** ○ **Other MOVs of Support**	All of the indicators are evident (5%)	4 of the indicators are evident (4%)	3 of the indicators are evident (3%)	2 of the indicators are evident (2%)	Only 1 of the indicators is evident (1%)

Rating					

↓ SUSTAINABILITY

❖ Integration of Technical Assistance Provision in the DEDP	Integration of TA Provision is evident in all the performance improvement areas (access, quality and governance) in the DEDP (10%)	Integration of TA Provision is evident only in 2 of the performance improvement areas (access/quality/governance) in the DEDP (7%)	Integration of TA Provision is evident only in 1 of the performance improvement areas (access/quality/governance) in the DEDP (5%)	Integration of TA Provision is not evident in in the DEDP (2%)	

Rating

↓ IMPACT/EFFECTIVENESS

❖ Schools with Improved Performance	90 - 100% of the targeted schools have improved their performance in Periodic MPS/Dropout Rate/Instructional Supervision/SBM (15%)	60 - 89 of the targeted schools have improved their performance in Periodic MPS/Dropout Rate/Instructional Supervision/SBM (13%)	40 - 59% of the targeted schools have improved their performance in Periodic MPS/Dropout Rate/Instructional Supervision/SBM (11%)	20 - 39% of the targeted schools have improved their performance in Periodic MPS/Dropout Rate/Instructional Supervision/SBM (9%)	1 - 19% of the targeted schools improved their performance in Periodic MPS/Dropout Rate/Instruction al Supervision/SBM (7%)

Rating						

❖ **Divisions' Performance**

The Division has made significant changes in the following indicators from 2019-2020 to 2021-2022:

- ○ **Increased Number of Instructional Supervisions**
- ○ **Improved Periodic MPS**
- ○ **Increased Number of Schools with SBM Level of Practice (Level 2 & 3)**
- ○ **Decreased Dropout Rate/ SARDO/PARDO**
- ○ **Improved Cohort Survival, Completion, and Net Enrolment Rates**
- ○ **Others**

Rating	All of the indicators are evident (10%)	4 of the indicators are evident (9%)	3 of the indicators are evident (8%)	2 of the indicators are evident (7%)	1 of the indicators is evident (6%)	None of the indicators is evident (5%)
Rating						
Total						
Grand Total/General Rating			Description:			

Evaluated by:

Noted:

_____

Regional Evaluator (Name and Signature)

_____

Team Leader

Rating Scale:

Range		Description
90 - 100%	-	Best Practice
75 - 89%	-	Effective Practice
50 - 74%	-	Innovative Practice
49% & below	-	Ordinary Practice

Enclosures: As stated
References: None
To be indicated in the _Perpetual Index_ under the following subjects:

BEST PRACTICES   SCHOOLS DIVISION   TECHNICAL ASSISTANCE

FTAD-GMM

GUIDELINES ON THE SUBMISSION OF ENTRIES FOR BEST PRACTICES ON THE PROVISION OF TECHNICAL ASSISTANCE (TA) OF SCHOOLS DIVISIONS

Rationale

The provision of technical assistance to schools divisions and schools is one of the mandates of the Region and Division Offices, respectively, aimed towards the achievement of higher learning outcomes. As part of the continuous improvement initiatives of the region in the attainment of this goal, the Regional Office No. 8 through the Field Technical Assistance Division (FTAD) had started its Search for Innovative, Effective, and Best Practices on Technical Assistance provision in CY 2017 and is continuously conducted every year.

To continue this significant undertaking this year and to recognize these practices for benchmarking purposes, the following guidelines, criteria and rubrics are set for the submission of entries and in identifying innovative, effective, and best practices in technical assistance provision among Schools Divisions to their respective schools in the Region.

General Guidelines:

1. Each schools division can submit one or two entries only.
2. The practice/s may have been started last school year or this school year.
3. The TA practice/s shall focus on one or two priority improvement area/s of the Division such as high dropout, low Cohort Survival and Completion Rate, high percentage of learners who are under Frustration Level and/or Non-Readers, lack of quality-assured video lessons as supplement to Self-Learning Modules (SLMs), poor instructional supervision, low SBM level of practice, and lack of partnership in the implementation of limited face-to-face classes.
4. A minimum of five (5) low-performing schools of the Division shall be the subject of the TA provision practice as basis for the appreciation of accomplishments under "Reliability and Achievement" and "Impact and Effectiveness" criteria. (*See the Rubrics*).
5. Sample documents/MOVs to meet the requirements in each criterion shall be attached and arranged by criteria.

LEAD

6. The rubrics shall be used as a guide in the preparation and compilation of MOVs.
7. All entries shall be subjected to validation and assessment by the RFTACTs from September to October 2022.
8. The deadline for the submission of entries is on September 26, 2022.
9. Schools Divisions shall submit the soft copies of the entries to FTAD - Regional Office through ftad.region8@deped.gov.ph. and the hard copies to the FTAD office.
10. Schools Divisions (SDs) that were awarded best practice with identified best, effective, and innovative practices on TA provision shall be awarded with Plaques of Recognition while the SDs' that were awarded with Best Practice in TA Provision for three consecutive years shall be given Hall of Fame Award during the year-end TA Implementation Review cum SBM Summit this coming November 2022.

On Formatting of Entries:

a) Part I - Information about the Division:
    1. Division name and contact details
    2. Brief information about the Division such as number of schools (Elem., Junior and Senior high schools), districts, or clusters and the members of the Division Field Technical Assistance Composite Teams (DFTACTs)
    3. Contact details of the TA and SBM coordinators
b) Part II - Information about the Division's practice on TA Provision
    1. Title of the Practice
    2. Summary of the practice (one half-page of A4 sheet size)
    3. Background information or reasons why the Division created the practice
    4. Objectives/goals of the practice
    5. Period of time when the practice was/has been started
    6. Activities (Actions and strategies of implementation)
    7. Engagement of partners
    8. Resources used for implementation
    9. Program monitoring and evaluation mechanisms
    10. Achievement gained from the practice implementation
    11. Benefits/impacts/positive/superior outcomes of the practice to schools
    12. Plan for sustainability and plan for the future
    13. List of attachments
    14. Photographs related to the Division practice (maximum of five original (unedited/uncropped) photographs with captions written in English). Note: Photographs should be placed alongside with the texts where appropriate and not after the entry.

15. Information about the practice (Part II as above) should not be over ten (10) pages of A4 in total. The information should be written in Times New Roman font, 12-point size, single spaced.