



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF PAMPANGA

February 05, 2024

DIVISION MEMORANDUM
No. **081**, s. 2024

EVALUATION / VALIDATION OF APPLICATION PROJECTS OF THE TRAINING PROGRAM ON SCHOOL LEADERSHIP AND MANAGEMENT (TPSLM) A LA CARTE MODALITY

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Relative to the Regional Memorandum No. 308, s. 2023 or the Pilot Implementation of the Training Program on School Leadership and Management (TPSLM) A La Carte Modality, this Office, announces the conduct of **Evaluation/Validation of Application Projects of the TPSLM A La Carte Modality** on **February 28, 2024**, 8:00am at the Teachers' Training Center, Division Office, City of San Fernando, Pampanga.

2. Participants to the said activity are the following TPSLM A La Carte Modality learners:

No.	Name	Position	School	District/Cluster
1	Goodwill C. Guintu	Head Teacher III	Sebitanan IS	Sasmuan/II
2	Marites D. Palacio	Head Teacher III	Sta. Catalina HS	V
3	Aurora S. Samia	Head Teacher III	Bangcal Pugad IS	Lubao East/III
4	Ma. Emily S. Kabling	Head Teacher III	San Pedro ES	Sasmuan
5	Robinson V. Pinlac	Teacher III	Mabuanbuan ES	Sasmuan
6	Ericson L. Villaruel	Head Teacher III	Mandili HS	V
7	Ricky V. Mangulabnan	Head Teacher III	Mapaniqui HS	V
8	Ronaldo P. Umlas	Teacher III	Batang II IS	Sasmuan/II
9	Emmanuel B. Gomez	Head Teacher III	Villa Maria IS	Porac East/II
10	Rorylyn H. Dado		Betis HS	II
11	Michelle D. Mejia	SEPS/OIC-School Head	Sta. Barbara ES	Bacolor South
12	Jayson M. Santos	SEPS/OIC-School Head	Jalung ES	Porac West



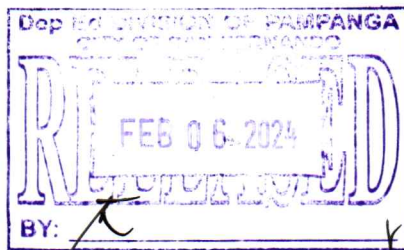
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3. School Head-Participants to this activity are advised to prepare the following:
 - Five (5) minute Audio-Visual Presentation (AVP)
 - Four (4) hard copies of the Application Project (AP) manuscript and accomplishment report
 - Necessary documents to support the accomplishment/completion of the AP
4. Enclosed is the TPSLM Application Project rubric/tool for ready reference and proper guidance.
5. For more information, all concerned may contact the School Governance and Operations Division (SGOD) or Mr. Jayson M. Santos, Senior Education Program Specialist at email address: jayson.santos001@deped.gov.ph, DepEd Schools Division of Pampanga, High School Boulevard, Barangay Lourdes, City of San Fernando, Pampanga.
6. Immediate and wide dissemination of this Memorandum is earnestly desired.

ROMEO M. ALIP, PhD, CESO V
Schools Division Superintendent

Encl.: As stated
hrds/02-05-2024

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Enclosure to Division Memorandum No. ____ s. 2024

TPSLM APPLICATION PROJECT RUBRICS & EVALUATION TOOL

This instrument is designed to provide an objective manner of rating the Application Projects of the participants of the TPLSM for Untrained School Heads. It describes School Heads' areas of school operations to properly measure the learned competencies applied in improving the school. Further, a specific area of school operations that was chosen needing improvement and delivery of the best impact on school during the three (3) to six (6) months period will be the primary considerations in the rating of the output. The choice of project will be derived from the three priority concerns. DepEd Regional Office 3, through the Schools Division Offices (SDOs), shall evaluate the Application Projects with these criteria:

Effectiveness	45%
<i>(Extent to which objectives of the Aps have been attained expressed in terms of percentages of accomplishments versus targets)</i>	
Efficiency of Implementation	40%
<i>(Expressed in terms of timeliness and resources – human, time and money used to attain the AP Objectives)</i>	
Impact on School Improvement	10%
<i>(Extent to which the project has integrated learnings from TPSLM)</i>	
Replicability	5%

Total:	100%

Please rate each criterion by checking the column which describes the extent to which with each item is practiced or applied based on the application project prepared. Use the following scale:

- (4) 3.3-4.0 = consistently evident
- (3) 2.49-3.29 = most of the time evident
- (2) 1.8-2.5 = sometimes evident
- (1) 1.0-1.79 = rarely evident

Consider the following for the individual rating:

- 4 – if all the given indicators were consistently evident showing all or 100% Means of Verifications required (MOVs)
- 3 – If only the given indicators were most of the time evident but not all the time showing at least 99% - 84% of the MOVs required
- 2 – if only the given indicators were sometimes evident showing at least 83% - 70% of the MOVs required
- 1 – if only the given indicators were rarely evident showing at least 69% - 55% below of the MOVs required



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Effectiveness 45%	Indicators:	4	3	2	1
	The application paper describes and show that the School Head				
	was able to achieve the objectives set within the prescribed time frame/ period.				
	the targeted objectives were met and exceeded based from the accomplishments made.				
	has enhanced the needed competencies of the beneficiaries as seen from the results				
	has improved the delivery of instruction through the execution of the project.				
	has improved the performances of teachers and ultimately end with the increase of pupils / students' performance level				
	increased the achievement level of pupils / students based from the base line set of targeted.				
	has improved Participation Rate (PR) Achievement Rate (AR) and reduce Dropout Rate (DR) based on the percentages included in the AP.				
	enhanced the effective delivery of educational services through the successful implementation of the AP.				
	raised awareness among the beneficiaries enabling them to be more committed in advocating the implemented AP.				
Rating:					
Score:					



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Efficiency of Implementation 40%	Indicators: The application paper describes and show that the School Head	4	3	2	1
	has minimally used all the material resources available, yet was still able to produce quality outputs.				
	has applied cost-saving measures for it only used minimal amount, time and human resources.				
	has all the deliverables (outputs) based on the means of verification presented.				
	resources are available for and appropriately applied to the activities for which they were targeted.				
	utilized the labor (human resource) required for the project using minimal cost.				
	used the available goods and services delivered or offered at the right time according to the main target or object sets.				
	utilized the commodities (inputs) as planned.				
	has considered the potential benefits of the project for maximum organization or use by other school heads.				
	Used cheaper human and material resources that saved a lot of time, money and effort.				
Rating:					
Score:					
Impact on School Improvement 10%	Indicators: The application paper describes and show that the School Head	4	3	2	1



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	has compared baseline data with project outcomes to provide a more quality output.				
	has exceeded actual results relative to targets set.				
	has used needs analysis to gauge the lasting effect of the AP to the stakeholders.				
	has applied the AP made in a wider learning environment.				
	has anticipated the effect of the intervention applied in proportion to the overall situation of the target group or those affected by it.				
	has considered long-term changes and improvements through the execution of the AP implemented				
	has developed the needed competencies among the beneficiaries for school improvement.				
	has assessed the applicability of the AP to the beneficiaries concerned / involved.				
	has considered the importance of project sustainability.				
Rating:					
Score:					

Replicability 5%	Indicators:	4	3	2	1
	The application paper describes and show that the School Head				
	has applied the AP from a wider scope, from the school to the community level.				
	was able to encourage other Heads to adopt the AP as a model or replica to further improve the school system.				



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	has benchmarked with other schools showing the positive outcome of the AP made.				
	has applied the learnings derived from the SHDP through the duplication of the designed project of other school heads.				
	has seen tangible / intangible improvements in school areas based on the chosen area of concern.				
	has developed mechanisms based from the results and was adopted by other school heads.				
	has reached several milestones in the implementation of the AP.				
	has recommended localized policies based from the results of the AP designed or crafted.				
Rating:					
Score:					