



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Zamboanga Peninsula, Region IX  
**DIVISION OF ZAMBOANGA DEL NORTE**  
Dipolog City 7100

RELEASED

31 AUG 2016

NAME / SIGNATURE

**MEMORANDUM**

No 340, s. 2016

TO: PSDSs  
Principal/School Heads and Teachers (Elem. and Secondary)

FROM: **NATIVIDAD P. BAYUBAY, CESO VI**  
Officer – In – Charge  
Office of the Schools Division Superintendent

SUBJECT: **FIRST DIVISION SEARCH FOR THE MOST FUNCTIONAL SCHOOL LEARNING RESOURCE CENTERS/CLASSROOMS**

DATE: August 24, 2016

1. Base-line data revealed that most of the schools in this Division failed to establish the school/classroom LRCs which may redound to the reading incapacities and low performances of the students/pupils due to unavailability of quality learning resources.

2. In consonance to the Schools Division LRMDs implementation with objectives to strengthen Learning Resource Development and to improve instructional and learning materials system through support for the assessment acquisition, adaptation, development, production and distribution of teaching/learning materials for schools utilization, this Division finds it imperative to create an avenue where the schools can showcase their capabilities in establishing the School learning Resource Centers / Classrooms.

3. In this regard, the Schools Division LRMDs will launch the First Division Search for the Most Functional School Learning Resource Centers/Classrooms with the following objectives;

- a) Assess the functionality of the School Learning Resource Centers/Classrooms
- b) Determine the extent of utilization of School Learning Centers and its services, including the maintenance and sustainability.
- c) Recognize the outstanding performance of the School Learning Resource Centers/Classrooms based on identified indicators in the attainment of the objectives of the project; and
- d) Gain impact towards pupils/students' performance

4. The Search is open to 644 Elementary Schools and 108 Secondary Schools and it shall have the following categories;

a) Elementary

- Kindergarten Learning Resource Classroom
- Elementary School Learning Resource Center
- Elementary Learning Resource Classroom
- Best Learning Resource Implementers per Subject Area

b) Secondary

- Main High School Learning Resource Center
- Main High School Learning Resource Classroom
- Extension High School Learning Resource Center
- Extension High School Learning Resource Classroom
- High School Library (Exclusive for SNAS & Sindangan National High School for being the only schools having Library with full-fledged Librarian)
- Best Learning Resource Implementers per Subject Area

5. The selection shall be done in the different levels following the given schedules and the assigned TWG/Selection Committee;

- School level - November 7-11, 2016 - School LR Committee (School Head as the chairman)
- District level – November 14-18, 2016 – District LR Committee ( PSDS as the chairman)
- Congressional level – November 21-25, 2016 – Division LR Committee
- Division level – November 28 – December 02, 2016 – Division LR Committee

6. For the Elementary Schools there shall be only (1) one entry per school per category to compete to the District level, (1) one entry per District for each category to compete to the Congressional District Level and (1) one entry per Congressional District Level per category to compete to the Division level, while all Secondary Schools shall have (1) one entry per school per category to compete directly to the Congressional District Level and shall have (1) one entry per category to compete for the Division Level.

7. The Education Program Supervisors of the different subject areas shall take charge of the criteria per subject which would form part of the Over-all Criteria and shall serve as the basis in the over-all rating of the School, District, Congressional District and Division Level selection of which copies are herewith attached;

OVER-ALL CRITERIA per CATEGORY

A. Most Functional Learning Resource Classroom

B. Most Functional School Learning Resource Center

1. Management of the LRCs----- 64%

- English----- 8%
- Filipino----- 8%
- Mathematics----- 8%
- Science----- 8%
- Araling Panlipunan--- 8%
- TLE ----- 8%
- MAPEH----- 8%
- ESP----- 8%

2. Physical Facilities Maintenance----- 15%

- LRC set-up/innovation and orderliness
- IT Component and Connectivity
- Durability

3. Support sustainability-----6%

- Allocation in the MOOE
- Support from external and internal stakeholders
- Inclusion in the SIP

4. Impact of the implementation / Significant change (should be evident)----15%

Total----- 100%

C. Most functional Kindergarten Learning Resource Classroom

1. Management of the LRCs-----60%

- Availability of Instructional Materials (IMs)
- IMs are contextualized
- IMs are labelled in portfolio
- Functionality of the following; (with evidence of its use)
  - ✓ Water and sand area
  - ✓ Play area
  - ✓ Literacy and numeracy area
  - ✓ Circle area
  - ✓ Wash area

2. Impact of the implementation / Significant change (should be evident)----15%



<b>3. Physical Facilities Maintenance-----</b>	<b>15%</b>
• LRC set-up/innovation and orderliness	
• IT Component and Connectivity	
• Durability	
<b>4. Support sustainability-----</b>	<b>10%</b>
5. Allocation in the MOOE	
6. Support from external and internal stakeholders	
7. Inclusion in the SIP	
<b>Total-----</b>	<b>100%</b>

**D. MOST FUNCTIONAL SCHOOL LIBRARY (For SNAS & Sindangan NHS only)**

<b>1. Management of the Library-----</b>	<b>15%</b>
a. Librarian and her/his competencies	
b. Support Staff	
c. Recording Systems	
• Completeness	
• Accuracy	
• Up-to-datedness	
• Presentation and filing	
d. Operational schedule	
e. Organization and maintenance of Library Resources	
• Repair of torn/damaged books	
• Cataloguing / classifying Library Resources	
• Replacement of lost books	
<b>2. Functionality-----</b>	<b>50%</b>
a. Library services	
b. Library activities	
c. Number of books accessioned	
d. Number of books catalogued	
e. Number of school users	
f. Expanded holdings after establishment	
g. Implemented action plan	
<b>3. Physical Facilities Maintenance-----</b>	<b>15%</b>
a. Durability of the facilities	
b. Support facilities- CR, conference room, activity room/area	
c. Library set-up/innovation and orderliness	
d. IT Component and Connectivity	
<b>4. Support sustainability-----</b>	<b>10%</b>
a. Allocation in the MOOE	
b. Support from LGUs, NGOs and other external/ internal stakeholders	
c. Inclusion in the SIP/AIP	
<b>5. Impact of the implementation / Significant change-----</b>	<b>10%</b>
<b>Total-----</b>	<b>100%</b>

8. The members of the Technical Working Group (TWG)/LR Committee assigned in the different levels and categories shall conduct on-site evaluation and must adhere to an honest and fair selection of finalists.

9.Wide and immediate dissemination of this Memorandum is desired.

# CRITERIA FOR THE FIRST DIVISION SEARCH FOR THE MOST FUNCTIONAL SCHOOL LEARNING RESOURCE CENTERS/CLASROOMS PER SUBJECT AREA

## A. ENGLISH (ELEMENTARY/SECONDARY) CRITERIA

<b>I.</b>	<b>Functionality of the ilove2read/CARE &amp; SHARE materials</b>	<b>-30%</b>
	1.1 Fully accomplished reading contracts/logsheets 1.2 Readability of entries e.g. chandelier of words (font size of each letter is 70-Times New Roman) 1.3 durability of the materials 1.4 availability of contextualized materials	
<b>II.</b>	<b>Evidence on the implementation of the specific program/suggested per grade level</b>	<b>-30%</b>
	2.1 documentation of the suggested activities per grade level 2.2 presence of logbooks (dates when the activities are taken up must be noted) 2.3 Completeness of files of ilove2read (starting 4 <sup>th</sup> Quarter of SY 2015-2016; 1 <sup>st</sup> and 2 <sup>nd</sup> quarters of SY 2016-2017) 2.4 promptness in the submission of reports per quarter (Form 1, Form 2, Form 3) 2.5 neatness of reports 2.6 orderliness in the set up of TG, LM, CG, DLL, Integration of Scouting, SIMs, etc.	
<b>III.</b>	<b>Impact on the implementation of ilove2read/CARE &amp; SHARE programs</b>	<b>-25%</b>
	3.1 students' ability to answer questions 3.2 zero non-reader 3.3 parents' involvement 3.4 certification in the actual participation of the 2016-2017 English Festival in the School, district or division levels(categories are lifted from the ilove2read and CARE & SHARE Programs).	
<b>IV.</b>	<b>Resourcefulness/Creativity of the teacher</b>	<b>-10%</b>
		<b>TOTAL- 100%</b>

## B. EDUKASYONG SA PAGPAPAKATAO (ELEMENTARY/SECONDARY) CRITERIA

<b>I.</b>	<b>Values Education corner: Program DRIVE and other related reading materials-</b>	<b>35%</b>
	I.1 Narrative and pictorial documents of the Program DRIVE I.2 GSP & BSP Integration documents, to all grades level integrated in quarterly Periodic test. (test items question files) I.3 Availability of contextualization and localization materials. I.4 SIM's module and intervention records	
<b>II.</b>	<b>Manifestation and evidence on the implementation of the Program in all Grades level-</b>	<b>30%</b>
	II.1 Monthly Supervisor Plan II.2 Copies of Technical assistance observation notes II.3 Documents Form; Forms EPS-F1 & EPS-F2 (Inventory) files. II.4 Records of the teachers and pupils/students profiles. II.5 Compilations of TG, LM, CG, DLL, related instructional integration strategies to ESP. II.6 Narrative report/accomplishment documents on the Family ensemble festival.	
<b>III.</b>	<b>Scope and impact of the implementation of PROGRAM DRIVE-</b>	<b>25%</b>
	III.1 Records and MPS of quarterly periodic tests, and least learned items. III.2 Innovation and integrated intervention initiated by the Values Teachers III.3 Yearly plan for Edukasyong sa Pagpapakatao (SWOT/SMART strategies)	
<b>IV.</b>	<b>Documents on Teachers innovation, resourcefulness, creativity and suggestions-</b>	<b><u>10%</u></b>
		<b>TOTAL- 100%</b>

## C. ARALING PANLIPUNAN CRITERIA

<b>I-</b>	<b>Functionality and Implementation of the Self-Instructional Materials (SIMS)</b>
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	1.1 Availability of contextualized, localized, indigenized materials.....	20%
	1.2 Availability of SIMs; 1-5 per Grading Period.....	20%
	1.3 Durability of the Materials.....	10%
	1.4 Presence of logbooks indicating the Subject Matter SIMs were used.....	10%
	1.5 Orderliness in the set up of SIMs, TGs, LMs and CG.....	10%
<b>II-</b>	<b>Impact</b>	
	1.1 Mastery of the competencies (Mastery Level should be Evident).....	15%
	1.2 Quarterly Result in graph with analysis.....	<u>15%</u>
	<b>TOTAL</b>	<b>100%</b>

### **D. EPP/TLE CRITERIA**

<b>I.</b>	<b>CONTENT.....</b>	<b>30%</b>
	a. Content is current	
	b. Content is Accurate	
	c. Content support K to 12 Curriculum	
	d. Scope/range and depth of the content are appropriate to pupils/students needs	
	e. Level of difficulty is appropriate for the pupils/students	
	f. Content integrates real-life experiences	
<b>II.</b>	<b>INSTRUCTIONAL DESIGN.....</b>	<b>30%</b>
	a. Instructional goals and learners objectives are clearly stated	
	b. Resource is suitable for a wide range of learning/teaching styles	
	c. Resource promotes students/Pupils Engagement	
	d. Resources encourages student creativity	
	e. materials are well organized and structured	
<b>III.</b>	<b>TECHNICAL DESIGN.....</b>	<b>20%</b>
	a. Appropriate support materials are provided	
	b. Visual design is interesting and effective	
	c. Illustrations are effective and appropriate	
	d. Users can easily employ the resource	
	e. Design is suitable for the classroom/center	
	f. Resource makes effective use of various mediums	
<b>IV.</b>	<b>SOCIAL CONSIDERATIONS.....</b>	<b>20%</b>
	a. Gender of Sexual roles	
	b. Belief systems	
	c. Age	
	d. Socio-economic status	
	e. Political bias	
	f. Regional bias	
	g. Multiculturalism or anti-racism	
	h. Aboriginal culture of roles	
	i. Special needs	
	j. Ethical or legal issues	
	k. Safety standards compliance.	

**TOTAL 100%**

**NOTE:** Criteria for other subjects like Mathematics, Science, Filipino and MAPEH will follow.