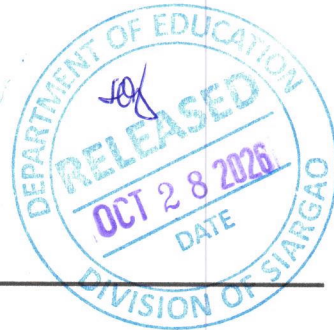




Republic of the Philippines  
**Department of Education**  
CARAGA REGION  
**SCHOOLS DIVISION OF SIARGAO**



DIVISION MEMORANDUM

No. 10-324s, 2026

To: Assistant Schools Division Superintendent  
CID Chief and Personnel  
SGOD Chief and Personnel  
OSDS Personnel  
Elementary School Principals/ Head Teachers/ School In-Charge  
Secondary School Principals/ Head Teachers/ School In-Charge  
This Division

DISSEMINATION OF e-IPCRF RESULTS SY 25-26 AND SUBMISSION OF  
PROPOSED PROFESSIONAL DEVELOPMENT INTERVENTIONS BASED  
ON TEACHERS' DEVELOPMENTAL NEEDS

1. To strengthen evidence-based human resource development and ensure that professional development programs respond to the actual needs of teaching personnel, the Schools Division Office of Siargao shall disseminate the results of the electronic Individual Performance Commitment and Review (e-IPCRF), particularly the developmental needs identified in **Part IV – Development Plans**.
2. The results shall serve as a reference in identifying priority competency gaps and formulating responsive, relevant, and needs-based professional development interventions. This initiative aims to align teacher development programs with identified individual needs, school priorities, and division-wide professional development directions.
3. In this regard, concerned Education Program Supervisors (EPSs) and Subject Matter Experts (SMEs) are invited to review and analyze the consolidated e-IPCRF results relevant to their respective learning areas, subject specializations, or areas of responsibility and submit proposed professional development interventions that address the identified developmental needs of teachers. (see Enclosures)
4. Likewise, school heads, through their designated school development focal persons, are encouraged to review their respective schools' developmental needs and submit proposals for school-based or collaborative professional development activities responsive to the identified competency gaps. Proposals may include school-based Learning Action Cells (LACs), coaching and mentoring, training and workshops, demonstration teaching, learning sessions, or other appropriate professional development modalities.
5. The proposals shall be submitted to the SGOD-HRD Unit on or before **December 15, 2026**, using the prescribed professional development intervention





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proposal format ( <https://sdosiargao.com/NEAPApplicationTemplate> ). The SGOD-HRD Unit shall consolidate and review the submissions to inform the preparation, prioritization, and updating of the Division's professional development programs and plans.

6. For information, guidance, and compliance.

**MANUEL O. CABERTE**

Schools Division Superintendent

Reference: As Stated

Encl's: As Stated

To be indicated in the **PERPETUAL INDEX** under the following subjects:

HRD PROFESSIONAL AND CAREER DEVELOPMENT

SGOD/fdt

10272026



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Enclosure 1: Consolidated Development Plan

**IDP – PPST Indicators**

Top 8 indicators - bar = share of teachers

Dev Needs

Strengths

|       |                                                                                                         |       |
|-------|---------------------------------------------------------------------------------------------------------|-------|
| 1.5.2 | Strategies for developing critical and creative thinking, as well as other higher-order thinking skills | 463   |
|       | DOMAIN 1 - PROFICIENT                                                                                   | 29.7% |
| 4.4.2 | Professional collaboration to enrich teaching practice                                                  | 395   |
|       | DOMAIN 4 - PROFICIENT                                                                                   | 25.4% |
| 1.4.2 | Strategies for promoting literacy and numeracy                                                          | 378   |
|       | DOMAIN 1 - PROFICIENT                                                                                   | 24.3% |
| 2.3.2 | Management of classroom structure and activities                                                        | 352   |
|       | DOMAIN 2 - PROFICIENT                                                                                   | 22.8% |
| 1.1.2 | Content knowledge and its application within and across curriculum areas                                | 348   |
|       | DOMAIN 1 - PROFICIENT                                                                                   | 22.3% |
| 5.4.2 | Communication of learner needs, progress and achievement to key stakeholders                            | 343   |
|       | DOMAIN 5 - PROFICIENT                                                                                   | 22.0% |
| 2.6.2 | Management of learner behavior                                                                          | 297   |
|       | DOMAIN 2 - PROFICIENT                                                                                   | 19.7% |
| 3.1.2 | Learners' gender, needs, strengths, interests and experiences                                           | 283   |
|       | DOMAIN 3 - PROFICIENT                                                                                   | 18.2% |



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**Enclosure 2: Consolidated Core Behavioral Competencies**

**Core Behavioral Competencies**

Strengths vs. development needs, number of teachers

**Results Focus**

**Need-heavy -691**

|           |                                                                                    |       |
|-----------|------------------------------------------------------------------------------------|-------|
| Strengths |   | 503   |
| Needs     |  | 1,194 |

**Self-Management**

**Strength-heavy +412**

|           |                                                                                    |       |
|-----------|------------------------------------------------------------------------------------|-------|
| Strengths |  | 1,227 |
| Needs     |   | 815   |

**Innovation**

**Need-heavy -603**

|           |                                                                                   |     |
|-----------|-----------------------------------------------------------------------------------|-----|
| Strengths |  | 124 |
| Needs     |  | 727 |

**Service Orientation**

**Need-heavy -473**

|           |                                                                                    |     |
|-----------|------------------------------------------------------------------------------------|-----|
| Strengths |   | 208 |
| Needs     |  | 681 |

**Professionalism and Ethics**

**Strength-heavy +521**

|           |                                                                                      |       |
|-----------|--------------------------------------------------------------------------------------|-------|
| Strengths |  | 1,180 |
| Needs     |   | 659   |

**Teamwork**

**Strength-heavy +338**

|           |                                                                                     |     |
|-----------|-------------------------------------------------------------------------------------|-----|
| Strengths |  | 720 |
| Needs     |  | 382 |

**Gender Sensitivity**

**Strength-heavy +496**

|           |                                                                                     |     |
|-----------|-------------------------------------------------------------------------------------|-----|
| Strengths |  | 643 |
| Needs     |  | 147 |