



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region X-Northern Mindanao  
DIVISION OF MALAYBALAY CITY



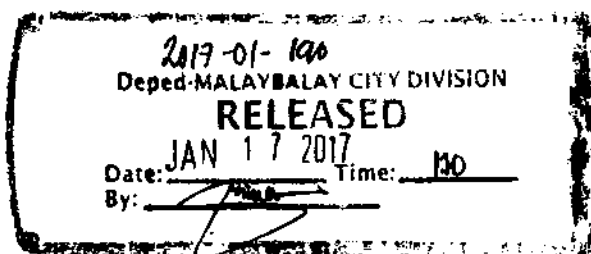
**DIVISION ORDER**

No. 01 s. 2017

**GUIDELINES ON THE SEARCH FOR THE BEST PRACTICES AND OUTSTANDING IMPLEMENTERS ON ICT INTEGRATION IN THE PUBLIC SCHOOLS**

To: **Chief Education Supervisors and Staff, CID and SGOD**  
**School Heads (Elementary and Secondary)**  
**Section/Unit Heads and Staff**  
**All Others Concerned**

FROM: *[Signature]*  
**EDILBERTO L. OPLENARIA, CESO VI**  
WOIC-Schools Division Superintendent



DATE: January 6, 2017

1. The DepEd-Division of Malaybalay City issues the enclosed **Guidelines on the Search for the Best Practices and Outstanding Implementers on ICT Integration in the Public Schools** which aims to establish guidelines that provide for systematic, evidence-based and participatory mechanisms and procedures for the identification, evaluation, and recognition of best practices and outstanding implementers on ICT integration in the public schools of DepEd-Division of Malaybalay City.
2. The mechanisms and procedures constituting the process shall guide the DepEd-Division of Malaybalay City and its stakeholders in identifying, evaluating, and recognizing the best practices and outstanding implementers on ICT integration anchored on the DepEd's mandate, vision, mission, and core values, and towards the achievement of education outcomes as provided for in the Organizational Performance Indicator Framework (OPIF) and Key Result Areas of the Curriculum Implementation Division (CID) and Information Communication Technology Services (ICTS) embodied in DepEd Order No. 52, s. 2015 (New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education).
3. Moreover, this policy shall take effect immediately.
4. Immediate dissemination of and strict compliance with this Order is directed.

Encl.: As stated

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**TO BE POSTED IN THE DIVISION WEBSITE**

(Enclosure to Division Order No. 001, s. 2017)

## **GUIDELINES ON THE SEARCH FOR THE BEST PRACTICES AND OUTSTANDING IMPLEMENTERS ON ICT INTEGRATION IN THE PUBLIC SCHOOLS**

### **I. Rationale**

1. The DepEd formulates, implements, and coordinates policies, plans, programs and projects in formal and non-formal basic education (R.A. No. 9155)<sup>1</sup> through adequate and integrated system of education relevant to the needs of the people, the country and society-at-large (R.A. No. 10533)<sup>2</sup>. DepEd envisions Filipinos to develop and use its values, competencies and full potential in building the nation (DepEd Order No. 36, s. 2013)<sup>3</sup> through continuous improvement. DepEd protects and promotes the right of every Filipino to quality, equitable, culture-based, and complete basic education (DepEd Order No. 36, s.2013) guided by its core values on "*Maka-Diyos, Maka-tao, Makakalikasan at Makabansa*" (R.A. No. 8491)<sup>4</sup>. Guided by the Agency Organizational Performance Indicator Framework (OPIF)<sup>5</sup>, DepEd endeavors to attain its educational outcomes by intensifying the implementation of DepEd Order No. 78, s. 2010 (Guidelines on the Implementation of the DepEd Computerization), also supported by DepEd Order No. 50, s. 2009 (DepEd Internet Connectivity Project), and DepEd Order No. 95, s. 2010 (Computer Usage Code-of-Conduct Contract).

2. DepEd Order No. 52, s. 2015<sup>6</sup> provides the Key Result Areas (KRA) of the ICT Services (ICTS) and Curriculum Implementation Division (CID) in the Schools Division Office (SDO). The ICTS provides technical assistance to schools on integration of ICT in school governance, teaching and learning (KRA 1) and ICT monitoring and evaluation (KRA 2). The CID ensures management of curriculum implementation (KRA 1), curriculum development, enrichment, and localization (KRA 2), and learning delivery (KRA 3). DepEd-Division of Malaybalay City seeks to intensify the implementation of the DepEd Computerization Program through its ICT4Ed Program as embodied in the Division Strategic Plan and Division Technology Plan. It framed its strategic objectives based on the six R's (Morato, 2013), such as: Reach, Responsiveness, Ratings, Returns, Revenues, and Recognition. For this purpose, varied ICT interventions are usually conducted by the SDO, such as: capability buildings, ICT resources, technical assistance, and other ICT-related activities.

3. Considering the complex issues on ICT in basic education, DepEd-Division of Malaybalay City recognizes the need to further strengthen the implementation of the DepEd Computerization Program. Based on the Re-Entry Project (ReP) "*The High Tech Teachers in Malaybalay City*" under the Public Management Development Program (PMDP) of the Development Academy of the Philippines (DAP), it identified the problem on less optimized ICT integration in the classroom instruction. It is contributed by the limited professional development, ICT resources, budget allocation, ICT integration, learner's development, and community and other stakeholders' support. Consequently, this impedes effective and efficient delivery of basic education services on ICT education. Hence, the need to formulate guidelines for the Search that optimizes and sustains the ICT integration in the public schools.

4. The ReP is introduced to address the stated problem in terms of the four (4) deliverables, such as: 3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy (Deliverable 1); Guidelines on the Search of the Best Practices and Outstanding Implementers on ICT Integration in the Public Schools (Deliverable 2); ICT4Ed Digital Library Portal with Interactive Instructional Materials (IMs) (Deliverable 3); and, Pilot Establishment of the Community ICT4Ed Learning Center (Deliverable 4). A Division ICT4Ed Project Team has been constituted to take the lead in the implementation of the ReP. Apparently, optimizing ICT integration in the public schools can be sustained by institutionalizing the Search for the Best Practices and Outstanding Implementers on ICT integration in the public schools.

<sup>1</sup> Republic Act No. 9155 otherwise known as the Governance of Basic Education Act of 2001

<sup>2</sup> Republic Act No. 10533 otherwise known as Enhanced Basic Education Act of 2013

<sup>3</sup> DepEd Order No. 36, series of 2013 otherwise known as Our DepEd Vision, Mission and Core Values

<sup>4</sup> Republic Act No. 8491 otherwise known as Flag and Heraldic Code of the Philippines

<sup>5</sup> Organizational Performance Indicator Framework, DBM (n.d.)

<sup>6</sup> New Organizational Structures of the Central, Regional, and Schools Division Offices of the DepEd

5. In view of the above, this Order aims to establish a mechanism and procedures under the ICT4Ed Project Team that provides systematic, evidence-based and participatory mechanisms and procedures for the identification, evaluation, and recognition of the best practices and outstanding implementers on ICT integration in the public schools. The mechanisms and procedures constituting the process shall guide the ICT4Ed Project Team and its stakeholders in identifying, evaluating, and recognizing the best practices and outstanding implementers on ICT integration anchored on the DepEd's mandate, vision, mission, and core values, and towards the achievement of education outcomes as provided for in the Organizational Performance Indicator Framework (OPIF) and Key Result Areas of the Curriculum Implementation Division (CID) and Information Communication Technology Services (ICTS) embodied in DepEd Order No. 52, s. 2015 (New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education).

## **II. Scope of the Policy**

6. This Division Order provides for the establishment of a process for identifying, evaluating, and recognizing Best Practices and Outstanding Implementers on ICT integration in the public schools of DepEd-Division of Malaybalay City. It covers the mechanisms and a schema for the identification, evaluation, and recognition of Best Practices and Outstanding Implementers on ICT Integration in the public schools which may involve the SDO's internal and external stakeholders.

## **III. Definition of Terms**

7. For the purposes of this Order, the following terms are defined/understood as follows:
  - a. **Best Practices**<sup>7</sup> is a service, function, or process that has been fine-tuned, improved and implemented to produce superior results that demonstrate impact/effectiveness, efficiency, sustainability, and collaboration/integration.
  - b. **ICT Integration** is an effective and efficient way of integration ICT in the curriculum instruction for improved quality teaching and learning in basic education.
  - c. **Outstanding Implementers** refers to the ICT4Ed Project Team, school heads, teachers, learners, community and other stakeholders who contributed to the effective and efficient ICT integration in the public schools.

## **IV. Policy Statement**

8. The DepEd-Division of Malaybalay City hereby establishes the search process described in this Order for identifying, evaluating, and recognizing Best Practices and Outstanding Implementers on ICT Integration in the public schools by the ICT4Ed Project Team. This process is based on the search process cycle, which or when applied, should ensure that mechanisms and procedures involved shall:

- a. Adhere to the DepEd's mandate, vision, mission, and core values;
- b. Contribute to the attainment of the OPIF, KRA, Division Strategic Plan, Division Technology Plan, and ReP ICT4Ed: The High Tech Teachers in Malaybalay City;
- c. Employ a systematic set of activities that leads to the institutionalization and sustenance of the Search initiatives;
- d. Adopt an evidence-based approach that relies on verifiable documents; and,
- e. Use participatory methods which considers the relevant concerns of internal and external stakeholders.

## **V. Procedures**

9. The Search Process in *Figure 1* on the next page consists of the two (2) categories in recognizing ICT integration in the public schools, such as:

- a. Best Practices
- b. Outstanding Implementers

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<sup>7</sup> Association of State & Territorial Dental Directors (n.d). *Best practices definitions & criteria*. Retrieved from <http://www.asidd.org/best-practices-definitions-and-criteria/>

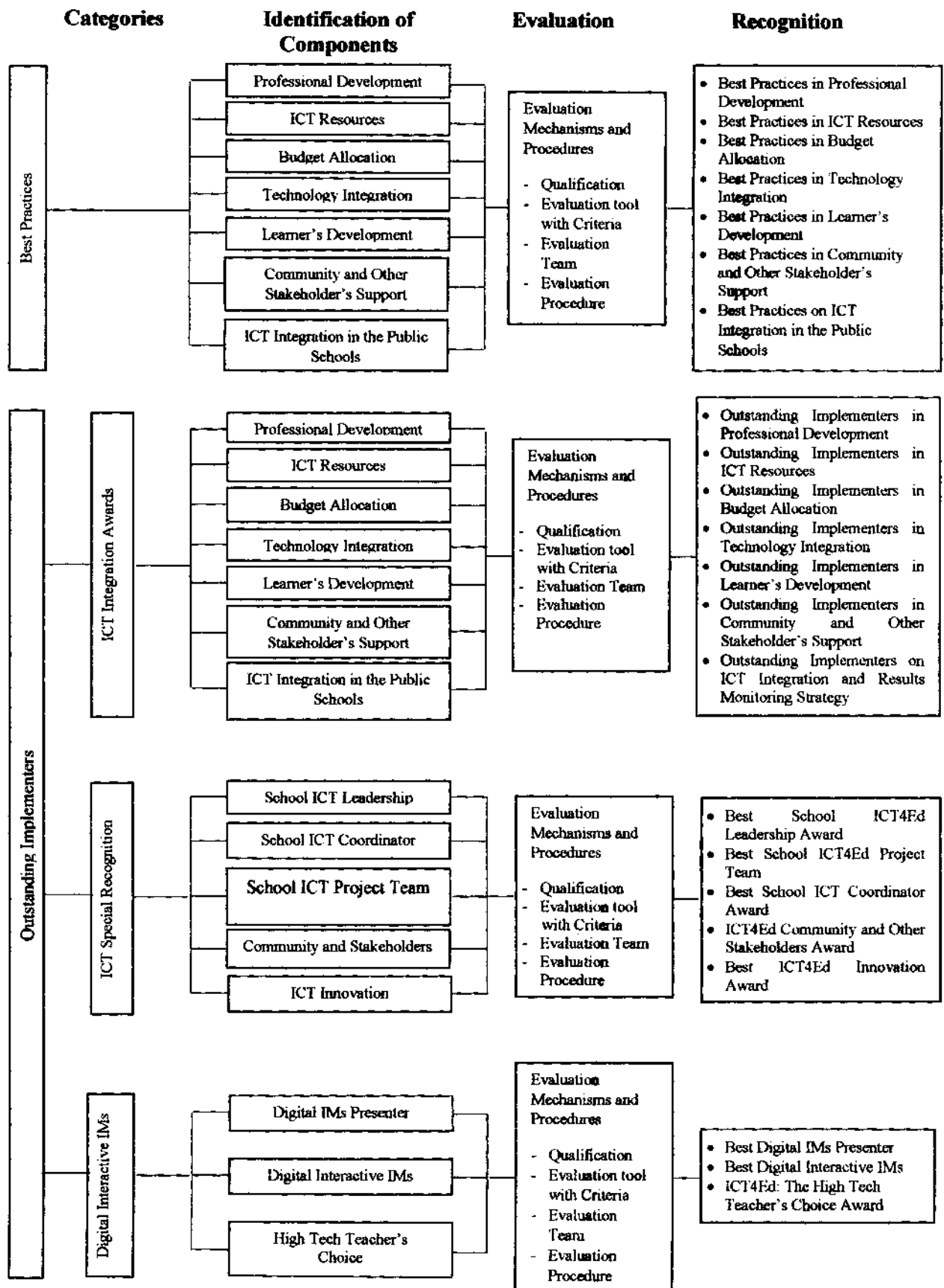


Figure 1.  
Search Process

Each categories provided the components with its corresponding evaluation mechanisms and procedures which results to the recognition of the awardees.

**A. Best Practices on ICT Integration**

10. This Category involves the recognition of Best Practices per component, such as: professional development, ICT resources, budget allocation, technology integration, learner's development, and community and other stakeholder's support in the public schools. A separate recognition shall be given to the Best Practices on ICT Integration in the public schools which demonstrated best practice in all components.

11. A Search will be conducted on the following:

- Best Practices in Professional Development
- Best Practices in ICT Resources
- Best Practices in Budget Allocation
- Best Practices in Technology Integration
- Best Practices in Learner's Development
- Best Practices in Community and Other Stakeholder's Support
- Best Practices on ICT Integration in the Public Schools

12. For this purpose, an evaluation mechanism and procedures shall be established. The evaluation mechanism includes the Evaluation Sheet for the Best Practices on ICT Integration in the public schools per component (Enclosure 1.1. Professional Development, Enclosure 1.2. ICT Resources, Enclosure 1.3. ICT Budget Allocation, Enclosure 1.4. Technology Integration, Enclosure 1.5. Learner's Development, and Enclosure 1.6. Community and Other Stakeholder's Support). A separate Evaluation Sheet for the Best Practices on ICT Integration in the Public Schools is also provided in Enclosure 1.7.

13. Qualified in this Search are the schools of the DepEd-Division of Malaybalay City only. This Search aims to recognize the best practices and replicate to other public schools within and outside the SDO.

14. An ICT4Ed Search Evaluation Committee (ISEC) shall be created to compose of the Chairman, Co-Chairman, and Members from the Curriculum Implementation Division (CID) and Information and Communication Technology Services (ICTS).

15. The Evaluation Procedure shall include:

- The Office of the SDS through the ICT4Ed Project Team will issue designation of the ISEC for Best Practices Category.
- An orientation will be conducted to the ISET for the orientation of the evaluation mechanisms and procedures.
- The ISEC will prepare a Work Plan for the Search activity to serve as guide in its implementation.
- The ISEC will prepare the memorandum for the submission of entries to the SDO.
- The ISEC will conduct preliminary evaluation of the submitted entries.
- The ISEC will schedule and conduct the evaluation of the entries by accomplishing the Evaluation Sheet.
- After the evaluation, the ISEC will tabulate and submit the results to the ICT4Ed Project Team for review and approval of the SDS.
- The ISEC in coordination with the Office of the SDS and ICT4Ed Project Team will prepare the necessary documents for the recognition of awardees.
- The SDO will conduct the recognition of awardees.
- The ICT4Ed Project Team will conduct monitoring and evaluation (M&E) of the Search activity. The team will submit result of the M&E and recommendations for continuous improvement of the Search activity.

## ***B. Outstanding Implementers***

### ***B.1. Outstanding Implementation of the School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy***

16. Another Category is the Search for Outstanding Implementers on ICT Integration in the Public Schools. This Category includes the recognition of outstanding implementers based on the 3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy SY 2017-2020. Recognition of outstanding implementers per component, such as: professional development, ICT resources, ICT budget allocation, technology integration, learner's development, and community and other stakeholder's support. A separate recognition of outstanding implementers of the ICT integration and results monitoring strategy shall be given to the public schools which demonstrated outstanding performance in all components of the ICT integration in the public schools.

17. A Search will conducted on the following:

- Outstanding Implementers in Professional Development
- Outstanding Implementers in ICT Resources
- Outstanding Implementers in Budget Allocation
- Outstanding Implementers in Technology Integration
- Outstanding Implementers in Learner's Development
- Outstanding Implementers in Community and Other Stakeholder's Support
- Outstanding Implementers in ICT Integration and Results Monitoring Strategy

18. Similarly, an evaluation mechanism and procedures shall be established. The evaluation mechanism includes the Criteria for Evaluation of the Outstanding Implementers per component (Enclosure 2.1. Professional Development, Enclosure 2.2. ICT Resources, Enclosure 2.3. ICT Budget Allocation, Enclosure 2.4. Technology Integration, Enclosure 2.5. Learner's Development, and Enclosure 2.6. Community and Other Stakeholder's Support). A separate Criteria for Evaluation of the Outstanding Implementers on ICT Integration in the Public Schools is also provided in Enclosure 2.7.

19. Qualified in this Search are the schools of the DepEd-Division of Malaybalay City only. This Search aims to recognize the outstanding implementers of the School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy.

20. An ICT4Ed Search Evaluation Committee (ISEC) shall be created to compose of the Chairman, Co-Chairman, and Members from the Curriculum Implementation Division (CID) and Information and Communication Technology Services (ICTS).

21. The Evaluation Procedure shall include:

- The Office of the SDS through the ICT4Ed Project Team will issue designation of the ISEC for Outstanding Implementers Category.
- An orientation will be conducted to the ISET for the orientation of the evaluation mechanisms and procedures.
- The ISEC will prepare a Work Plan for the Search activity to serve as guide in its implementation.
- The ISEC will prepare the memorandum for the submission of entries to the SDO.
- The ISEC will conduct preliminary evaluation of the submitted entries.
- The ISEC will schedule and conduct the evaluation of the entries by accomplishing the Evaluation Sheet.
- After the evaluation, the ISEC will tabulate and submit the results to the ICT4Ed Project Team for review and approval of the SDS.

- The ISEC in coordination with the Office of the SDS and ICT4Ed Project Team will prepare the necessary documents for the recognition of awardees.
- The SDO will conduct the recognition of awardees.
- The ICT4Ed Project Team will conduct monitoring and evaluation (M&E) of the Search activity. The team will submit result of the M&E and recommendations for continuous improvement of the Search activity.

### ***B.2. Special ICT4Ed Awards***

22. This Category also includes the recognition of ICT4Ed Special Awards. It intends to recognize school heads, school ICT coordinators, teachers, School ICT Project Team, learners, and the community and other stakeholders for their contribution in optimizing ICT in the public schools.

23. A Search will also be initiated on the following:

- Best School ICT4Ed Leadership Award
- Best School ICT4Ed Project Team
- Best School ICT Coordinator Award
- Best ICT4Ed Community and Other Stakeholders Award
- Best ICT4Ed Innovation Award (e.g. school heads, teaching and non-teaching staff, learners, community and other stakeholders staff)

24. An evaluation mechanism and procedures shall be established. The evaluation mechanism includes the Criteria for Evaluation of the ICT4Ed Special Awards (Enclosure 3.1. ICT Leadership, Enclosure 3.2. ICT Project Team/ School ICT Coordinator, Enclosure 3.3. ICT4Ed Community and Other Stakeholders, and Enclosure 3.4. ICT4Ed Innovation, and Enclosure 3.5. ICT4Ed: The High Tech Teacher's Choice).

25. Qualified in this Search are the schools of the DepEd-Division of Malaybalay City only. This Search aims to recognize school heads, teaching, learners, community and other stakeholders, and non-teaching staff.

26. An ICT4Ed Search Evaluation Committee (ISEC) shall be created to compose of the Chairman, Co-Chairman, and Members from the Curriculum Implementation Division (CID) and Information and Communication Technology Services (ICTS).

27. The Evaluation Procedure shall include:

- The Office of the SDS through the ICT4Ed Project Team will issue designation of the ISEC for Special ICT4Ed Awards Category.
- An orientation will be conducted to the ISET for the orientation of the evaluation mechanisms and procedures.
- The ISEC will prepare a Work Plan for the Search activity to serve as guide in its implementation.
- The ISEC will prepare the memorandum for the submission of entries to the SDO.
- The ISEC will conduct preliminary evaluation of the submitted entries.
- The ISEC will schedule and conduct the evaluation of the entries by accomplishing the Evaluation Sheet.
- After the evaluation, the ISEC will tabulate and submit the results to the ICT4Ed Project Team for review and approval of the SDS.
- The ISEC in coordination with the Office of the SDS and ICT4Ed Project Team will prepare the necessary documents for the recognition of awardees.

### ***B.3. Digital Interactive Instructional Materials (IMs)***

28. Moreover, this Category includes the recognition of Best Digital Interactive Instructional Materials (IMs). It recognizes teachers who developed interactive IMs to enhance quality teaching and learning in the classroom.

29. The Search includes the following:

- Best Digital IMs Presenter (*Elementary, Junior High School (JHS), Senior High School (SHS), Open High School Program (OHSP), ALS, and IPEd*)
- Best Digital Interactive IMs (*Elementary, Junior High School, Senior High School, Open High School Program, ALS, and IPEd*)
- Best Digital Interactive IMs per subject area (*Araling Panlipunan, English, Filipino, Math, and Science*) in the Elementary-level
- Best Digital IMs Interactive per subject area (*Araling Panlipunan, English, Filipino, Math, and Science*) in the JHS
- Best Digital Interactive IMs per subject area (*Araling Panlipunan, English, Filipino, Math, and Science*) in the SHS
- Best Digital Interactive IMs in each area (*ALS, IPEd, OHSP*)
- ICT4Ed: The High Tech Teachers' Choice Award

30. An evaluation mechanism and procedures shall be established. The evaluation mechanism includes the Evaluation Sheet for the Best Digital Interactive IMs (Enclosure 4.1. – Digital IMs Presenter, Enclosure 4.2-a – Digital Interactive IMs, Enclosure 4.2-b – Tally Sheet for the Best Digital Interactive IMs). The High Tech Teacher's Choice Award will be done through ballot voting by the teachers.

31. Qualified in this Search are the school heads and teachers of the DepEd-Division of Malaybalay City only. This Search aims to recognize the Best Digital Interactive IMs.

32. All Evaluation Sheets can be improved by the ICT4Ed Project Team provided it is approved by the Office of the Schools Division Superintendent through proper issuances.

33. An ICT4Ed Search Evaluation Committee (ISEC) shall be created to compose of the Chairman, Co-Chairman, and Members from the Curriculum Implementation Division (CID) and Information and Communication Technology Services (ICTS).

34. The Evaluation Procedure shall include:

- The Office of the SDS through the ICT4Ed Project Team will issue designation of the ISEC for Best Digital Interactive IMs Category.
- An orientation will be conducted to the ISET for the orientation of the evaluation mechanisms and procedures.
- The ISEC will prepare a Work Plan for the Search activity to serve as guide in its implementation.
- The ISEC will prepare the memorandum for the submission of entries to the SDO.
- The ISEC will conduct preliminary evaluation of the submitted entries.
- The ISEC will schedule and conduct the evaluation of the entries by accomplishing the Evaluation Sheet.
- After the evaluation, the ISEC will tabulate and submit the results to the ICT4Ed Project Team for review and approval of the SDS.
- The ISEC in coordination with the Office of the SDS and ICT4Ed Project Team will prepare the necessary documents for the recognition of awardees.
- The SDO will conduct the recognition of awardees.



- The ICT4Ed Project Team will conduct monitoring and evaluation (M&E) of the Search activity. The team will submit result of the M&E and recommendations for continuous improvement of the Search activity.

35. The Search will be conducted based on the following schedules every School Year starting SY 2017-2018, to wit:

Category	Submission of Entries	Evaluation Period	Recognition
Best Practices	January	February-March	March
Outstanding Implementers	January	February-March	March

36. The ICT4Ed Project Team shall implement the provisions following the mechanisms, procedures, roles and responsibilities, and activities embodied in this Division Order.

37. The ICT4Ed Project Team shall undertake an evaluation of the policy to ascertain its impact with regard to the issue it sought to address. The ICT4Ed Project team shall ensure the conduct of such evaluation, taking into account measurable indicators. All policies shall be subject to periodic evaluation.

38. The ICT4Ed Project Team shall submit the results of policy evaluation to the Office of the SDS. Based on the evaluation results, the ICT4Ed Project Team may recommend the policy's (a) continued implementation, (b) amendment, or (c) repeal.

39. Funding for the operations of the ICT4Ed Project Team shall be included in the Human Resource Training Development (HRTD) Fund, subject to the usual accounting and auditing rules and regulations.

## **VI. Monitoring and Evaluation**

40. The ICT4Ed Project Team shall continuously gather feedback on the implementation of the Guidelines for the Search of the Best Practices and Outstanding Implementers on ICT integration in the Public Schools from all concerned internal and external stakeholders. It shall conduct a period review of this policy to further enhance its provisions and effectiveness.

## **VII. Effectivity/Transitory Provisions**

41. This policy shall take effect immediately. This shall be published in the Division Website [depedmalaybalay.net](http://depedmalaybalay.net).

- *Nothing follows* -

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 1.1. Evaluation Sheet for Best Practices of ICT Integration in the Public Schools on Professional Development<sup>1</sup>**

School's Name : \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools in terms of **professional development**. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school (Best practice is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school (Best practice is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school (Best practice is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school (Best practice is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school (Best practice is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools in terms of **Professional Development**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria (1)	Evaluator's Rating (2)					Means of Verification (3)	Remarks (4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 1.2. Evaluation Sheet for Best Practices of ICT Integration in the Public Schools on ICT Resources<sup>1</sup>**

School's Name \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools in terms of **ICT Resources**. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school ( <i>Best practice is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school ( <i>Best practice is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school ( <i>Best practice is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school ( <i>Best practice is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school ( <i>Best practice is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools in terms of **ICT Resources**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by:

Reviewed by: ICT4Ed Project Team

\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Date Evaluated\_\_\_\_\_  
Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

School's Name : \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools in terms of **Budget Allocation**. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school (Best practice is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school (Best practice is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school (Best practice is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school (Best practice is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school (Best practice is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools in terms of **Budget Allocation**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
<b>No. of Items</b>							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

School's Name : \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools in terms of **Technology Integration**. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school (Best practice is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school (Best practice is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school (Best practice is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school (Best practice is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school (Best practice is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools in terms of **Technology Integration**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

School's Name : \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools in terms of **Learner's Development**. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school (Best practice is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school (Best practice is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school (Best practice is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school (Best practice is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school (Best practice is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools in terms of **Learner's Development**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria (1)	Evaluator's Rating (2)					Means of Verification (3)	Remarks (4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by:

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 1.6. Evaluation Sheet for Best Practices of ICT Integration in the Public Schools on Community and Other Stakeholder's Support<sup>1</sup>**

School's Name : \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools in terms of **Community and Other Stakeholder's Support**. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school (Best practice is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school (Best practice is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school (Best practice is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school (Best practice is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school (Best practice is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools in terms of **Community and Other Stakeholder's Support**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria (1)	Evaluator's Rating (2)					Means of Verification (3)	Remarks (4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 1.7. Evaluation Sheet for Best Practices of ICT Integration in the Public Schools<sup>1</sup>**

School's Name : \_\_\_\_\_

School Level: \_\_\_\_\_

The Search uses five (5) criteria to help identify the best practices on ICT integration in the public schools. It helps us gain a deeper understanding of the practices in replicating and optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the best practice in the school (Best practice is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the best practice in the school (Best practice is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the best practice in the school (Best practice is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the best practice in the school (Best practice is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the best practice in the school (Best practice is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the best practice of ICT Integration in the public schools. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Criteria	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
<b>1. Impact/Effectiveness</b> The practice has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The practice has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The practice shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The practice builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The practice ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

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Signature over Printed Name\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Date Evaluated\_\_\_\_\_  
Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team



**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.1. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools in terms of Professional Development<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school in terms of **professional development** based on the **3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools in terms of **Professional Development**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1. ICT competency development plan for teachers	5	4	3	2	1		
2. Technical assistance provided by School ICT Coordinator for all the faculty members and learners	5	4	3	2	1		
3. Capability building for teachers' ICT competency development	5	4	3	2	1		
4. School head's participation on ICT capability building	5	4	3	2	1		
5. Teacher's participation on ICT capability building, to wit: 5 - National Level 4 - Regional Level 3 - Division Level 2 - District Level 1 - School Level	5	4	3	2	1		
6. Learning Action Cells (LAC) sessions in the school	5	4	3	2	1		
7. Basic troubleshooting, repair, and maintenance of ICT equipment by the teachers	5	4	3	2	1		
8. Mentoring or coaching sessions for teachers	5	4	3	2	1		
<b>Total</b>							
Divide: No. of Items							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.2. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools in terms of ICT Resources<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school in terms of **ICT resources** based on the **3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools in terms of **ICT Resources**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1. Sufficient number of ICT literate teachers. Number of literate teachers are said to be sufficient if it reaches 80 percent of the total population of teachers 5 - five in every five 4 - four in every five 3 - three in every five 2 - two in every five 1 - one in every five	5	4	3	2	1		
2. Recipient of DepEd Computerization Program Packages and/or other computerization programs (i.e. Ayala-Gilas, DTI).	5	4	3	2	1		
3. Internet connection with the speed of 5 - up to 10 mbps 4 - up to 5 mbps 3 - up to 2 mbps 2 - up to 1 mbps 1 - None	5	4	3	2	1		
4. Mode of internet connection is 5 - Wired wireless (broadband stick) (DSL, fiber optic) 4 - Fixed Wireless (modem with antenna) 3 - Wireless (broadband stick) 2 - Satellite 1 - None	5	4	3	2	1		
5. Up-to-date hardware and software	5	4	3	2	1		
6. Sufficient number of functional computers 5 - 15 units and above	5	4	3	2	1		

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

4 - 10 – 14 units 3 - 6 – 9 units 2 - 1 – 5 units 1 - None							
7. Available DLP and projector tripod screen 5 - Four sets or more 4 - Three sets 3 - Two sets 2 - One set 1 - None	5	4	3	2	1		
8. E-classroom/e-room or computer laboratory which is 5 - Functional and used solely for ICT integrated classes 4 - Functional and used as regular classroom 3 - Functional and used as multipurpose room 2 - Functional but unutilized 1 - Not functional	5	4	3	2	1		
9. Secured e-classroom/e-room or computer laboratories where the ICT resources are placed	5	4	3	2	1		
10. Well-maintained e-classroom/e-room or computer laboratory	5	4	3	2	1		
11. E-classroom/e-room or computer laboratory which can accommodate a standard class size.	5	4	3	2	1		
12. Status of ICT resources in the Annual Inventory Report of School Properties	5	4	3	2	1		
<b>Total</b>							
<b>Divide: No. of Items</b>							
<b>Total Score</b>							

Evaluated by:

Reviewed by: ICT4Ed Project Team

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Signature over Printed Name

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Signature over Printed Name

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Date Evaluated

\_\_\_\_\_  
Date Reviewed

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.3. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools in terms of Budget Allocation<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school in terms of **Budget Allocation** based on the **3-year School ICT Integration Development Plan** and **ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools in terms of **Budget Allocation**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components	Evaluator's Rating						Means of Verification	Remarks
(1)	(2)						(3)	(4)
1. Allocates budget for ICT integration in the classroom instruction	5	4	3	2	1			
2. Allocates budget for regular software and hardware updating	5	4	3	2	1			
3. Allocates budget for ICT capability building	5	4	3	2	1			
4. Utilizes proceeds from Income Generating Projects (IGP) in purchasing additional ICT resources	5	4	3	2	1			
5. Allotted a sufficient amount for internet connectivity	5	4	3	2	1			
6. Allocates budget for ICT resources repair and maintenance	5	4	3	2	1			
7. Receives an allocation for ICT resources from the Local Government Unit (LGU) and other stakeholders	5	4	3	2	1			
<b>Total</b>								
Divide: No. of Items								
<b>Total Score</b>								

Evaluated by:

Reviewed by: ICT4Ed Project Team

\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Date Evaluated\_\_\_\_\_  
Date Reviewed<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.4. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools in terms of Technology Integration<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school in terms of **Technology Integration** based on the **3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools in terms of **Technology Integration**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1. Clearly articulated the importance of ICT integration and technology-based instruction	5	4	3	2	1		
2. Preparation and development of interactive instructional materials	5	4	3	2	1		
3. Uses ICT for instructional purposes such as delivering the lessons, conducting drills and exercises, and giving tutorials, remediation and simulations	5	4	3	2	1		
4. Uses ICT in communicating with students (i.e. email, social media)	5	4	3	2	1		
5. Uses ICT in organizing learners' data, keeping records, computing grades, and making lesson plans	5	4	3	2	1		
6. Establishes and maintains schedule on the use of ICT resources	5	4	3	2	1		
7. Availability of learning resource center where teacher-developed interactive IMs are stored	5	4	3	2	1		
8. Monitoring and evaluation strategy to assess ICT integration in the classroom	5	4	3	2	1		
9. Use of ICT by the teacher is regularly monitored by the immediate head.	5	4	3	2	1		
10. Recognizes teachers who practice ICT integration in classroom instruction	5	4	3	2	1		
11. Motivated to use ICT as an instructional tool in the classroom	5	4	3	2	1		
<b>Total</b>							
<b>Divide: No. of Items</b>							
<b>Total Score</b>							

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

Evaluated by:

Reviewed by: ICT4Ed Project Team

\_\_\_\_\_  
Signature over Printed Name

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Signature over Printed Name

\_\_\_\_\_  
Date Evaluated

\_\_\_\_\_  
Date Reviewed

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.5. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools in terms of Learner's Development<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school in terms of **Learner's Development** based on the **3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools in terms of **Learner's Development**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1. Orients learners on responsibility awareness and disciplinary measures on the usage of ICT resources	5	4	3	2	1		
2. Orients learners on the proper use of ICT equipment and facilities	5	4	3	2	1		
3. Provides equal opportunities for learners to perform computer hands-on activities	5	4	3	2	1		
4. Learners to access the internet for academic related purposes (i.e. downloading of media for classroom presentation)	5	4	3	2	1		
5. Demonstrates to the learners on how to find reliable information in the internet	5	4	3	2	1		
6. Allows learners to use the computer units for the purpose of making their required outputs even after regular class hours	5	4	3	2	1		
7. Gives ICT developed supplementary materials for the learner's enrichment activities	5	4	3	2	1		
<b>Total</b>							
Divide: No. of Items							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Date Evaluated\_\_\_\_\_  
Date Reviewed<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.6. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools in terms of Community and Other Stakeholder's Support<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school in terms of **Learner's Development** based on the **3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools in terms of **Learner's Development**. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1. Conducts Information and Education advocacy on ICT integration to the community and other stakeholders	5	4	3	2	1		
2. Participates in the implementation of the school's ICT Integration Plan	5	4	3	2	1		
3. Recipient of ICT resources from the LGU	5	4	3	2	1		
4. Supports ICT integration interventions in the school	5	4	3	2	1		
5. Recognizes active support and involvement of the community and other stakeholders.	5	4	3	2	1		
6. Secures support from the Barangay Public Safety Officers (BPSO) in safeguarding the ICT resources	5	4	3	2	1		
7. Utilizes Parent-Teachers Association (PTA) funds to supplement ICT resources	5	4	3	2	1		
<b>Total</b>							
<b>Divide: No. of Items</b>							
<b>Total Score</b>							

Evaluated by: \_\_\_\_\_

Reviewed by: ICT4Ed Project Team

\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Signature over Printed Name\_\_\_\_\_  
Date Evaluated\_\_\_\_\_  
Date Reviewed<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team



**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 2.7. Evaluation Sheet for Outstanding Implementers of ICT Integration in the Public Schools<sup>1</sup>**

School's Name : \_\_\_\_\_ School Level: \_\_\_\_\_

The Search uses the criteria which is patterned from the ICT4Ed Assessment Tool. It helps identify **outstanding implementers** on ICT integration in the public school based on the **3-year School ICT Integration Development Plan and ICT4Ed Results Monitoring Strategy**. This also helps gain deeper understanding of the importance of continuous improvement and sustained development on ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated outstanding implementation in the school ( <i>Outstanding implementation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate outstanding implementation in the school ( <i>Outstanding implementation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the outstanding implementation of ICT Integration in the public schools. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

**1. Professional Development**

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1.1. ICT competency development plan for teachers	5	4	3	2	1		
1.2. Technical assistance provided by School ICT Coordinator for all the faculty members and learners	5	4	3	2	1		
1.3. Capability building for teachers' ICT competency development	5	4	3	2	1		
1.4. School head's participation on ICT capability building	5	4	3	2	1		
1.5. Teacher's participation on ICT capability building, to wit: 5 - National Level 4 - Regional Level 3 - Division Level 2 - District Level 1 - School Level	5	4	3	2	1		
1.6. Learning Action Cells (LAC) sessions in the school	5	4	3	2	1		
1.7. Basic troubleshooting, repair, and maintenance of ICT equipment by the teachers	5	4	3	2	1		
1.8. Mentoring or coaching sessions for teachers	5	4	3	2	1		
<b>Total</b>							
Divide: No. of Items							
<b>Total Score</b>							

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

## 2. ICT Integration

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
2.1. Sufficient number of ICT literate teachers. Number of literate teachers are said to be sufficient if it reaches 80 percent of the total population of teachers 5 - five in every five 4 - four in every five 3 - three in every five 2 - two in every five 1 - one in every five	5	4	3	2	1		
2.2. Recipient of DepEd Computerization Program Packages and/or other computerization programs (i.e. Ayala-Gilas, DTI).	5	4	3	2	1		
2.3. Internet connection with the speed of 5 - up to 10 mbps 4 - up to 5 mbps 3 - up to 2 mbps 2 - up to 1 mbps 1 - None	5	4	3	2	1		
2.4. Mode of internet connection is 5 - Wired wireless (broadband stick) (DSL, fiber optic) 4 - Fixed Wireless (modem with antenna) 3 - Wireless (broadband stick) 2 - Satellite 1 - None	5	4	3	2	1		
2.5. Up-to-date hardware and software	5	4	3	2	1		
2.6. Sufficient number of functional computers 5 - 15 units and above 4 - 10 - 14 units 3 - 6 - 9 units 2 - 1 - 5 units 1 - None	5	4	3	2	1		
2.7. Available DLP and projector tripod screen 5 - Four sets or more 4 - Three sets 3 - Two sets 2 - One set 1 - None	5	4	3	2	1		
2.8. E-classroom/e-room or computer laboratory which is 5 - Functional and used solely for ICT integrated classes 4 - Functional and used as regular classroom 3 - Functional and used as multipurpose room 2 - Functional but unutilized 1 - Not functional	5	4	3	2	1		
2.9. Secured e-classroom/e-room or computer laboratories where the ICT resources are placed.	5	4	3	2	1		
2.10. Well-maintained e-classroom/e-room or computer laboratory	5	4	3	2	1		
2.11. E-classroom/e-room or computer laboratory which can accommodate a standard class size.	5	4	3	2	1		
2.12. Status of ICT resources in the Annual Inventory Report of School Properties	5	4	3	2	1		
<b>Total</b>							
<b>Divide: No. of Items</b>							
<b>Total Score</b>							

### 3. Budget Allocation

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
3.1. Allocates budget for ICT integration in the classroom instruction	5	4	3	2	1		
3.2. Allocates budget for regular software and hardware updating	5	4	3	2	1		
3.3. Allocates budget for ICT capability building.	5	4	3	2	1		
3.4. Utilizes proceeds from Income Generating Projects (IGP) in purchasing additional ICT resources	5	4	3	2	1		
3.5. Allotted a sufficient amount for internet connectivity	5	4	3	2	1		
3.6. Allocates budget for ICT resources repair and maintenance	5	4	3	2	1		
3.7. Receives an allocation for ICT resources from the Local Government Unit (LGU) and other stakeholders	5	4	3	2	1		
<b>Total</b>							
<b>Divide: No. of Items</b>							
<b>Total Score</b>							

### 4. Technology Integration

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
4.1. Clearly articulated the importance of ICT integration and technology-based instruction	5	4	3	2	1		
4.2. Prepares and develops interactive instructional materials	5	4	3	2	1		
4.3. Uses ICT for instructional purposes such as delivering the lessons, conducting drills and exercises, and giving tutorials, remediation and simulations	5	4	3	2	1		
4.4. Uses ICT in communicating with students (i.e. email, social media)	5	4	3	2	1		
4.5. Uses ICT in organizing learners' data, keeping records, computing grades, and making lesson plans	5	4	3	2	1		
4.6. Establishes and maintains schedule on the use of ICT resources	5	4	3	2	1		
4.7. Availability of learning resource center where teacher-developed interactive IMs are stored	5	4	3	2	1		
4.8. Monitoring and evaluation strategy to assess ICT integration in the classroom	5	4	3	2	1		
4.9. Use of ICT by the teacher is regularly monitored by the immediate head.	5	4	3	2	1		
4.10. Recognizes teachers who practice ICT integration in classroom instruction	5	4	3	2	1		
4.11. Motivated to use ICT as an instructional tool in the classroom	5	4	3	2	1		
<b>Total</b>							
<b>Divide: No. of Items</b>							
<b>Total Score</b>							

## 5. Learner's Development

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
5.1. Orients learners on responsibility awareness and disciplinary measures on the usage of ICT resources	5	4	3	2	1		
5.2. Orients learners on the proper use of ICT equipment and facilities	5	4	3	2	1		
5.3. Provides equal opportunities for learners to perform computer hands-on activities	5	4	3	2	1		
5.4. Learners to access the internet for academic related purposes (i.e. downloading of media for classroom presentation)	5	4	3	2	1		
5.5. Demonstrates to the learners on how to find reliable information in the internet	5	4	3	2	1		
5.6. Allows learners to use the computer units for the purpose of making their required outputs even after regular class hours	5	4	3	2	1		
5.7. Gives ICT developed supplementary materials for the learner's enrichment activities	5	4	3	2	1		
<b>Total</b>							
Divide: No. of Items							
<b>Total Score</b>							

## 6. Community and Other Stakeholder's Support

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
6.1. Conducts Information and Education advocacy on ICT integration to the community and other stakeholders	5	4	3	2	1		
6.2. Participates in the implementation of the school's ICT Integration Plan	5	4	3	2	1		
6.3. Recipient of ICT resources from the LGU	5	4	3	2	1		
6.4. Supports ICT integration interventions in the school	5	4	3	2	1		
6.5. Recognizes active support and involvement of the community and other stakeholders.	5	4	3	2	1		
6.6. Secures support from the Barangay Public Safety Officers (BPSO) in safeguarding the ICT resources	5	4	3	2	1		
6.7. Utilizes Parent-Teachers Association (PTA) funds to supplement ICT resources	5	4	3	2	1		
<b>Total</b>							
Divide: No. of Items							
<b>Total Score</b>							

**Summary of Rating**

<b>Components</b>	<b>Criteria</b>	<b>Evaluator's Rating</b>	<b>Remarks</b>
Professional Development	5		
ICT Resources	5		
ICT Budget Allocation	5		
Technology Integration	5		
Learner's Development	5		
Community and Other Stakeholder's Support	5		
Total	36		
Divide: No. of Components	6		
Total Score	5		

Evaluated by:

Reviewed by: ICT4Ed Project Team

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Signature over Printed Name

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Signature over Printed Name

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Date Evaluated

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Date Reviewed

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 3.1. Evaluation Sheet for Best School ICT4Ed Leadership Award<sup>1</sup>**

School Head's Name: \_\_\_\_\_

School Level: \_\_\_\_\_

Email Address: \_\_\_\_\_

Contact No.: \_\_\_\_\_

The Search uses the six (6) criteria to help identify the Best School ICT4Ed Leadership Awardee and gain understanding on the importance of the school head's leadership in optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the ICT leadership in the school (ICT leadership is observed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially demonstrated the ICT leadership in the school (ICT leadership is observed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the ICT leadership in the school (ICT leadership is observed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely demonstrated the ICT leadership in the school (ICT leadership is observed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the ICT leadership in the school (ICT leadership is observed in 1 out of 5 situations)

**Instructions:**

Evaluate the School Head's ICT leadership in terms of professional development, ICT resources, budget allocation, technology integration, learner's development, and community and other stakeholder's support. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

**1. Professional Development**

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1.1. Leads the development of ICT Competency Development Plan for teachers.	5	4	3	2	1		
1.2. Designates an ICT Coordinator who provide technical assistance for all the faculty members and learners.	5	4	3	2	1		
1.3. Initiates the conduct of capability building for teachers' ICT competency development.	5	4	3	2	1		
1.4. Participates in ICT capability building.	5	4	3	2	1		
1.5. Sends teachers at least once in every school year to participate in ICT capability building. 5 - National Level 4 - Regional Level 3 - Division Level 2 - District Level 1 - Did not send participant to any level	5	4	3	2	1		
1.6. Organizes Learning Action Cells (LAC) on ICT Integration to provide technical support to all teaching staff.	5	4	3	2	1		
1.7. Designates teacher(s) who will perform the basic troubleshooting, repair, and maintenance of ICT equipment.	5	4	3	2	1		
1.8. Conducts mentoring or coaching sessions for teachers.	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

## 2. ICT Resources

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
2.1. Develops sufficient number of ICT literate teachers. 5 - five in every five 4 - four in every five 3 - three in every five 2 - two in every five 1 - one in every five	5	4	3	2	1		
2.2. Utilizes the DepEd Computerization Program Packages and/or other computerization programs (i.e. Ayala-Gilas, DTI)	5	4	3	2	1		
2.3. Subscribes internet connection with the speed of 5 - up to 10 mbps 4 - up to 5 mbps 3 up to 2 mbps 2 - up to 1 mbps 1 - None	5	4	3	2	1		
2.4. Avails mode of internet connection for the school's use 5 - Wired wireless (broadband stick) (DSL, fiber optic) 4 - Fixed Wireless (modem with antenna) 3 - Wireless (broadband stick) 2 - Satellite (WIT, compoint) 1 - None	5	4	3	2	1		
2.5. Ensures up-to-date hardware and software for use in the school.	5	4	3	2	1		
2.6. Ensures sufficient number of functional computers in the school. 5 - 15 units and above 4 - 10 - 14 units 3 - 6 - 9 units 2 - 1 - 5 units 1 - None	5	4	3	2	1		
2.7. Ensures available DLP and projector tripod screen for use of the teachers in the school 5 - Four sets or more 4 - Three sets 3 - Two sets 2 - One set 1 - None	5	4	3	2	1		
2.8. Ensures availability of the e-classroom/e-room or computer laboratory which is 5 - Functional and used solely for ICT integrated classes 4 - Functional and used as regular classroom 3 - Functional and used as multipurpose room 2 - Functional but unutilized 1 - Not functional	5	4	3	2	1		
2.9. Ensures secured e-classroom/e-room or computer laboratories where the ICT resources are placed.	5	4	3	2	1		
2.10. Ensures a well-maintained e-classroom/e-room or computer laboratory.	5	4	3	2	1		

2.11. Ensures availability of e-classroom/e-room or computer laboratory which can accommodate a standard class size.	5	4	3	2	1		
2.12. Includes the status of ICT resources in the Annual Inventory Report of School Properties.	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### 3. ICT Budget Allocation

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
3.1. Allocates budget for ICT integration in the classroom instruction.	5	4	3	2	1		
3.2. Allocates budget for regular software and hardware updating.	5	4	3	2	1		
3.3. Allocates budget for ICT capability building.	5	4	3	2	1		
3.4. Utilizes proceeds from Income Generating Projects (IGP) in purchasing additional ICT resources.	5	4	3	2	1		
3.5. Allots sufficient amount for internet connectivity.	5	4	3	2	1		
3.6. Allocates budget for ICT resources repair and maintenance.	5	4	3	2	1		
3.7. Receives an allocation for ICT resources from the Local Government Unit (LGU) and other stakeholders.	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### 4. Technology Integration

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
4.1. Includes ICT integration in the School Improvement Plan.	5	4	3	2	1		
4.2. Articulates clearly the importance of ICT integration and technology-based instruction.	5	4	3	2	1		
4.3. Uses the existing School ICT Integration Plan and ICT4Ed Results Monitoring Strategy to guide teachers in classroom integration.	5	4	3	2	1		
4.4. Facilitates the preparation and development of interactive instructional materials.	5	4	3	2	1		
4.5. Conducts monitoring and evaluation strategy to assess ICT integration in the classroom.	5	4	3	2	1		
4.6. Maintains a learning resource center where teacher-developed interactive IMs are stored.	5	4	3	2	1		
4.7. Establishes and maintains schedule on the use of ICT resources.	5	4	3	2	1		
4.8. Recognizes teachers who practice ICT integration in classroom instruction.	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							



## 5. Learner's Development

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
5.1. Leads the orientation for learners on responsibility awareness and disciplinary measures on the usage of ICT resources.	5	4	3	2	1		
5.2. Allows learners to use the computer units for the purpose of making their required outputs even after regular class hours.	5	4	3	2	1		
5.3. Allows learners to access the internet for academic related purposes (i.e. downloading of media for classroom presentation).	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

## 6. Community and Other Stakeholder's Support

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
6.1. Leads the Information and Education advocacy on ICT integration to the community and other stakeholders.	5	4	3	2	1		
6.2. Engages active participation of community and other stakeholders in the implementation of the school's ICT Integration Plan.	5	4	3	2	1		
6.3. Leads in sourcing ICT resources from the LGU for use in the school.	5	4	3	2	1		
6.4. Ensures that the parents clearly understood the ICT integration in the school.	5	4	3	2	1		
6.5. Ensures recognition of active support and involvement of the community and other stakeholders.	5	4	3	2	1		
6.6. Mobilizes support from the Barangay Public Safety Officers (BPSO) in safeguarding the ICT resources.	5	4	3	2	1		
6.7. Ensures support from the Parent-Teachers Association (PTA) funds to supplement ICT resources.	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### Summary of Rating

Components	Evaluator's Rating	Remarks
Professional Development		
ICT Resources		
ICT Budget Allocation		
Technology Integration		
Learner's Development		
Community and Other Stakeholder's Support		
Total		
Divide: No. of Components		
Total Score		

Evaluated by:

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 3.2. Evaluation Sheet for Best School ICT4Ed Project Team/Best School ICT Coordinator<sup>1</sup>**

School's Name: \_\_\_\_\_

School Level: \_\_\_\_\_

Name of Nominee/s	Position title	Email Address	Contact No.

The Search uses the six (6) criteria to help identify the Best School ICT4Ed Project Team and Best School ICT Coordinator and gain understanding on the importance of the School ICT4Ed Project Team and School ICT Coordinator in optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated teamwork/coordination on ICT integration in the public school <i>(ICT teamwork/coordination is observed in 5 out of 5 situations)</i>
4	3.40 – 4.19	High (H)	Substantially demonstrated teamwork/coordination on ICT integration in the public school <i>(ICT teamwork/coordination is observed in 4 out of 5 situations)</i>
3	2.60 – 3.39	Moderate (M)	Partially demonstrated teamwork/coordination on ICT integration in the public school <i>(ICT teamwork/coordination is observed in 3 out of 5 situations)</i>
2	1.80 – 2.59	Low (L)	Rarely demonstrated teamwork/coordination on ICT integration in the public school <i>(ICT teamwork/coordination is observed in 2 out of 5 situations)</i>
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate teamwork/coordination on ICT integration in the public school <i>(ICT teamwork/coordination is observed in 1 out of 5 situations)</i>

**Instructions:**

Evaluate the School ICT4Ed Project Team/School ICT Coordinator in terms of their contribution to the professional development, ICT resources, budget allocation, technology integration, learner's development, and community and other stakeholder's support. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

**1. Professional Development**

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
1.1. Implements the ICT Competency Development Plan for teachers	5	4	3	2	1		
1.2. Supports the designated ICT Coordinator in providing technical assistance for all the faculty members and learners	5	4	3	2	1		
1.3. Conducts capability building for teachers' ICT competency development	5	4	3	2	1		
1.4. Participates ICT capability building	5	4	3	2	1		
1.5. Participates at least once in every school year in ICT capability building. 5 - National Level 4 - Regional Level 3 - Division Level 2 - District Level 1 - Did not send participant to any level	5	4	3	2	1		
1.6. Facilitate the Learning Action Cells (LAC) sessions on ICT Integration to provide technical support to all teaching staff	5	4	3	2	1		

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

1.7. Provide technical assistance in basic troubleshooting, repair, and maintenance of ICT equipment	5	4	3	2	1		
1.8. Conducts mentoring or coaching sessions for teachers	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

## 2. ICT Resources

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
2.1. Develops sufficient number of ICT literate co-teachers 5 - five in every five 4 - four in every five 3 - three in every five 2 - two in every five 1 - one in every five	5	4	3	2	1		
2.2. Utilizes the DepEd Computerization Program Packages and/or other computerization programs	5	4	3	2	1		
2.3. Use internet connection with the speed of 5 - up to 10 mbps 4 - up to 5 mbps 3 - up to 2 mbps 2 - up to 1 mbps 1 - None	5	4	3	2	1		
2.4. Avails mode of internet connection for the school's use 5 - Wired wireless (broadband stick) (DSL, fiber optic) 4 - Fixed Wireless (modem with antenna) 3 - Wireless (broadband stick) 2 - Satellite (WIT, compoint) 1 - None	5	4	3	2	1		
2.5. Provide up-to-date hardware and software	5	4	3	2	1		
2.6. Ensures sufficient number of functional computers in the school 5 - 15 units and above 4 - 10 - 14 units 3 - 6 - 9 units 2 - 1 - 5 units 1 - None	5	4	3	2	1		
2.7. Ensures available DLP and projector tripod screen for use of the teachers in the school 5 - Four sets or more 4 - Three sets 3 - Two sets 2 - One set 1 - None	5	4	3	2	1		
2.8. Ensures availability of the e-classroom/e-room or computer laboratory which is 5 - Functional and used solely for ICT integrated classes 4 - Functional and used as regular classroom 3 - Functional and used as multipurpose room 2 - Functional but unutilized 1 - Not functional	5	4	3	2	1		
2.9. Ensures a secured e-classroom/e-room or computer laboratories where the ICT resources are placed	5	4	3	2	1		

2.10. Ensures a well-maintained e-classroom/e-room or computer laboratory	5	4	3	2	1		
2.11. Ensures availability of e-classroom/e-room or computer laboratory which can accommodate a standard class size	5	4	3	2	1		
2.12. Prepares the status of ICT resources in the Annual Inventory Report of School Properties	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### 3. ICT Budget Allocation

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
3.1. Allocates budget for ICT integration in the classroom instruction	5	4	3	2	1		
3.2. Allocates budget for regular software and hardware updating	5	4	3	2	1		
3.3. Allocates budget for ICT capability building	5	4	3	2	1		
3.4. Utilizes proceeds from Income Generating Projects (IGP) in purchasing additional ICT resources	5	4	3	2	1		
3.5. Allots sufficient amount for internet connectivity.	5	4	3	2	1		
3.6. Allocates budget for ICT resources repair and maintenance	5	4	3	2	1		
3.7. Receives an allocation for ICT resources from the Local Government Unit (LGU) and other stakeholders	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### 4. Technology Integration

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
4.1. Includes ICT integration in the School Improvement Plan	5	4	3	2	1		
4.2. Articulates clearly the importance of ICT integration and technology-based instruction	5	4	3	2	1		
4.3. Implements the existing School ICT Integration Plan and ICT4Ed Results Monitoring Strategy to guide teachers in classroom integration	5	4	3	2	1		
4.4. Develops interactive instructional materials	5	4	3	2	1		
4.5. Facilitate the monitoring and evaluation strategy to assess ICT integration in the classroom	5	4	3	2	1		
4.6. Maintains a learning resource center where teacher-developed interactive IMs are stored	5	4	3	2	1		
4.7. Prepares and controls schedule on the use of ICT resources	5	4	3	2	1		
4.8. Facilitate recognition of co-teachers who practice ICT integration in classroom instruction	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### 5. Learner's Development

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
5.1. Conducts the orientation for learners on responsibility awareness and disciplinary measures on the usage of ICT resources	5	4	3	2	1		
5.2. Allows learners to use the computer units for the purpose of making their required outputs even after regular class hours	5	4	3	2	1		
5.3. Allows learners to access the internet for academic related purposes (i.e. downloading of media for classroom presentation)	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

### 6. Community and Other Stakeholder's Support

Components	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
6.1. Conducts the Information and Education advocacy on ICT integration to the community and other stakeholders	5	4	3	2	1		
6.2. Engages active participation of community and other stakeholders in the implementation of the school's ICT Integration Plan	5	4	3	2	1		
6.3. Facilitate in sourcing ICT resources from the LGU for use in the school	5	4	3	2	1		
6.4. Ensures that the parents clearly understood the ICT integration in the school	5	4	3	2	1		
6.5. Ensures recognition of active support and involvement of the community and other stakeholders	5	4	3	2	1		
6.6. Facilitate support from the Barangay Public Safety Officers (BPSO) in safeguarding the ICT resources	5	4	3	2	1		
6.7. Ensures support from the Parent-Teachers Association (PTA) funds to supplement ICT resources	5	4	3	2	1		
Total							
Divide: No. of Items							
Total Score							

#### Summary of Rating

Components	Evaluator's Rating	Remarks
Professional Development		
ICT Resources		
ICT Budget Allocation		
Technology Integration		
Learner's Development		
Community and Other Stakeholder's Support		
Total		
Divide: No. of Components		
Total Score		

Evaluated by:

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

**ICT4Ed: The High Tech Teachers in Malaybalay City****Enclosure 3.4. Evaluation Sheet for the ICT4Ed Innovation Award<sup>1</sup>**

School's Name :

School Level:

Name of Nominee/s	Position title	Email Address	Contact No.

The Search for Best ICT4Ed Innovation Criteria uses the five (5) criteria to help identify best ICT4Ed innovation on ICT integration in the public schools and gain a deeper understanding of creative solutions in improving quality teaching and learning in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely innovated creative solution in optimizing ICT integration in the public school ( <i>Innovation is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially innovated creative solution in optimizing ICT integration in the public school ( <i>Innovation is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially innovated creative solution in optimizing ICT integration in the public school ( <i>Innovation is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely innovated creative solution in optimizing ICT integration in the public school ( <i>Innovation is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to innovate creative solution in optimizing ICT integration in the public school ( <i>Innovation is observed in 1 out of 5 situations</i> )

**Instructions:**

Evaluate the innovation as a creative solution in optimizing ICT Integration in the public schools. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

Components of Best Practices	Evaluator's Rating					Means of Verification	Remarks
(1)	(2)					(3)	(4)
<b>1. Impact/Effectiveness</b> The innovation has demonstrated impact, applicability, and benefits to the school heads, teachers, learners, community and other stakeholders with reference to scientific evidence and/or documented outcomes of the practice.	5	4	3	2	1		
<b>2. Efficiency</b> The innovation has demonstrated cost and resource efficiency where expenses are appropriate to benefits. This includes staffing and time requirements that are realistic and reasonable.	5	4	3	2	1		
<b>3. Demonstrated Sustainability</b> The innovation shows sustainable benefits and/or is sustainable within the school and community.	5	4	3	2	1		
<b>4. Collaboration/Integration</b> The innovation builds effective partnership among schools, communities, and other stakeholders and integrates ICT in the classroom instruction.	5	4	3	2	1		
<b>5. Objectives/Rationale</b> The innovation ensures enhanced basic education services through improved quality teaching and learning using ICT integration in the classroom.	5	4	3	2	1		
<b>Total</b>							
No. of Items							
<b>Total Score</b>							

Evaluated by:

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers of Malaybalay City**  
**EVALUATION SHEET FOR THE SEARCH FOR BEST DIGITAL IM PRESENTER<sup>1</sup>**

\_\_\_\_\_  
 (Date)

The Search uses the five (5) criteria to help identify the Best Digital IM Presenter. It helps gain understanding on the importance of presenting teacher-developed interactive IMs as a strategy in optimizing ICT integration in the public schools. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely demonstrated the presentation indicator ( <i>Presentation indicator is observed in 5 out of 5 situations</i> )
4	3.40 – 4.19	High (H)	Substantially demonstrated the presentation indicator ( <i>Presentation indicator is observed in 4 out of 5 situations</i> )
3	2.60 – 3.39	Moderate (M)	Partially demonstrated the presentation indicator ( <i>Presentation indicator is observed in 3 out of 5 situations</i> )
2	1.80 – 2.59	Low (L)	Rarely demonstrated the presentation indicator ( <i>Presentation indicator is observed in 2 out of 5 situations</i> )
1	1.00 – 1.79	Very Low (VL)	Started to demonstrate the presentation indicator ( <i>Presentation indicator is observed in 1 out of 5 situations</i> )

CATEGORY : \_\_\_\_\_

Name of teachers	Title of Digital IMs	CRITERIA					Total (a+b+c+d+e)	Total Score (f÷5)	Rank
		Communication Skills	Style of presentation	Mastery in navigation	Confidence	Overall Impact			
		(a)	(b)	(c)	(d)	(e)			
								5	
								5	
								5	

Evaluated by: \_\_\_\_\_

Reviewed by: **ICT4Ed Project Team**

\_\_\_\_\_  
 Signature over Printed Name

\_\_\_\_\_  
 Signature over Printed Name

\_\_\_\_\_  
 Date Evaluated

\_\_\_\_\_  
 Date Reviewed

<sup>1</sup> Suggested template as designed by the ICT4Ed Project Team

**ICT4Ed: The High Tech Teachers in Malaybalay City**
**Enclosure 4.2. Evaluation Sheet for Best Digital Interactive IMs**

School's Name :

School Level:

Name of Nominee/s	Position title	Email Address	Contact No.

The criteria is based on the Learning Resource Management Development System (LRMDS) Standards and Specifications. This also helps gain deeper understanding of the development of ICT-integrated curriculum instruction. The scale of measurement and criteria are:

**Scale of Measurement**

Scale	Mean Values	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Excellent (E)	Completely developed digital interactive IMs (Digital Interactive IMs is developed in 5 out of 5 situations)
4	3.40 – 4.19	High (H)	Substantially developed digital interactive IMs (Digital Interactive IMs is developed in 4 out of 5 situations)
3	2.60 – 3.39	Moderate (M)	Partially developed digital interactive IMs (Digital Interactive IMs is developed in 3 out of 5 situations)
2	1.80 – 2.59	Low (L)	Rarely developed digital interactive IMs (Digital Interactive IMs is developed in 2 out of 5 situations)
1	1.00 – 1.79	Very Low (VL)	Started to develop digital interactive IMs (Digital Interactive IMs is developed in 1 out of 5 situations)

**Instructions:**

Evaluate the best digital interactive IMs of the public school teachers in terms of content quality, instructional quality, multimedia design, hyperlinks, and overall interface. Encircle the rating (5, 4, 3, 2, 1) which corresponds to each item.

**1. Content Quality**

Components	Evaluator's Rating					Remarks
(1)	(2)					(3)
1.1. Content is consistent with topics/skills found in the DepEd Learning Competences for the subject and grade/year level it was intended.	5	4	3	2	1	
1.2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	5	4	3	2	1	
1.3. Content is accurate.	5	4	3	2	1	
1.4. Content is up-to-date.						
1.5. Content is logically developed and organized.	5	4	3	2	1	
1.6. Content is free from cultural, gender, racial, or ethnic bias.	5	4	3	2	1	
1.7. Content stimulates and promotes critical thinking.	5	4	3	2	1	
1.8. Content is relevant to real-life situations.	5	4	3	2	1	
1.9. Language (including vocabulary) is appropriate to the target user level.	5	4	3	2	1	
1.10. Content promotes positive values that support formative growth.	5	4	3	2	1	
<b>Total</b>						
Divide: No. of Items						
<b>Total Score</b>						

**2. Instructional Quality**

Components	Evaluator's Rating					Remarks
(1)	(2)					(3)
2.1. Purpose of the material is well defined.	5	4	3	2	1	
2.2. Material achieves its defined purpose.	5	4	3	2	1	
2.3. Learning objectives are clearly stated and measurable.	5	4	3	2	1	
2.4. Level of difficulty is appropriate for the intended target user.	5	4	3	2	1	
2.5. Graphics/colors/sounds are used for appropriate instructional reasons.	5	4	3	2	1	
2.6. Materials is enjoyable, stimulating, challenging, and engaging.	5	4	3	2	1	
2.7. Material effectively stimulates creativity of target user.	5	4	3	2	1	
2.8. Feedback on target user's responses is effectively employed.	5	4	3	2	1	
2.9. Target user can control the rate and sequence of presentation and review.	5	4	3	2	1	
2.10. Instruction is integrated with target user's previous experience.	5	4	3	2	1	
<b>Total</b>						
Divide: No. of Items						
<b>Total Score</b>						



### 3. Multimedia Design

Components	Evaluator's Rating					Remarks
(1)	(2)					(3)
3.1. Media elements are of sufficiently high quality.	5	4	3	2	1	
3.2. Clear and precise instructions are provided in accessing multimedia.	5	4	3	2	1	
3.3. Appropriate forms of media are used to enhance presentation.	5	4	3	2	1	
3.4. Video is accompanied by a familiar control panel, featuring pause, volume, and slider (to move quickly to a desired part of the video) controls.	5	4	3	2	1	
3.5. Audio (other than short sound effects) is accompanied by a familiar control panel, featuring pause, volume, and slider (to move quickly to a desired part of the audio) controls.	5	4	3	2	1	
3.6. All images are accompanied by a detailed explanatory caption that the user can easily access.	5	4	3	2	1	
3.7. All spoken sounds are accompanied by a detailed textual transcription captions that the user can easily access.	5	4	3	2	1	
<b>Total</b>						
Divide: No. of Items						
<b>Total Score</b>						

### 4. Hyperlinks

Components	Evaluator's Rating					Remarks
(1)	(2)					(3)
4.1. Hyperlink text provides information about where the link will lead.	5	4	3	2	1	
4.2. Hyperlinks are formatted using acceptable formatting conventions for links (e.g. distinctive underlined font).	5	4	3	2	1	
4.3. Hyperlink text is consistently formatted throughout the resource.	5	4	3	2	1	
4.4. The cursor changes appearance when it moves over the text of a hyperlink to inform the user of the presence of a hyperlink.	5	4	3	2	1	
4.5. Hyperlinks that result in the user being directed to material that is external to the current resource are clearly indicated.	5	4	3	2	1	
<b>Total</b>						
Divide: No. of Items						
<b>Total Score</b>						

### 5. Overall Interface

Components	Evaluator's Rating					Remarks
(1)	(2)					(3)
5.1. The design is visually appealing.	5	4	3	2	1	
5.2. The design is simple, i.e. not cluttered with irrelevant devices and information.	5	4	3	2	1	
5.3. The design is consistent throughout successive displays.	5	4	3	2	1	
5.4. Contains sufficient information and directions for the user	5	4	3	2	1	
5.5. The ways to navigate through the material are clear.	5	4	3	2	1	
5.6. Labels, buttons, menus, text, and general layout of the resource are consistent and visually distinct.	5	4	3	2	1	
5.7. Fonts are readable in terms of size, color and contrast between the background and the text.	5	4	3	2	1	
5.8. The user is always made aware of what to do next.	5	4	3	2	1	
5.9. The resource provides feedback about the system status and the user's responses.	5	4	3	2	1	
5.10. The user is informed of their position in the resource relative to its beginning and end.	5	4	3	2	1	
5.11. The user is informed when a new window (such as a browser window, tab or pop up) will be displayed.	5	4	3	2	1	
<b>Total</b>						
Divide: No. of Items						
<b>Total Score</b>						

Evaluated by:

Reviewed by: ICT4Ed Project Team

Signature over Printed Name

Signature over Printed Name

Date Evaluated

Date Reviewed

**ICT4Ed: The High Tech Teachers of Malaybalay City**  
**TALLY SHEET FOR THE SEARCH FOR BEST DIGITAL INTERACTIVE INSTRUCTIONAL MATERIALS (IMs)**

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Category: \_\_\_\_\_

Name of teachers	Title of Digital IMs	Content Quality	Instructional Quality	Multimedia Design	Hyperlinks	Overall Interface	Total Scores	Average	Rank

Evaluated by:

Reviewed by: **ICT4Ed Project Team**

\_\_\_\_\_  
Signature over Printed Name

\_\_\_\_\_  
Signature over Printed Name

\_\_\_\_\_  
Date Evaluated

\_\_\_\_\_  
Date Reviewed