



Republic of the Philippines  
**Department of Education**  
**NEGROS ISLAND REGION**

SEP 25 2025

**REGIONAL MEMORANDUM**

No. 418 s. 2025

**ESTABLISHMENT OF RISE FELLOWS CIRCLE  
IN DEPED NEGROS ISLAND REGION**

To: OIC-Assistant Regional Director  
Schools Division Superintendents  
Regional Functional Division Chiefs  
All Others Concerned

1. This Office, through the Human Resource Development Division (HRDD), announces the establishment and implementation of the RISE Fellows Circle (Resilient, Inspiring, Scholarly Educators) in the DepEd Negros Island Region.
2. This program aims to identify resilient and inspiring educators, provide them with sustained professional development and mentoring, build their leadership capacity as facilitators, mobilize them for capacity development initiatives, and promote a culture of mentorship and collaboration across the region.
3. The Schools Division Superintendents are requested to organize and mobilize the committee in the recruitment and screening of the applicants and in the endorsement of the qualifiers to the Regional Office on or before October 17, 2025.
4. Enclosed is the concept paper on the Establishment of RISE Fellows Circle in DepEd NIR and other attachments to serve as guides for the Schools Divisions in choosing their recipients.
5. The Equal Opportunity Principle (EOP) shall be exercised to underscore the Department's policy of non-discrimination against any personnel for professional learning and development, regardless of age, gender, civil status, disability, region, ethnic group, or political beliefs.
6. For further queries, please coordinate with Mr. Noel E. Santillan, OIC-Chief Education Supervisor-HRDD at 09185714272, and Mr. Raffy L. Bernia, OIC-Education Program Supervisor- HRDD, at 0921-2086-514.



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

**RAMIR B. UYRICO EdD, CESO III**  
Regional Director

Encl: As stated  
Reference: None  
To be indicated in the Perpetual Index  
under the following subjects:

PROFESSIONAL DEVELOPMENT

LEADERSHIP

TEACHERS

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RLB/RM\_ ESTABLISHMENT AND IMPLEMENTATION OF THE RISE FELLOWS CIRCLE  
98/September 17, 2025

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**RISE Fellows Circle**

**Resilient, Inspiring, Scholarly Educators**

**I. RATIONALE**

The Department of Education Negros Island Region (DepEd NIR), in pursuit of quality, equitable, and inclusive education, recognizes that teacher leadership and professional development are pivotal in driving sustained improvement in teaching and learning outcomes. Research shows that empowering educators to become facilitators, trainers, and instructional leaders leads to stronger school systems and improved learner performance (Katzenmeyer & Moller, 2009; Darling-Hammond et al., 2017).

The RISE Fellows Circle—Resilient, Inspiring, Scholarly Educators—aims to institutionalize a pool of competent, committed, and visionary educators who can serve as catalysts for change within and beyond their respective contexts. These educators will not only exemplify excellence in pedagogy but also demonstrate capabilities in coaching, mentoring, research utilization, and leading capacity development initiatives.

Grounded in Republic Act 9155 (Governance of Basic Education Act), which emphasizes school-based management and shared accountability for learning outcomes, the RISE Fellows Circle responds directly to the need for decentralized, context-sensitive, and leadership-driven professional development. Furthermore, this initiative aligns with the goals of Sulong EduKalidad, which advocates for quality assurance, upskilling of teachers, and school leadership strengthening as key reform levers for improving basic education.

Studies have shown that teacher-leaders who are given strategic roles in capacity-building initiatives tend to influence instructional practices more effectively than top-down training models (Leithwood et al., 2004; York-Barr & Duke, 2004). By providing avenues for selected educators to deepen their expertise and take on regional and divisional leadership in training programs, DepEd NIR promotes a sustainable system of teacher-led professional growth.

Moreover, the program draws from international best practices which highlight that sustained professional learning is most effective when educators themselves are engaged as designers and facilitators of learning



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(OECD, 2019). Thus, the RISE Fellows Circle serves not only as a recognition of professional excellence but also as a strategic vehicle to advance regional education priorities through empowered and equipped practitioners.

This proposal envisions a culture where innovation, resilience, and scholarship are celebrated and shared—anchoring DepEd NIR’s broader mission of transforming every learner’s experience through exemplary leadership in education.

## **II. OBJECTIVES**

The RISE Fellows Circle aims to:

1. identify a pool of resilient and inspiring educators across the DepEd Negros Island Region who exhibit scholarly potential and demonstrated expertise in key learning areas;
2. provide educators with sustained professional development opportunities, mentoring support, and exposure to advanced scholarship and innovative facilitation practices;
3. develop leadership capacity as learning facilitators, enabling them to effectively lead learning and development programs across all levels of governance;
4. mobilize RISE Fellows as learning facilitators in regional, division, and school-based learning development programs; and
5. create a culture of mentorship and collaboration to drive continuous improvement in instructional and leadership practices.

## **III. SCOPE AND COVERAGE**

The RISE Fellows Circle is open to all public school teachers, school heads, specialists, and supervisors from all Schools Division Offices (SDOs) under DepEd NIR who meet the eligibility requirements.

## **IV. DEPED TRAININGS & SCHOLARSHIP PROGRAMS/GRANTS**

Qualified RISE Fellows shall be endorsed by the Regional Office (RO) to any DepEd-recognized fellowship or grant—local or international—subject to additional qualification standards set by the sponsoring agency or institution.



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They shall also serve as the primary pool of learning facilitators for capacity development initiatives at all levels of governance. Fellows may likewise be deployed to support cross-division initiatives, regional research congresses, or national pilot projects. Participation in such programs shall be documented and considered in leadership and career advancement opportunities.

In no case shall a non-RISE Fellow be engaged as a learning facilitator in division or regional training unless:

1. a specific provision is stipulated in the training program design, or
2. the topic requires a specialist not currently included in the RISE Fellows Circle.

## **V. SELECTION PROCESS**

### **A. Composition of the Screening Committee**

#### **At the SDO Level (SDSC):**

- Chair: Schools Division Superintendent/Assistant Schools Division Superintendent/Chief Education Supervisor - SGOD
- Co-Chair : Chief Education Supervisor - CID / Education Program Supervisor - SGOD
- Members:
  - Education Program Supervisors in applicant's field
  - One Public Schools District Supervisor (if applicable)
  - Senior Education Program Specialist - Human Resource Development Section
  - Senior Education Program Specialist - School Management Monitoring and Evaluation Section
  - Senior Education Program Specialist - Social Mobilization and Networking Section
- Secretariat: Education Program Specialist II – Human Resource Development Section

#### **At the RO Level (ROSC):**

- Chair: Assistant Regional Director



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- Co-chair: Chief Education Supervisor - Human Resource Development Division
- Members:
  - Regional Functional Division Chiefs
  - Education Program Supervisors – Human Resource Development Division
  - Senior Education Program Specialist -NEAP - R
  - Education Program Specialists II Human Resource Development Division
  - Secretariat: Administrative Assistants II - Human Resource Development Division

**B. Allocation of Scholars**

Applicants will be sourced from all SDOs in Negros Island Region. Distribution shall ensure balance across subject areas and divisions.

No	SDOs	Filipino		English		Science		Math		AralPan		TLE		MAPEH		EsP		ALS		SNED		IPEd/ALIVE		ECE		Leadership & Management		Total		
		Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec	
1	Bacolod City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
2	Bago City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
3	Bais City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
4	Bayawan City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
5	Cadiz City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
6	Canlaon City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
7	Dumaguete City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
8	Escalante City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
9	Guihulungan City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
10	Himamaylan City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
11	Kabankalan City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
12	La Carlota City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
13	Negros Occidental	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	202	192	
14	Negros Oriental	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	202	192	
15	Sagay City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
16	San Carlos City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
17	Silay City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
18	Sipalay City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
19	Siquijor	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
20	Tanjay City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
21	Victorias City	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	130	120
<b>Grand Total</b>																										<b>2874</b>	<b>2664</b>			
																										<b>5538</b>				



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**C. Eligibility Requirements**

Applicants must:

- be in active DepEd service for at least two (2) years;
- have a very satisfactory rating on the recent performance evaluation;
- be certified physically fit for extended trainings;
- commit to **return service** as per Executive Order 367 (1989, August 21):
  - 2 years for each full year of study
  - 1 year for 2–6 months
  - 6 months for less than 2 months; and
- Be Information Communication and Technology (ICT) literate.

**D. Documentary Requirements to be Submitted to the SDSC:**

- a. Duly accomplished application form (NIRRFC Form 001) – *see attached*
- b. Personal Data Sheet (PDS), duly notarized, with a recent passport size ID picture
- c. Service Record certified by the Personnel Section
- d. A copy of the recent Individual Performance Commitment and Review Form (IPCRF)/ Office Performance Commitment and Review Form (OPCRF) certified by the immediate supervisor
- e. Form 86 – Medical Certificate issued by a government-accredited hospital or clinic
- f. A copy of Transcript of Records/Diploma/Certifications

**VI. ASSESSMENT PHASES**

The selection of applicants shall follow a structured, multi-phase assessment process to ensure the merit-based, competency-aligned, and performance-informed endorsement of RISE Fellows. Each phase is designed to evaluate specific qualifications and competencies essential to the role. The phases are as follows:



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<b>Phase</b>	<b>Focus</b>	<b>Description</b>	<b>Weight</b>
1. Document Review	Completeness and validity of requirements	The initial screening involves checking the completeness, accuracy, and authenticity of all submitted documentary requirements. Only applicants with complete and valid documents shall proceed to the next phase.	–
2. Interview	Leadership, commitment, clarity	Applicants will undergo a panel interview to assess their leadership potential, depth of commitment to DepEd programs, and clarity of responses regarding roles, responsibilities, and aspirations.	20 pts
3. ICT Skills Evaluation	Session guide writing & Slide deck preparation	Applicants will be asked to create a sample session guide and an accompanying slide deck. This phase gauges the applicant's proficiency in instructional design, content curation, and use of technology for learning facilitation.	20 pts



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4. Facilitation Skills	Training delivery and engagement	Applicants will conduct a mock facilitation or training session. This evaluates communication skills, mastery of content, ability to engage participants, and use of interactive strategies aligned with adult learning principles.	20 pts
5. Performance Rating	Based on recent IPCRF/OPCRF rating	This phase assesses the applicant's track record through their Individual Performance Commitment and Review Form (IPCRF)/ Office Performance Commitment and Review Form (OPCRF) for the recent year. Only those with Very Satisfactory to Outstanding ratings shall earn full points.	30 pts
6. Education	Based on highest academic attainment	Points will be awarded based on the applicant's highest level of academic qualification. Relevant graduate studies and specialized certifications will be considered.	10 pts

**VII. RUBRICS**

**A. Interview (20 pts)**

*Maximum Score: 20 points (4 criteria × 5 points each)*

Criteria	Excellent (5 points)	Good (4 points)
<b>1. Communication Skills</b>	Speaks clearly and confidently; uses professional language; ideas are well-organized and logically presented.	Communicates adequately with minor lapses; ideas are mostly clear but may lack organization or polish.



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<b>2. Relevance of the Answer</b>	Provides highly relevant, thoughtful responses that directly address the questions using concrete examples or experiences.	Responses are generally relevant but may lack depth, specificity, or full alignment with the question.
<b>3. Knowledge and Preparedness</b>	Demonstrates excellent knowledge of instructional practices, learning facilitation, and DepEd priorities; well-prepared for the interview.	Shows sufficient understanding of the role and basic preparedness, but may need further depth or clarification.
<b>4. Personality and Professionalism</b>	Exhibits a confident, respectful, and enthusiastic demeanor; demonstrates values aligned with professionalism and leadership.	Maintains a courteous and professional attitude; generally positive but may need to show stronger enthusiasm or leadership qualities.

**B. ICT Skills (20 pts)**

*Maximum Score: 20 points (10 criteria × 2 points each)*

Rubric A: Session Guide Writing (10 points total)

<b>Criteria</b>	<b>Excellent (2 points)</b>	<b>Good (1 point)</b>
<b>1. Clarity of Objectives</b>	Objectives are SMART—specific, measurable, aligned with adult learning principles, and clearly stated.	Objectives are present and measurable but may lack full clarity or specificity.
<b>2. Instructional Flow</b>	Sequence is seamless and logically aligned with objectives, supporting coherent delivery.	Flow is logical but may contain minor gaps or transitions.
<b>3. Strategies &amp; Methodology</b>	Uses varied, engaging, and adult-appropriate strategies aligned with learning goals.	Strategies are relevant but may be limited in variety or depth.



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<b>4. Time and Structure</b>	Well-paced and realistically structured to optimize learning and reflection.	Time is mostly realistic but may require slight adjustments in pacing or structure.
<b>5. Assessment &amp; Reflection</b>	Includes meaningful and well-aligned assessment tools that support reflective learning.	Assessment is present but only loosely connected to objectives.

**Subtotal: /10 points**

Rubric B: Slide deck Preparation (10 points total)

<b>Criteria</b>	<b>Excellent (2 points)</b>	<b>Good (1 point)</b>
<b>1. Visual Aesthetics</b>	Consistent, clean, and visually engaging design that enhances understanding and appeal.	Neat layout with minor inconsistencies; generally pleasing but less polished.
<b>2. Content Relevance &amp; Clarity</b>	Content is highly relevant, concise, and clearly presented throughout the slides.	Content is mostly relevant and understandable, with slight clarity issues.
<b>3. Organization and Flow</b>	Slides follow a logical sequence with smooth transitions that support the message.	Slide flow is generally logical but may lack seamless transitions.
<b>4. Use of Graphics/Media</b>	Effectively uses visuals/media to support learning and engagement.	Uses visuals/media adequately but may have minimal enhancement or distraction.
<b>5. Alignment with Session Guide</b>	Slide content strongly supports and mirrors the session guide's objectives and flow.	Slide content aligns in general but may not fully reflect the session guide.

**Subtotal: /10 points**



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ICT Skills Composite Scoring Summary

Component	Score
Session Guide Writing	10 pts
Slide Deck Preparation	10 pts
<b>Total ICT Skills Score</b>	<b>20 pts</b>

C. Facilitation Skills

*Maximum Score: 30 points (5 points per criterion × 6 criteria)*

Criteria	Excellent (5 points)	Good (4 points)
<b>1. Selection of Instructional Objectives</b>	Objectives are SMART, clearly stated, and fully aligned with training goals and professional standards.	Objectives are appropriate and mostly aligned with intended outcomes.
<b>2. Instructional Materials, Resources, and Technology</b>	Materials are well-designed, contextualized, and effectively use technology to promote active learning.	Materials are appropriate and moderately support engagement.
<b>3. Questioning and Discussion Skills</b>	Uses open-ended, reflective questions that engage participants in deep and meaningful dialogue.	Uses appropriate questions that invite basic interaction and peer responses.
<b>4. Design of Learning Activities</b>	Activities are highly relevant, learner-centered, collaborative, and context-sensitive.	Activities are well-aligned with session goals and engage participants moderately.
<b>5. Congruence of Assessment to Objectives</b>	Assessment tools are well-aligned with objectives and promote critical reflection and application.	Assessment tools are mostly aligned and appropriate to the session's goals.



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<b>6. Session Guide (Structure and Coherence)</b>	Guide is clear, time-bound, logically sequenced, and facilitates smooth delivery of the session.	Guide is structured and supports delivery, with minor lapses in coherence or pacing.
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**D. Performance Rating (30 pts)**

Adjectival Rating	Rating Range	Score
Outstanding	4.50–5.00	30
Very Satisfactory	4.00–4.49	25

**E. Education (10 pts)**

Level	Score
Doctoral Degree(Graduated)	10
Doctoral Degree (Complete Academic Requirements)	9
Doctoral Degree (With Units)	8
Master's Degree (Graduated)	7
Master's Degree (Complete Academic Requirements)	6
Master's Degree (With Units)	5
Bachelor's Degree	4

**VIII. TERMS OF ENGAGEMENT**

**A. RO and SDOs shall:**

- maintain roster of qualified rise fellows;
- engage them in all learning and development initiatives; and



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- provide coaching and mentoring opportunities.

**B. RISE Fellows shall:**

- serve a 2-year minimum as learning facilitators at all levels of governance; and
- be role models and peer mentors in their respective fields.

**IX. MONITORING AND EVALUATION**

HRDD shall conduct periodic reviews, learning sessions, and recalibration of the selection and deployment systems. A database of learning facilitators will be maintained.

**X. NON-DISCRIMINATORY POLICY**

The RISE Fellows Circle adheres to the principles of merit and equal opportunity. No applicant shall be discriminated against based on age, gender, religion, civil status, disability, or any personal circumstance unrelated to professional competence.

**XI. SUSTAINABILITY**

To ensure the sustainability of the program, regular quarterly meetings, monitoring activities, and capacity-building initiatives for the RISE Fellows shall be conducted. These activities shall be aligned with prevailing protocols and guidelines and shall be integrated into the annual Work and Financial Plan (WFP) of the Human Resource Development Division (HRDD) in the succeeding years.

**XII. EFFECTIVITY**

This guidelines shall take effect immediately upon its issuance.



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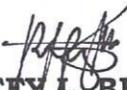
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Prepared by:

  
**RAFFY L. BERINA**  
OIC - Education Program Supervisor

Recommending Approval:

  
**NOEL E. SANTILLAN**  
OIC – Chief Education Supervisor

Approved:

  
**RAMIR B. UYTICO EdD, CESO III**  
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- Katzenmeyer, M., & Moller, G. (2009). *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* (3rd ed.). Corwin Press.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Successful School Leadership: What It Is and How It Influences Pupil Learning*. DfES.
- OECD (2019). *Teaching and Learning International Survey (TALIS) 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. OECD Publishing.
- York-Barr, J., & Duke, K. (2004). *What Do We Know About Teacher Leadership?* *Review of Educational Research*, 74(3), 255–316.



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Enclosure 002 (RFC Checklist)

**RISE FELLOWS CIRCLE**  
**APPLICATION CHECKLIST FOR DOCUMENT REVIEW**



**Date Received:** \_\_\_\_\_  
**Name of Applicant:** \_\_\_\_\_  
**School/Station:** \_\_\_\_\_  
**Contact Number:** \_\_\_\_\_

Required Documents for submission	Present	Absent	Remarks
1. Duly accomplished Application Form (NIRRFC Form 001)			
2. Personal Data Sheet (PDS), duly notarized, with a recent passport size ID picture			
3. Service Record certified by the Personnel Section			
4. A copy of the recent Individual Performance Commitment and Review Form (IPCRF)/ Office Performance Commitment and Review Form (OPCRF) certified by the immediate supervisor			
5. Form 86 – Medical Certificate issued by a government-accredited hospital or clinic			
6. A copy of Transcript of Records/Diploma/Certifications			

**Received by:** \_\_\_\_\_  
 Printed Name and Signature \_\_\_\_\_ Date \_\_\_\_\_

**Evaluated by:** \_\_\_\_\_  
 Printed Name and Signature \_\_\_\_\_ Date \_\_\_\_\_



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*Enclosure 003 (CAR – Area of Specialization)*



**COMPARATIVE ASSESSMENT REVIEW FORM**  
**AREA OF SPECILIZATION:** \_\_\_\_\_

No.	Name of Applicant (Surname, Given Name, MI.)	Interview (20 pts)	ICT Skills (20 pts)		Facilitation Skills (20 pts)	Performance Rating (30 pts)	Educat ion (10 pts)	Total Score (100 pts)	Rank
			Session Guide Writing (10 pts)	PPT Preparation (10 pts)					

*Prepared by the Schools Division Scholarship Committee:*

\_\_\_\_\_

Member    Member    Member

\_\_\_\_\_

Member    Member

\_\_\_\_\_

Co - Chairman    Chairman



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Enclosure 004 (RQRFC)



**REGISTRY OF QUALIFIED RISE FELLOWS CIRCLE**

**SCHOOLS DIVISION OFFICE:** \_\_\_\_\_

No.	Name of Fellows	School	Area of Specialization

Prepared by the Schools Division Scholarship Committee:

Member	Member	Member
Member	Member	
Co - Chairman	Chairman	



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**ANNEXES**  
**Instructions per Phase**



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*Annex 1 – Phase 1: Document Review*

**PHASE 1: DOCUMENT REVIEW**

**Purpose:**

To ensure that all applicants meet the minimum eligibility criteria and have submitted complete and authenticated documents.

**Instructions:**

1. Use the checklist to validate:
  - Duly accomplished application form (NIRRFC Form 001) – *see attached*
  - Personal Data Sheet (PDS), duly notarized, with a recent passport size ID picture
  - Service Record certified by the Personnel Section
  - A copy of the recent Individual Performance Commitment and Review Form (IPCRF)/ Office Performance Commitment and Review Form (OPCRF) certified by the immediate supervisor
  - Form 86 – Medical Certificate issued by a government-accredited hospital or clinic
  - A copy of Transcript of Records/Diploma/Certifications
2. Only applicants who meet all requirements shall advance to the next phase.



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*Annex 2 – Phase 2: Interview*

**PHASE 2: INTERVIEW (20 Points)**

**Purpose:**

To assess the applicant's instructional leadership, innovation, commitment, and communication skills using the STAR (Situation, Task, Action, Result) method.

**Instructions:**

- Interview panel must consist of 3 members: one EPS, one PSDS, and one HRD representative.
- Each panelist should independently rate responses using the Interview Rubric.
- Provide applicants with the interview structure in advance (optional).

STAR-Based Interview Questions for RISE Fellows Circle Applicants

No.	Question
1.	<b>Describe a situation where you successfully facilitated a training session for fellow teachers.</b> What was your goal, what strategies did you use, and what was the feedback?
2.	<b>Tell us about a time when you introduced an instructional innovation</b> in your school or division. What led you to initiate it, and what impact did it have?
3.	<b>Give an example of how you handled resistance from a colleague during a capacity-building activity.</b> How did you manage the conflict and ensure a productive outcome?
4.	<b>Share an experience where you led a team to implement a school-based or division-wide program.</b> What was your role, and how did you ensure the project's success?
5.	<b>Recall a time when you had to design a session or module under tight deadlines.</b> How did you ensure quality delivery despite the constraints?
6.	<b>Tell us about a situation where your facilitation skills helped improve teaching practices</b> of others. What specific methods or approaches did you use?



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7.	<b>Describe a time when you supported a struggling colleague in applying a new teaching strategy.</b> What did you do, and what was the outcome?
8.	<b>Talk about a time when you failed in a training or coaching situation.</b> What happened, and what did you learn from it?
9.	<b>Describe how you used data (e.g., NAT, ELLNA, IPCRF) to plan or improve a training session.</b> What tools did you use and what was the result?
10.	<b>Share a moment when you had to revise your training approach mid-session.</b> What triggered the change, and how did you manage it effectively?
11.	<b>Tell us about a time when you helped elevate someone else's performance through mentoring or coaching.</b> What strategies worked best?
12.	<b>Describe an experience where your communication skills were critical to resolving a misunderstanding during a training or collaborative activity.</b>
13.	<b>Give an example of how you ensured inclusivity and participation during a workshop.</b> What adjustments did you make for different types of learners or teachers?
14.	<b>Recall a time when you collaborated across schools or divisions for a shared learning program.</b> What challenges and successes did you encounter?
15.	<b>Tell us about a time when you had to simplify complex content for an audience during training.</b> What strategies did you use to ensure clarity?
16.	<b>Describe how you modeled professional and ethical behavior as a teacher-leader.</b> How did others respond to your example?
17.	<b>Share an instance when you integrated technology into your training or facilitation.</b> What tools did you use and what was the result?
18.	<b>Tell us about a time you conducted needs assessment prior to a learning session.</b> How did you gather and use the information?
19.	<b>Describe how you dealt with a low-engagement audience during facilitation.</b> What techniques did you apply to increase interaction?
20.	<b>Tell us about a proud moment in your career related to teaching, training, or educational leadership.</b> What made it meaningful for you and for others?



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*Annex 3 – Phase 3: ICT Skills*

**PHASE 3: ICT SKILLS (20 Points Total)**

Divided into:

**A. Session Guide Writing (10 Points)**

**Purpose:**

To assess the applicant's ability to write clear, outcomes-based session guides for adult learners.

**Instructions:**

1. Provide applicants with a sample topic from the list below.
2. The session guide must include:
  - o Title and session objectives (aligned to PPSSH/PPST/PPSS)
  - o Session flow (timing, content, strategies)
  - o Materials and assessment tools
  - o Learning activities

**B. Slide Deck Preparation (10 Points)**

**Purpose:**

To assess the applicant's skills in visually designing a 10-slide presentation that complements the session guide.

**Instructions:**

1. Applicants will create a visual presentation for the same topic used in their session guide.
2. Presentations should demonstrate:
  - o Clarity, visual coherence, readability
  - o Alignment to the guide
  - o Use of multimedia elements (where applicable)

**Suggested Topics for Session Guide + Slide Deck preparation:**

1. Designing Learner-Centered Lesson Plans
2. Strategies for Differentiated Instruction in Diverse Classrooms
3. Utilizing Learning Action Cells (LAC) for Professional Development
4. Developing School-Based INSET Aligned with Teachers' IPCRF Gaps
5. Using Learning Recovery and Remediation Strategies Post-Pandemic
6. Data-Driven Instruction: Using NAT and SEA-PLM Results for Improvement



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7. Promoting 21st-Century Skills through Project-Based Learning
8. Enhancing Literacy and Numeracy through Contextualized Learning
9. Integrating ICT in Teaching and Learning Across Key Stages
10. Crafting Performance Tasks using the GRASPS Model
11. Inclusive Education: Strategies for Teaching Learners with Disabilities
12. Strengthening Early Language, Literacy, and Numeracy (ELLN) Programs
13. Mentoring and Coaching Strategies for Beginning Teachers
14. Instructional Supervision through the Lens of PPSSH
15. Developing Learning Modules for Multigrade and Remote Classrooms
16. Embedding Indigenous Knowledge and Local Culture in the Curriculum
17. Assessment for Learning: Tools and Techniques for Formative Assessment
18. Creating Positive and Safe Learning Environments
19. Promoting Values Education through the DepEd Core Values
20. Enhancing Teaching Performance through Reflective Practice
21. Crafting Compelling Stories: News and Feature Writing for Campus Journalists
22. Building Character Through Sports: Values Formation in School-Based Athletic Programs



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*Annex 4 – Phase 4: Facilitation Skills*

**PHASE 4: FACILITATION SKILLS (20 Points)**

**Purpose:**

To evaluate how applicants facilitate a simulated professional development session.

**Instructions:**

1. Each applicant may choose from the list of suggested topics or the committee may create a list of topics.
2. The applicant must:
  - o deliver a 10–15 minute segment using their session guide and slide deck;
  - o engage the audience using discussion or reflection techniques;
  - o demonstrate mastery, clarity, confidence, and effective pacing; and
  - o showcase questioning techniques and adult facilitation strategies.

**Scoring:**

Use the detailed rubric provided for facilitation, aligned with:

- Instructional Objectives Selection
- Use of Materials and Technology
- Questioning & Discussion Skills
- Design of Learning Activities
- Congruence of Assessment to Objectives
- Session Guide (Structure and Coherence)



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*Annex 5 – Performance Rating*

**PHASE 5: PERFORMANCE RATING (30 Points)**

**Purpose:** To validate sustained exemplary performance in the workplace.

**Instructions:**

1. Use the recent IPCRF/OPCRF rating.
2. Ratings are converted using the following scale:

<b>RPMS Score</b>	<b>Adjectival Rating</b>	<b>Points</b>
4.50 – 5.00	Outstanding	30
4.00 – 4.49	Very Satisfactory	25



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*Annex 6 – Phase 6: Educational Attainment*

**PHASE 6: EDUCATIONAL ATTAINMENT (10 Points)**

**Purpose:** To account for academic background as an indicator of preparedness.

**Instructions:**

1. Review diploma/TOR/certifications.
2. Assign points as follows:

Level	Score
Doctoral Degree (Graduated)	10
Doctoral Degree (Complete Academic Requirements)	9
Doctoral Degree (With Units)	8
Master's Degree (Graduated)	7
Master's Degree (Complete Academic Requirements)	6
Master's Degree (With Units)	5
Bachelor's Degree	4