



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

DIVISION MEMORANDUM

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

FROM: 
LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

SUBJECT: **DISSEMINATION OF THE DIVISION CONSOLIDATED LEARNING AND DEVELOPMENT (L&D) NEEDS OF TEACHERS FOR YEAR 2024**

DATE: February 11, 2025

1. Pursuant to Section 31, Book V of Executive Order No. 292 known as the *Revised Administrative Code of 1987* of the Civil Service Commission, each department or agency shall prepare a career and personnel development plan which shall include provisions on in-service training, including overseas and local scholarships and training grants, and such other provisions for employees' health, welfare, counseling, recreation, and similar services.
2. The Department of Education, through the National Educators Academy of the Philippines (NEAP), is faithful to its mandate of ensuring equitable access of teachers and school leaders to responsive, data-driven, and targeted professional development programs pursuant to DepEd Order No. 11, s. 2019 titled "*Implementation of the NEAP Transformation.*"
3. As the training arm of the Department, NEAP, through the Division Human Resource Development Committee and SGOD-Human Resource Development Section under Project TALINO (*Training And Learning Initiatives for Non-teaching and teaching personnel*), hereby disseminates the **Division Consolidated Learning and Development (L&D) Needs of Teachers for Year 2024**.
4. Extracted from the electronic-IPCRF Data Collection and Consolidated System (e-IPCRF DCCS) of the SGOD-HRDS, the L&D needs and functional weaknesses of teachers are categorized as (1) functional competencies and (2) core behavioral competencies and were further sorted per domain of the Philippine Professional Standards for Teachers (PPST).

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5. This Office highly encourages school leaders and Division program owners to utilize these data as bases for the development of school-based and Division-initiated professional development programs for School Year 2025-2026.
6. The following documents are enclosed for reference:
 - a. Enclosure 1: Summary of L&D Needs (Functional Competencies)
 - b. Enclosure 2: Summary of L&D Needs (Core Behavioral Competencies)
7. For clarifications, please contact Mr. Kyle David V. Atienza, Senior Education Program Specialist – Human Resource Development Section, through kyledavid.atienza@deped.gov.ph.
8. Immediate dissemination of the contents of this Memorandum is desired.

/SGOD-HRDS-KDA

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**SUMMARY OF LEARNING AND DEVELOPMENT NEEDS
 (FUNCTIONAL COMPETENCIES)**

For Calendar Year 2024; sorted per professional standards

Functional Competencies

RANK	PPST	FUNCTIONAL WEAKNESS	FREQUENCY
<i>Domain 1. Content Knowledge and Pedagogy</i>			
1	1.5.2	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	690
2	1.4.2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	600
3	1.6.2	Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	516
4	1.1.2	Apply knowledge of content within and across curriculum teaching areas.	445
5	1.4.3	Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy.	85
6	1.5.3	Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	48
7	1.6.3	Model and support colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture.	47
8	1.1.3	Model effective applications of content knowledge within and across curriculum teaching areas.	40
<i>Domain 2. Learning Environment</i>			
1	2.2.2	Maintain learning environments that promote fairness, respect, and care to encourage learning.	541
2	2.1.2	Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedure.	539
3	2.1.3	Exhibit effective strategies that ensure safe and secure learning environment to enhance learning through the consistent	48

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		implementation of policies, guidelines, and procedures.	
4	2.2.3	Exhibit effective practices to foster learning environments that promote fairness, respect, and care to encourage learning.	46
5	2.6.2	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4
6	2.3.2	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	2
<i>Domain 3. Diversity of Learners</i>			
1	3.5.2	Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	684
2	3.2.2	Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	600
3	3.5.3	Develop and apply teaching strategies to address effectively the needs of learners from indigenous groups.	55
4	3.2.3	Exhibit a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	50
5	3.1.2	Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interest, and experiences.	7
<i>Domain 4. Curriculum and Planning</i>			
1	4.2.2	Set achievable and appropriate learning outcomes that are aligned with learning competencies.	865
2	4.2.3	Model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.	95
3	4.4.2	Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	11
4	4.5.2	Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	4
5	4.1.2	Plan, manage, and implement developmentally sequenced teaching and learning process to	2

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		meet curriculum requirements and varied teaching context.	
<i>Domain 5. Assessment and Reporting</i>			
1	5.5.2	Utilize assessment data to inform the modification of teaching practices and programs.	1279
2	5.3.2	Use strategies for providing timely, accurate and constructive feedback to improve learner performance.	583
3	5.5.3	Work collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement.	86
4	5.3.3	Use effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	34
5	5.4.2	Communicate promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/guardians.	6
6	5.1.2	Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4
7	5.2.2	Monitor and evaluate learner progress and achievement using learner attainment data.	3
<i>Domain 6. Community Linkages and Professional Engagement</i>			
1	6.2.2	Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	1159
2	6.2.3	Guide colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in educative process.	96
<i>Domain 7. Personal Growth and Professional Development</i>			
1	7.3.2	Participate in professional networks to share knowledge and to enhance practice.	1357
2	7.4.2	Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.	939
3	7.3.3	Contribute actively to professional networks within and between schools to improve knowledge and to enhance practice.	100
4	7.4.3	Initiate professional reflections and promote learning opportunities with colleagues to improve practice.	85
5.5	7.1.2	Apply a personal philosophy of teaching that is learner centered.	10

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5.5	7.5.2	Set professional development goals based on the Philippine Professional Standards for Teachers.	10
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Certified True and Correct:


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SUMMARY OF LEARNING AND DEVELOPMENT NEEDS
(CORE BEHAVIORAL COMPETENCIES)
For Calendar Year 2024


Core Behavioral Competencies

RANK	BEHAVIORAL WEAKNESS	FREQUENCY
1	Results Focus	2447
2	Innovation	2417
3	Service Orientation	2285
4	Self-Management	2041
5	Teamwork	1900
6	Professionalism and Ethics	1811


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