TEACHER EFFECTIVENESS AND COMPETENCIES ENHANCEMENT PROJECT (TEACEP)
RAPID NEEDS ASSESSMENT RATING GUIDE

I. PART 01: RECIPIENT SCHOOLS ENROLMENT AND LEARNING MODALITY

As part of the rapid needs assessment, the objective is to collect data on the list of recipient schools and identify those that qualify as last-mile schools according to the criteria outlined in Department Order No. 59, s.2016, titled, "Prioritizing the Development of Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap." Additionally, the assessment aims to identify the current learning modalities being implemented in these schools and evaluate the effectiveness of these modalities.

Criterial Consideration and Effectiveness Rubric for Face-to-Face Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the face-to-face learning modality based on student engagement, communication, feedback, adaptability, motivation, and attendance.

Numerical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently exhibit high engagement, effective communication, timely feedback, adaptability to diverse needs, strong motivation, and regular attendance, creating an optimal learning environment.
4	Effective	Students generally engage well, communicate effectively, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and maintain satisfactory attendance, contributing to a positive learning atmosphere.
3	Moderate Effective	Student engagement, communication, feedback, adaptability, motivation, and attendance are present but may vary, with occasional lapses impacting the overall effectiveness of the learning modality.
2	Least Effective	Limited student engagement, communication challenges, infrequent or delayed feedback, inadequate adaptability, low motivation, and inconsistent attendance negatively impact the effectiveness of the learning modality.
1	Not Effective	Very low levels of student engagement, poor communication, minimal to no feedback, lack of adaptability, low motivation, and poor attendance result in a highly ineffective learning modality.

Criterial Consideration and Effectiveness Rubric for Online Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the online learning modality based on student engagement, communication, feedback, adaptability,

		motivation, and participation.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently exhibit high levels of engagement, effective communication, timely feedback, adaptability to diverse needs, strong motivation, and active participation, creating an optimal online learning environment.
4	Effective	Students generally engage well, communicate effectively, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and actively participate, contributing to a positive online learning atmosphere.
3	Moderate Effective	Student engagement, communication, feedback, adaptability, motivation, and participation are present but may vary, with occasional lapses impacting the overall effectiveness of the online learning modality.
2	Least Effective	Limited student engagement, communication challenges, infrequent or delayed feedback, inadequate adaptability, low motivation, and inconsistent participation negatively impact the effectiveness of the online learning modality.
1	Not Effective	Very low levels of student engagement, poor communication, minimal to no feedback, lack of adaptability, low motivation, and poor participation result in a highly ineffective online learning modality.

Criterial Consideration and Effectiveness Rubric for Modular Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the modular learning modality based on student engagement, communication, feedback, adaptability, motivation, and progress in modular assignments.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently exhibit high levels of engagement, effective communication, timely feedback, adaptability to diverse needs, strong motivation, and demonstrate notable progress in completing modular assignments.
4	Effective	Students generally engage well, communicate effectively, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and make satisfactory progress in modular assignments, contributing to a positive modular learning atmosphere.

3	Moderate Effective	Student engagement, communication, feedback, adaptability, motivation, and progress in modular assignments are present but may vary, with occasional lapses impacting the overall effectiveness of the modular learning modality.
2	Least Effective	Limited student engagement, communication challenges, infrequent or delayed feedback, inadequate adaptability, low motivation, and slow progress in modular assignments negatively impact the effectiveness of the modular learning modality.
1	Not Effective	Very low levels of student engagement, poor communication, minimal to no feedback, lack of adaptability, low motivation, and minimal progress in modular assignments result in a highly ineffective modular learning modality.

Criterial Consideration and Effectiveness Rubric for Radio Based Instruction Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the radio-based instruction learning modality based on student engagement, clarity of communication, feedback, adaptability, motivation, and understanding of content delivered through radio broadcasts.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently demonstrate high engagement, comprehend radio instructions clearly, receive timely feedback, experience adaptability in learning, show strong motivation, and exhibit a solid understanding of content delivered through radio broadcasts.
4	Effective	Students generally engage well, understand radio instructions with clarity, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and demonstrate a good understanding of content delivered through radio broadcasts.
3	Moderate Effective	Student engagement, clarity of understanding from radio instructions, feedback, adaptability, motivation, and comprehension of content are present but may vary, with occasional lapses impacting the overall effectiveness of the radio-based instruction modality.
2	Least Effective	Limited student engagement, challenges in understanding radio instructions, infrequent or delayed feedback, inadequate adaptability, low motivation, and occasional difficulties in comprehending content negatively impact the effectiveness of the radio-based instruction modality.
1	Not Effective	Very low levels of student engagement, poor clarity in understanding radio instructions, minimal to no feedback, lack of adaptability, low motivation, and significant challenges in comprehending content result in a highly ineffective radio-based instruction modality.

Criterial Consideration and Effectiveness Rubric for TV Based Instruction Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the TV-based instruction learning modality based on student engagement, clarity of televised content, feedback, adaptability, motivation, and understanding of educational material presented through television broadcasts.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently demonstrate high engagement, comprehend televised content with clarity, receive timely feedback, experience adaptability in learning, show strong motivation, and exhibit a solid understanding of educational material presented through television broadcasts.
4	Effective	Students generally engage well, understand televised content with clarity, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and demonstrate a good understanding of educational material presented through television broadcasts.
3	Moderate Effective	Student engagement, clarity of understanding from televised content, feedback, adaptability, motivation, and comprehension of educational material are present but may vary, with occasional lapses impacting the overall effectiveness of the TV-based instruction modality.
2	Least Effective	Limited student engagement, challenges in understanding televised content, infrequent or delayed feedback, inadequate adaptability, low motivation, and occasional difficulties in comprehending educational material negatively impact the effectiveness of the TV-based instruction modality.
1	Not Effective	Very low levels of student engagement, poor clarity in understanding televised content, minimal to no feedback, lack of adaptability, low motivation, and significant challenges in comprehending educational material result in a highly ineffective TV-based instruction modality.

Criterial Consideration and Effectiveness Rubric for Blended Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of blended learning modalities, combining modular learning with either radio-based instruction, online learning, or TV-based instruction. Assessment includes student engagement, clarity of communication, feedback, adaptability, motivation, and progress in modular assignments.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently demonstrate high engagement, comprehend instructions or content with clarity, receive timely feedback, experience adaptability in learning, show strong motivation, and make notable progress in modular assignments, resulting in an optimal blended learning environment.
4	Effective	Students generally engage well, understand instructions or content with clarity, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and make satisfactory progress in modular assignments, contributing to a positive blended learning atmosphere.
3	Moderate Effective	Student engagement, clarity of understanding from instructions or content, feedback, adaptability, motivation, and progress in modular assignments are present but may vary, with occasional lapses impacting the overall effectiveness of the blended learning modality.
2	Least Effective	Limited student engagement, challenges in understanding instructions or content, infrequent or delayed feedback, inadequate adaptability, low motivation, and slow progress in modular assignments negatively impact the effectiveness of the blended learning modality.
1	Not Effective	Very low levels of student engagement, poor clarity in understanding instructions or content, minimal to no feedback, lack of adaptability, low motivation, and minimal progress in modular assignments result in a highly ineffective blended learning modality.

Criterial Consideration and Effectiveness Rubric for Other Learning Modality utilized by the School which was not included in the previous modalities.

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of alternative learning modalities based on student engagement, clarity of communication, feedback, adaptability, motivation, and achievement of learning objectives.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently demonstrate high engagement, comprehend instructions or content with clarity, receive timely feedback, experience adaptability in learning, show strong motivation, and achieve learning objectives effectively, resulting in an optimal learning environment.
4	Effective	Students generally engage well, understand instructions or content with clarity, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and achieve learning objectives

		satisfactorily, contributing to a positive learning atmosphere.
3	Moderate Effective	Student engagement, clarity of understanding from instructions or content, feedback, adaptability, motivation, and achievement of learning objectives are present but may vary, with occasional lapses impacting the overall effectiveness of the learning modality.
2	Least Effective	Limited student engagement, challenges in understanding instructions or content, infrequent or delayed feedback, inadequate adaptability, low motivation, and struggles in achieving learning objectives negatively impact the effectiveness of the learning modality.
1	Not Effective	Very low levels of student engagement, poor clarity in understanding instructions or content, minimal to no feedback, lack of adaptability, low motivation, and significant challenges in achieving learning objectives result in a highly ineffective learning modality.

II. PART 02A: RAPID ASSESSMENT FORM OF RADIO-BASED INSTRUCTION (RBI) PROGRAMS

A rapid assessment of the utilization of Radio-Based Instruction (RBI) in schools will be conducted to evaluate its effectiveness. This assessment aims to gather information on the implementation mechanisms employed by the Schools and Division Offices. It will include an examination of the total number of units, specifications of transistor radios and two-way radios in use, the duration of their utilization, and the current condition of these radios. Additionally, the assessment will determine if schools have a strong and clear signal for RBI.

Furthermore, the assessment seeks to identify the impact of using RBI on the enrollment rates of schools. A SWOT analysis will be conducted for each type of RBI identified by the Region and Division. This analysis will provide insights into individual strengths and weaknesses, as well as opportunities and threats associated with the utilization of RBI.

The gathered information will assist the Project Management Team (PMS) in evaluating whether the RBI funded by the project should continue. It will also help determine if realignment is necessary, potentially involving the purchase of other learning equipment or addressing other needs identified in the schools' needs assessment.

Criterial Consideration and Effectiveness Rubric for Radio Based Instruction Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the radio-based instruction learning modality based on student engagement, clarity of communication, feedback, adaptability, motivation, and understanding of content delivered through radio broadcasts.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently demonstrate high engagement, comprehend radio instructions clearly, receive timely feedback, experience adaptability in learning, show strong motivation, and exhibit a solid understanding of content delivered through radio broadcasts.
4	Effective	Students generally engage well, understand radio instructions with clarity, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and demonstrate a good understanding of content delivered through radio broadcasts.
3	Moderate Effective	Student engagement, clarity of understanding from radio instructions, feedback, adaptability, motivation, and comprehension of content are present but may vary, with occasional lapses impacting the overall effectiveness of the radio-based instruction modality.
2	Least Effective	Limited student engagement, challenges in understanding radio instructions, infrequent or delayed feedback, inadequate adaptability, low motivation, and occasional difficulties in comprehending content negatively impact the effectiveness of the radio-based instruction modality.
1	Not Effective	Very low levels of student engagement, poor clarity in understanding radio instructions, minimal to no feedback, lack of adaptability, low motivation, and significant challenges in comprehending content result in a highly ineffective radio-based instruction modality.

III. PART 02B: RAPID ASSESSMENT FORM OF TELEVISION BASED INSTRUCTION (TBI) PROGRAMS

Another education platform established during the pandemic involves creating television programs broadcasted on national and local TV stations for the continuous learning of students during the Covid-19 lockdown. A rapid assessment of the utilization of Television-Based Instruction (TBI) thru television programs in schools and households will be conducted to evaluate its effectiveness. This assessment aims to gather information on the television programs utilized, including DepEd TV or any other national or local educational programs that have been broadcast in the recipient regions, and to determine whether the program is currently being aired or has already ceased. Additionally, the assessment will determine if schools and households have a strong and clear signal for television broadcasting.

Furthermore, the assessment seeks to identify the impact of using TBI on the enrollment rates of schools. A SWOT analysis will be conducted for each type of television program identified by the Region and Division. This analysis will provide insights into individual strengths and weaknesses, as well as opportunities and threats associated with the utilization of Television Programs.

The gathered information will assist the Project Management Team (PMS) in evaluating whether the TBI funded by the project should continue or be discontinued, especially considering that DepEd TV ceased operations in 2022. It will also help determine if realignment is necessary, potentially involving the purchase of other learning equipment or addressing other needs identified in the schools' needs assessment.

Criterial Consideration and Effectiveness Rubric for TV Based Instruction Learning Modality

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the TV-based instruction learning modality based on student engagement, clarity of televised content, feedback, adaptability, motivation, and understanding of educational material presented through television broadcasts.

Numerical Rating	Adjectival Rating	Description
5	Very Effective	Students consistently demonstrate high engagement, comprehend televised content with clarity, receive timely feedback, experience adaptability in learning, show strong motivation, and exhibit a solid understanding of educational material presented through television broadcasts.
4	Effective	Students generally engage well, understand televised content with clarity, receive mostly timely feedback, experience reasonable adaptability, show good motivation, and demonstrate a good understanding of educational material presented through television broadcasts.
3	Moderate Effective	Student engagement, clarity of understanding from televised content, feedback, adaptability, motivation, and comprehension of educational material are present but may vary, with occasional lapses impacting the overall effectiveness of the TV-based instruction modality.
2	Least Effective	Limited student engagement, challenges in understanding televised content, infrequent or delayed feedback, inadequate adaptability, low motivation, and occasional difficulties in comprehending educational material negatively impact the effectiveness of the TV-based instruction modality.
1	Not Effective	Very low levels of student engagement, poor clarity in understanding televised content, minimal to no feedback, lack of adaptability, low motivation, and significant challenges in comprehending educational material result in a highly ineffective TV-based instruction modality.

IV. PART 03A: NEEDS ASSESSMENT FORM FOR RBI

Following the rapid needs assessment of RBI, the needs assessment will be conducted to comprehensively identify schools currently utilizing RBI using Airtime. This involves determining the current number of units and specifications in use, as well as identifying existing airtime providers. Schools will be prompted to propose whether they intend to continue utilizing RBI and airtime. Additionally, they will specify the total number of units and preferred specifications for procurement.

Schools will also have the opportunity to propose alternative learning tools or equipment under TEACEP, providing details on the proposed total number of units. This process allows for a thorough evaluation of the schools' preferences and needs, contributing valuable insights to the procurement decisions related to RBI and other educational resources.

V. PART 03B: NEEDS ASSESSMENT FORM FOR TBI

Following the rapid needs assessment of TBI, a comprehensive needs assessment will be conducted to identify schools currently utilizing the Television Program as a learning modality. This involves determining the TV programs broadcasted in the recipient regions. Schools will be prompted to propose whether they intend to continue using TBI. They will also have the opportunity to propose alternative learning tools or equipment under TEACEP, providing details on the proposed total number of units if they do not intend to continue with TBI as a learning modality or if the television program currently used has already ceased. This process allows for a thorough evaluation of the schools' preferences and needs, contributing valuable insights to the procurement decisions related to TBI and other educational resources.

VI. PART 04: TRAINING PACKAGES NEEDS ASSESSMENT

As part of the TEACEP, the project focuses on supporting the institutional reform initiatives of the DepEd by improving teacher professional development, emphasizing coaching, collaborative peer-to-peer learning through Learning Action Cells, and promoting instructional leadership, aligning with the Basic Education Development Plan (BEDP) 2030.

To assist the National Educators' Academy of the Philippines (NEAP) and the consultancy services for the coaching and professional development program in developing training and coaching packages for teachers, school heads, and school supervisors, PMS will conduct a needs assessment. This assessment aims to identify the effectiveness of previous and ongoing training and coaching packages for teachers, school heads, and supervisors, with a focus on literacy and numeracy. The form will also capture the level of training, whether conducted internationally, nationally, region-wide, division-wide, or within the school only. Additionally, it will identify the actual number of teachers per school and the number of teachers trained per school, providing data on the breadth of conducted training. Finally, there will be a column for the identification of other desired training by teachers, school heads, and supervisors, further enhancing their professional and coaching skills.

Criterial Consideration and Effectiveness Rubric Assessing the Effectiveness of Coaching Training Package for Teachers: Literacy, Numeracy, and Socioemotional Skills

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of the coaching training package for teachers, focusing on literacy, numeracy, and socioemotional skills. Assessment includes teacher engagement, clarity of coaching, feedback, adaptability, motivation, and demonstrated improvement in teaching practices related to literacy, numeracy, and socioemotional skills.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Teachers consistently demonstrate high engagement, comprehend coaching instructions with clarity, receive timely and constructive feedback, experience adaptability in applying new skills, show strong motivation, and exhibit a noticeable improvement in teaching practices related to literacy, numeracy, and socioemotional skills.
4	Effective	Teachers generally engage well, understand coaching instructions with clarity, receive mostly timely and constructive feedback, experience reasonable adaptability, show good motivation, and demonstrate a satisfactory improvement in teaching practices related to literacy, numeracy, and socioemotional skills.
3	Moderate Effective	Teacher engagement, clarity of understanding from coaching, feedback, adaptability, motivation, and improvement in teaching practices are present but may vary, with occasional lapses impacting the overall effectiveness of the coaching training package.
2	Least Effective	Limited teacher engagement, challenges in understanding coaching instructions, infrequent or inadequate feedback, insufficient adaptability, low motivation, and slow progress in improving teaching practices negatively impact the effectiveness of the coaching training package.
1	Not Effective	Very low levels of teacher engagement, poor clarity in understanding coaching instructions, minimal to no feedback, lack of adaptability, low motivation, and significant challenges in improving teaching practices result in a highly ineffective coaching training package.

Criterial Consideration and Effectiveness Rubric Assessing the Effectiveness of Learning Action Cell (LAC) Sessions Aligned with the Coaching Program for Teachers

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of Learning Action Cell (LAC) sessions aligned with the coaching program for teachers. Assessment includes participant engagement, collaborative learning, alignment with coaching program goals, actionable takeaways, adaptability in implementing new strategies, and evidence of positive impact on teaching practices.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Participants consistently demonstrate high engagement, actively engage in collaborative learning, align LAC discussions with coaching program goals, derive actionable takeaways, exhibit adaptability in implementing new strategies, and provide evidence of

		a significant positive impact on teaching practices.
4	Effective	Participants generally engage well, actively contribute to collaborative learning, maintain alignment with coaching program goals during LAC sessions, derive actionable takeaways, demonstrate reasonable adaptability, and show evidence of a positive impact on teaching practices.
3	Moderate Effective	Participant engagement, collaborative learning, alignment with coaching program goals during LAC sessions, derivation of actionable takeaways, adaptability, and evidence of impact on teaching practices are present but may vary, with occasional lapses impacting the overall effectiveness of the LAC sessions.
2	Least Effective	Limited participant engagement, challenges in maintaining alignment with coaching program goals during LAC sessions, infrequent derivation of actionable takeaways, inadequate adaptability, low evidence of impact on teaching practices, and slow progress in implementing new strategies negatively impact the effectiveness of the LAC sessions.
1	Not Effective	Very low levels of participant engagement, poor alignment with coaching program goals during LAC sessions, minimal derivation of actionable takeaways, lack of adaptability, low evidence of impact on teaching practices, and significant challenges in implementing new strategies result in highly ineffective LAC sessions.

Criterial Consideration and Effectiveness Rubric Assessing the Effectiveness of Training Packages on Management and Instructional Leadership with Focus on Literacy and Numeracy for School Heads and Supervisors

Criteria	Description
Overall Engagement and Effectiveness	Evaluates the overall success of training packages on management and instructional leadership with a focus on literacy and numeracy for school heads and supervisors. Assessment includes participant engagement, clarity of content, alignment with educational goals, application of leadership skills, adaptability, and evidence of improved literacy and numeracy outcomes in the school.

Nume-rical Rating	Adjectival Rating	Description
5	Very Effective	Participants consistently demonstrate high engagement, comprehend the content with clarity, align leadership practices with educational goals, apply leadership skills effectively, exhibit adaptability in implementing new strategies, and provide evidence of significantly improved literacy and numeracy outcomes in the school.
4	Effective	Participants generally engage well, understand the content with clarity, maintain alignment with educational goals in leadership

3	Moderate Effective	Participant engagement, clarity of content understanding, alignment with educational goals in leadership practices, effective application of leadership skills, adaptability, and evidence of improved literacy and numeracy outcomes are present but may vary, with occasional lapses impacting the overall effectiveness of the training packages.
2	Least Effective	Limited participant engagement, challenges in understanding the content with clarity, difficulties in maintaining alignment with educational goals in leadership practices, ineffective application of leadership skills, inadequate adaptability, and slow progress in improving literacy and numeracy outcomes negatively impact the effectiveness of the training packages.
1	Not Effective	Very low levels of participant engagement, poor understanding of the content with clarity, minimal alignment with educational goals in leadership practices, ineffective application of leadership skills, lack of adaptability, low evidence of improved literacy and numeracy outcomes, and significant challenges in implementing new strategies result in highly ineffective training packages.

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VII. PART 05: TABLET SELECTION CRITERIA

As part of the project's initiatives, supplementary teaching and learning materials, including the supply and delivery of about 31,331 tablets, will be provided. Acknowledging resource limitations compared to the total number of recipients, the Project Management Service (PMS) will conduct a tablet selection criterion to prioritize schools in the recipient regions for tablet distribution funded by the project.

The tablet selection criteria will focus on identifying last-mile schools with a reliable source of electricity and internet connectivity. Additionally, factors such as the ratio of tablets to pupils, the number of teachers trained in effective tablet use in the classroom, the population of students in the vicinity, and academic achievements will be considered. Schools falling within the 81% to 100% range in these criteria will be given priority to receive tablets funded by the project.