



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

DIVISION MEMORANDUM

JAN 13 2025

No. 015, s. 2025

ADOPTION OF UKIT MARANGAL TRANSFORMATIVE M&E TOOL

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
All Public School Principals
All Others Concerned

1. In reference to Regional Memorandum No. 840, s. 2024 titled Adoption of Ukit Marangal Transformative M&E Tool, this Office shall utilize the said monitoring tool to promote integrity and accountability in implementing school and division-level programs; encourage divisions and schools to joyfully comply with monitoring and evaluation standards while fostering a spirit of collaboration and shared growth, rather than competition; streamline monitoring and evaluation practices, ensuring alignment with existing frameworks without adding undue burden on employees; and foster a culture of continuous improvement through evidence-based decision-making and meaningful transformation.
2. Enclosed is the copy of the Regional Memorandum and the Ukit Marangal Transformative Tool, which can also be accessed and downloaded via this link: tinyurl.com/UkitMarangalMETool, for references.
3. The submission of the accomplished M&E Tool and the schedule of the face-to-face evaluation shall be announced through a separate issuance.
4. Immediate and wide dissemination of this Memorandum is desired.


CAROLINA S. VIOLETA, EdD, CESO V
Schools Division Superintendent

References: as stated

Enclosures: as stated

To be included in the Perpetual Index

Under the following subjects:

Adoption
Monitoring Tool
School
School Leaders
Ukit Marangal

S05/hgd
January 13, 2025



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"We Mould Heroes"





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON



REGIONAL MEMORANDUM

No. 840, s. 2024

ADOPTION OF UKIT MARANGAL TRANSFORMATIVE M&E TOOL

To : Schools Division Superintendents
Chiefs of Function Divisions

1. Concomitant to the successful completion of the four phases of validation for the Monitoring and Evaluation (M&E) Tool of Ukit Marangal, the Regional Office III, in partnership with the Global Peace Foundation Philippines, through the Human Resource Development Division (HRDD) and the National Educators Academy of the Philippines Region III (NEAPRIII), hereby announces the adoption of the **Ukit Marangal Transformative M&E Tool**.

2. This tool is designed to promote integrity and accountability in implementing school and division-level programs; encourage divisions and schools to joyfully comply with monitoring and evaluation standards while fostering a spirit of collaboration and shared growth, rather than competition; streamline monitoring and evaluation practices, ensuring alignment with existing frameworks without adding undue burden on employees; and foster a culture of continuous improvement through evidence-based decision-making and meaningful transformation.

3. To ensure the integrity of the process, evaluators will adopt face-to-face evaluation using the Ukit Marangal Transformative M&E Tool among the twenty-one (21) Schools Division Offices (SDOs) while conducting monitoring and random interviews as scheduled. A separate memorandum will be issued in the second quarter of 2025 for the schedule of SDO and School Evaluation.

4. Enclosed is the Ukit Marangal Transformative M&E Tool, which can also be accessed and downloaded via this link: tinyurl.com/UkitMarangalMETool.

5. For inquiries and further concerns, you may contact Mr. Oliver V. Arevalo, Education Program Specialist II, NEAPRIII, through neap.ro3@deped.gov.ph with a copy furnished to oliver.arevalo@deped.gov.ph with subject line: "Ukit Marangal Inquiry".

6. Wide dissemination of this Memorandum is earnestly desired.

RONNIE S. MALLARI, PhD, CESO V
Regional Director

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

 M&E Tool HRDD1/neap2 November 27, 2024	Ukit Marangal
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UKIT MARANGAL TRANSFORMATIVE M&E TOOL

This Ukit Marangal Transformative Monitoring and Evaluation Tool is designed to measure the education transformation across governance levels (division and school) through the adoption of the Ukit Marangal Framework.

A. General Information

Schools Division Office:	
Address:	
Date of Monitoring:	
Program Owner:	
Position/Designation:	
Focal Person:	
Position/Designation:	
Program Management Team:	

Monitoring and Evaluation Officers			
Office	Name	Position	Signature
<i>For Regional, Division, and School Level Monitoring, official representatives shall be involved in this activity.</i>			
HRDD-NEAP			
CLMD			
Global Peace Foundation PH			
SDO UM Monitoring and Evaluation Officers			





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Metamorphic Scale of Transformation

- 1-Dormant: No signs of transformation; stagnant or unchanged state.
(Metaphor: Like a dormant seed that has not yet sprouted)
- 2-Awakening: Beginning stages of transformation; initial movement and awareness of change.
(Metaphor: Similar to a caterpillar starting to move and prepare for change)
- 3-Transitioning: Actively undergoing transformation; in the process of significant change.
(Metaphor: Comparable to a caterpillar inside a cocoon, undergoing metamorphosis into a butterfly)
- 4-Evolving: Making substantial progress in transformation; visible growth and development.
(Metaphor: Like a butterfly emerging from its cocoon, with wings unfolding and preparing to fly)
- 5-Transformed: Complete transformation; fully evolved and adapted to a new state.
(Metaphor: Represents the butterfly in flight, fully transformed and embracing its new form and capabilities)

Instructions: Check the scale that corresponds to the presented evidence.

PART I. Implementation

Assessment of Ukit Marangal Implementation.

Indicators	5 <i>Transformed</i>	4 <i>Evolving</i>	3 <i>Transitioning</i>	2 <i>Awakening</i>	1 <i>Dormant</i>												
1. Impact of Program/project/activity implemented anchored on Ukit Marangal Framework																	
2. Effectiveness of business process/es adopted to promote integrity in the office/organization																	
Scoring Guide for items 3-5																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Percentage</th> <th style="width: 50%;">Equivalent Score</th> </tr> </thead> <tbody> <tr> <td>91-100%</td> <td>5</td> </tr> <tr> <td>81-90%</td> <td>4</td> </tr> <tr> <td>71-80%</td> <td>3</td> </tr> <tr> <td>61-70%</td> <td>2</td> </tr> <tr> <td>51-60%</td> <td>1</td> </tr> </tbody> </table>	Percentage	Equivalent Score	91-100%	5	81-90%	4	71-80%	3	61-70%	2	51-60%	1					
Percentage	Equivalent Score																
91-100%	5																
81-90%	4																
71-80%	3																
61-70%	2																
51-60%	1																
3. Percentage of Implemented PPAs in the Approved Action Plan signed by SDS																	
4. Participation in the Ukit Marangal Training																	
4.1 Percentage of the Division Personnel attended Phases 1-3 implementation in Division/School Level																	
4.2 Percentage of the Division Personnel attended Phases 4-6 implementation in Division/School Level																	
4.3 Percentage of the School Heads attended Phases 1-3 implementation in Division/School Level																	
4.4 Percentage of the School Heads attended Phases 4-6 implementation in Division/School Level																	
5. Use of Ukit Marangal advocacy materials/media such as but not limited to FB Account/Page, Video Documentation, Posters, Magazines, Newspapers, etc.																	
<small>MOVs: Ukit Marangal Implementation Activity Report, Signed Action Plan, Photo/Video Documentation/Activity Report of Conducted Activities, Signed Development Plan and Activity Report, Target and Actual Participants/Attendance Form, MOA, Brochure/Screenshot/Documentation of promotional materials, Random interview, inventory of PPAs aligned with the 4 Core Dimensions, SIP, Photos, Testimonies, Reflections, Success Stories, Accomplishment Reports, Minutes of Meetings, Testimonials</small>																	

Total:





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Annotation/Feedback:

Part II. Leadership Transformation

Evaluating leadership practices and their impact.

Indicators	5 <i>Transformed</i>	4 <i>Evolving</i>	3 <i>Transitioning</i>	2 <i>Awakening</i>	1 <i>Dormant</i>
1. Office of Schools Division Superintendent advocates support to the implementation of Ukit Marangal across governance levels					
2. Chiefs/Unit Heads initiate programs in the development of a Marangal na Empleyado					
3. Supervisors integrate Ukit Marangal in the crafting of programs/projects/activities					
4. SDO personnel manifest integrity in the delivery of basic education services as evidenced by Client Satisfaction Mechanism (CSM)					
5. School Heads, Teachers, and Non-Teaching Personnel practice integrity through fairness, honesty, accountability, respect, etc. Integrity can also be reflected in the transparency board, CS Form 48, Form 7, Program Implementation Review					
<i>MOVs: Random Interview (Division and School Level), Activity Report of Implemented Ukit Marangal Programs, Activity Report and Documentation highlighting integration of Ukit Marangal in different programs, Division and Schools Client Satisfaction Measurement (CSM) result, Leadership Reflections, Minutes of Leadership Meetings, Trainings and Seminars, Stakeholders' Feedback, Observation Reports</i>					

Total:	
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Annotation/Feedback:

Part III. Student Transformation

Tracking student development and learning outcomes.

Indicators	5 <i>Transformed</i>	4 <i>Evolving</i>	3 <i>Transitioning</i>	2 <i>Awakening</i>	1 <i>Dormant</i>
Evidence of Values Development					
1. Acts of Kindness					
2. Acts of Courtesy					
3. Acts of Honesty					
4. Acts of Obedience					
5. Acts of Godliness					
<i>MOV: 2024 Anecdotal Record consolidated and sorted by guidance counselor/designate, Random Interview</i>					
Evidence of Transformative Character					
1. SPIRITUAL, MORAL (has demonstrated sterling character, conscience, principles, values, truth, goodness, righteousness, and love)					





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2. EMOTIONAL, RELATIONAL (has manifested marked degree of empathy, trust, collaboration, communication, openness, getting along with others)					
3. PHYSICAL, VITALITY (has shown significant improvement in the body mass index (BMI) through full energy, proper nutrition, exercise, sleep, breathing, hydration)					
4. MENTAL, COGNITIVE (has exhibited substantive skills in thinking, clarity, inquiry, learning, imagining, visualization, creativity, innovation, discovery, curiosity, transference, and problem-solving)					
5. ETHICAL, SOCIAL (has exemplified responsibility, integrity, loyalty, confidentiality, fairness, active listening, teamwork, emotional intelligence)					
<i>MOVs: Guidance Office Reports/Records, Students Inventory Report, Attendance during Spiritual Gathering and Youth Activities, Comparative BMI Results, Behavioral Reports, Peer Recognition, Forms, Student Portfolios, Reports on Character Development Programs, Core Value Checklist, Student Portfolios, Projects/ Essays about Ukir Marangal Integration</i>					
<i>Note: Rating is NOT just based on the number of indicators or characteristics but also based on level/ scale of transformation</i>					

Total:

Annotation/Feedback:

Part IV. Curriculum and School Transformation

Assessing the integration of peace competencies and the growth and progress of the transformation of school

Indicators	5 <i>Transformed</i>	4 <i>Evolving</i>	3 <i>Transitioning</i>	2 <i>Awakening</i>	1 <i>Dormant</i>
A. Curriculum					
1. Develops lesson plans integrating peace competencies in relevant learning/subject areas					
2. Promotes character transformation in school through different activities/projects					
3. Initiates activities that alleviate poverty of learners and community					
4. Sustains cleanliness and orderliness in the school premises					
5. Develops a greener school as an environmental care initiative and ecological awareness to students					
<i>MOVs: DLL, Activity Report, GAD Plan and Activity Report, GAD Monitoring Tool</i>					
B. School Transformation					
1. Education as Role Models: Goal 1 – Holistic Development of Teachers on 4 Core Dimensions (4CDs) (This refers to the number of projects/initiatives that led to significant transformations – personally, and the teachers and students engaged)					
2. Students of Good Character: Goal 2 – Foster Familial Relationships among Teachers and Students (Based on the holistic development of the 4CDs, students are					





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<p><i>expected to nurture their positive attitudes, behaviors, and capacities parallel to their academic excellence. This can be measured through evident cases: decrease in bullying cases, drop-outs, student conflicts, and increase in participation and achievements, etc.)</i></p>					
<p>3. Engaged Parents & Entire School Members in Transforming Education: Goal 3 - Establish a Network of Parents and School Members to Support and Enhance Students' Creativity, Entrepreneurship, and Provided Up-to-Date Access to Digital Technologies <i>(This refers to the involvement and support of families and the entire school community in nurturing good attitudes, behaviors, and capacities of students leading to responsible and peace-loving global citizens)</i></p>					
<p><i>MOVs: No. or % of Teachers Engaged, No. or % of Students Engaged, Description of Significant Transformation or Value-Add, the No. of Initiatives Implemented in the School, Child Protection Policy Activity Report: Parents' Engagement in SGC, SPTA, MOA/ Partnership with External Stakeholders. Curriculum Guides showing Ukit Marangal Integration, Environmental Project Reports, Lesson Plans, Exemplars, Project-Based Outputs, Classroom Observations, Community Engagement Records</i></p>					

SCORING GUIDE FOR SCHOOL TRANSFORMATION

Initiatives Implemented in School Year 2024-2025	Number/ Percentage of Teachers Engaged	Number / Percentage of Students Engaged	Description of Significant Transformation
Initiative 1			
Initiative 2			
Initiative 3			
Initiative 4			
Initiative 5			

EQUIVALENT SCORE:

Percentage	Equivalent Score
81 to 100 %	5
61 to 80 %	4
41 to 60 %	3
21 to 40 %	2
1 to 20 %	1

Total:	
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Annotation/Feedback:





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B. Summary of Ratings:

Category	Score	Remarks
Part I. Implementation and Delivery		
Part II. Leadership Transformation		
Part III. Student Transformation		
Part IV. Curriculum and School Transformation		

Interpretation:

Rating	Remarks
4.00 to 5.00	A. Transformed
3.00 to 3.99	B. Evolving
2.00 to 2.99	C. Transitioning
1.00 to 1.99	D. Awakening
0.00 to 0.99	E. Dormant



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Annex A of UKIT MARANGAL TRANSFORMATIVE MONITORING

Interpretation of Findings

1. Implementation

Rating	Description
4.00 to 5.00	Fully transformed; complete and evolved state.
3.00 to 3.99	Making significant progress in transformation.
2.00 to 2.99	Actively undergoing transformation; in the midst of change.
1.00 to 1.99	Beginning to show initial signs of transformation.
0.00 to 0.99	Minimal evidence of transformation; stagnant or unchanged.

2. Leadership Transformation

Rating	Description
4.00 to 5.00	Sets exemplary standards in transformational leadership; inspires others and achieves significant results.
3.00 to 3.99	Successfully implements transformational leadership practices; fosters innovation and growth.
2.00 to 2.99	Demonstrates efforts towards transformational leadership; consistent application in some areas.
1.00 to 1.99	Initial efforts towards transformation, but inconsistent in application.
0.00 to 0.99	Minimal effort towards transformational leadership.

3. Student Transformation

Rating	Description
4.00 to 5.00	Achieves exceptional outcomes in skills, knowledge, and behavior.
3.00 to 3.99	Consistently demonstrates improved skills, knowledge, and behavior.
2.00 to 2.99	Demonstrates satisfactory improvement in skills, knowledge, or behavior.
1.00 to 1.99	Initial signs of improvement, but inconsistent.
0.00 to 0.99	No improvement or change in skills, knowledge, or behavior.

4. Curriculum and School Transformation

Rating	Description
4.00 to 5.00	Exemplifies a transformative environment; fosters innovation, inclusivity, and excellence.
3.00 to 3.99	Positive culture of continuous improvement; effective policies and practices.
2.00 to 2.99	Developing a positive culture of change; noticeable improvements in policies and practices.
1.00 to 1.99	Early initiatives towards cultural shift or policy updates; some resistance or uneven implementation.
0.00 to 0.99	No initiatives or changes in culture, policies, or practices.



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Annex B of UKIT MARANGAL TRANSFORMATIVE MONITORING TOOL (for Immediate Supervisors)

DepEd Employee's Monitoring Checklist

Name of Employee: _____ Sex: () Male () Female Age: _____
 School/Office: _____ Comorbidity: _____
 Name of Monitor: _____ Office: _____

Part I. Code of Ethics for Professional Teachers

Instructions: Monitors shall put a check (✓) mark on the appropriate column.

No.	Indicators <i>(with reference to Code of Ethics for Professional Teachers)</i>	Manifested	Not Manifested
The teacher...			
1.	treats all students fairly and with respect, ensuring no discrimination based on gender, religion, or socio-economic status. <i>Reference: Article III, Section 2</i>		
2.	maintains professional relationships with students, avoiding any form of exploitation or inappropriate behavior. <i>Reference: Article VIII, Section 3</i>		
3.	actively participates in community improvement programs and collaborates with community members for the benefit of students/people <i>Reference: Article III, Section 7</i>		
4.	adheres to the highest standards of honesty and integrity in all professional activities, including maintaining accurate records. <i>Reference: Article X, Section 2</i>		
5.	Supports colleagues in their professional development and fosters a collaborative work environment. <i>Reference: Article VI, Section 4</i>		
6.	consistently wears appropriate and professional attire that reflects the dignity of the teaching profession. <i>Reference: Article XI, Section 1</i>		
7.	reports to duty on time and fulfills all professional responsibilities with dedication and punctuality. <i>Reference: Article XI, Section 2</i>		
8.	refrains from using profane or inappropriate language in the classroom/office and in the presence of students/clients <i>Reference: Article XI, Section 3</i>		
9.	maintains a professional relationship with their spouse or partner, ensuring that personal matters do not interfere with their duties as a teacher/employee <i>Reference: Article VI, Section 3</i>		
10.	upholds a professional demeanor at all times, avoiding any actions that may discredit the teaching profession/organization <i>Reference: Article XI, Section 5</i>		



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Summary of Observations

Date <i>(Date of Incident)</i>	Observation <i>(Write the "remarkable" behavior/s observed)</i>	Action Taken <i>(Monitor's Decision)</i>	Teacher's Signature

Notable Positive Behaviors Observed:

1. _____
2. _____
3. _____
4. _____
5. _____

This checklist can be used when unpleasant behavior is observed. It provides a structured way to give feedback and guidance to DepEd Employees as a form of well-documented communication of agreement.

Monitor's Signature: _____
(Name of Immediate Supervisor)

