

## **SCHOOL YEAR 2024**

### **ESC CERTIFICATION ASSESSMENT INSTRUMENT USER'S GUIDE**

#### *Background and Rationale*

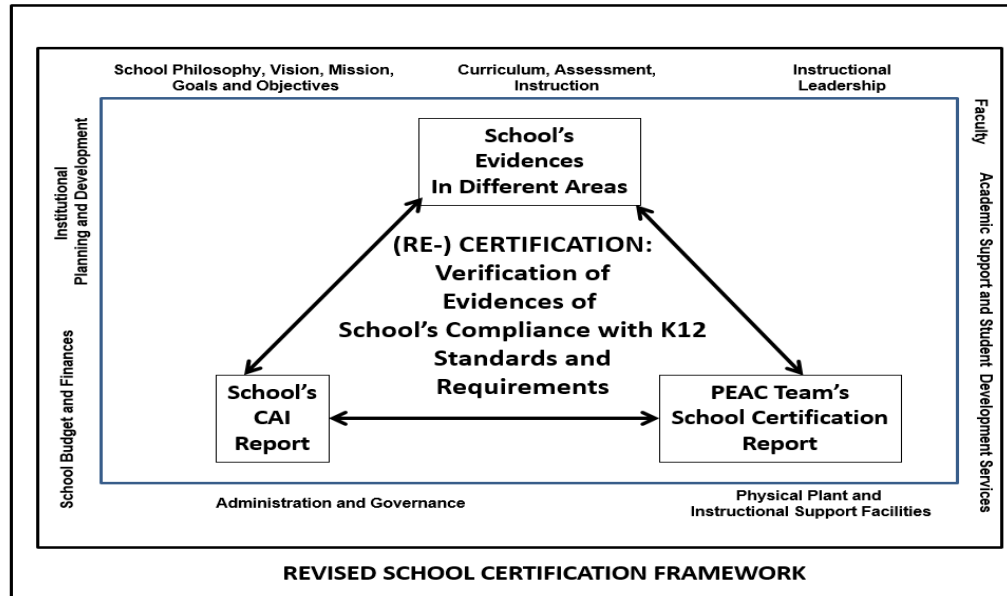
A Junior High School participating in the Educational Service Contracting (ESC) Program of the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational programs and services in line with the goals and objectives of the Kto12 curriculum program. DepEd enjoins participating private schools to ensure that ESC student grantees are offered an academically challenging Junior High School education in an environment of values, trust and loyalty. ESC grantees, along with other private Junior High School students, will have acquired the knowledge and developed the skills necessary for success in higher educational pursuits and in a wide range of careers.

The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish a quality assurance certification mechanism that would confirm ESC participating private junior high schools' compliance with DepEd's standards for recognition. A certified ESC school therefore is one which has complied with all DepEd standards, adheres to applicable DepEd policies and meets the requirements of the self-study procedure prescribed by the PEAC National Secretariat ESC Certification Unit. Through this assessment instrument, an ESC school is assisted to determine its strength and potentials for becoming a more effective educational institution. The government, through the Department of Education, has looked into the facilities and physical resources of the school prior to the granting of recognition. Therefore, this assessment instrument focuses more on the functional use of these facilities and resources, rather than the provision thereof.

#### *Standards in an Evidence-based Framework*

A basic framework of a quality educational system is one that succeeds in meeting its own goals; relevant to the needs of students, communities and society; and fosters the ability of students to acquire knowledge and critical learning skills. Quality is not the only factor keeping students out of school but it is when effective learning is not taking place, that parents are more likely to withdraw their children from school early or not send them at all. Improving the school's quality is therefore essential to achieving the goal of universal access to and completion of basic education. This ESC School (Re-) Certification Instrument is designed to basically assess the extent of compliance with the DepEd Minimum Quality Standards as well as to evaluate the school's characteristics, its qualitative indicators of excellence, and its level of performance vis-à-vis the K to12 program. These standards contain specific criteria which ensure that the school is functional and engaged in self-assessment for continuous school improvement.

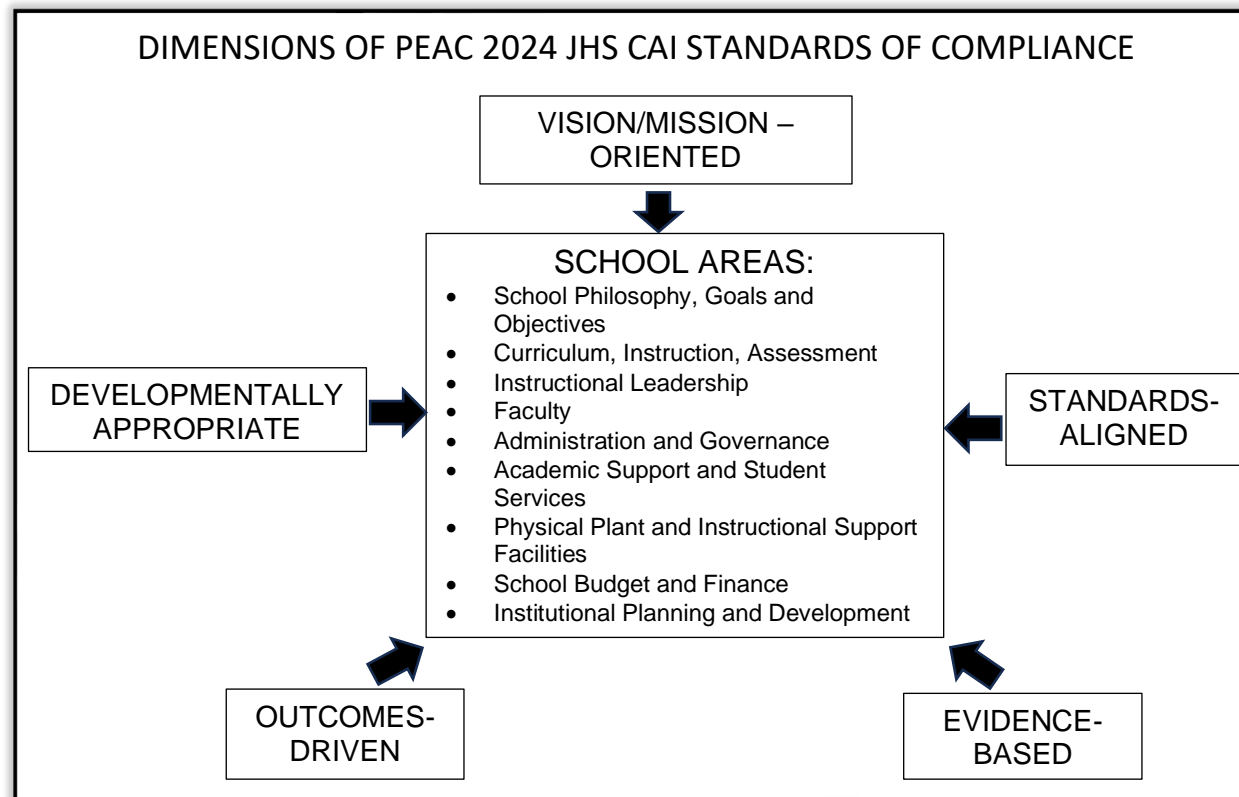
This is a quality assurance tool aimed at building effective and high performing Junior High Schools through continuous focused improvement efforts that are aligned with Kto12 standards. Being so, evidence of compliance with standards and demonstration of quality needs to be gathered and examined throughout the certification process. Area items for evaluation as well as the rating scale prompt the school and certifiers to search for evidences in the school system that are in line with the standards for compliance. Below is a diagram of the role these evidences play in the entire certification process:



At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The school's assessment is based on their evidence for the items in these nine different areas, of which are found on the outer frame of the diagram above. Hence, the school also puts together the different evidences that support their self-rating. During the certification visit, the team of certifiers verify the school's CAI report and examine the different evidences presented. Thus, instead of ascertaining the school's level of meeting the standards based on their perception, this instrument prompts certifiers to verify in more concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers' guidance, a section on Examples of Compliance Evidence is found at the end of every area. Decisions about the final certification status are made in line with the presentation and examination of evidences.

### *Dimensions of 2024 PEAC JHS CAI Standards of Compliance<sup>1</sup>*

The revision/updating of existing standards of compliance in the 2018 JHS CAI and the identification and articulation of new items is premised on five dimensions. The different area items promote quality education when the items are able to manifest or reflect any of these five dimensions namely, vision/mission-oriented, standards-aligned, developmentally appropriate, outcomes-driven and evidence-based. What do each of these dimensions mean?



<sup>1</sup> This is a revised version of an initial section of the proposed PEAC Standards-based Quality Assurance Instrument – Elementary Schools or SQAI-ES. The dimensions have been adapted for inclusion in the PEAC SQAI-ES, JHS CAI, and SHS CAI. While the number of school areas may vary (SQAI-ES and JHS CAI have nine while SHS CAI has 10), the five dimensions are applicable to all levels in basic education.

Vision/Mission-Oriented: As part of their identity as a private educational institution, private schools articulate and carry out their own vision and mission, philosophy of education, goals and objectives. The school's vision and mission statements define the school's purpose and direction. Private schools achieve quality when the school is able to operationalize the vision and mission in the different aspects of school work. The 2024 PEAC JHS CAI standards of compliance then determine how the different policies, programs and services in the nine school areas are oriented to realizing the vision and mission statement. With this dimension, the 2024 PEAC JHS CAI asks the following questions: How vision and mission-oriented are the different school areas in their policies, programs and services? To what extent is the school's vision-mission accomplished in the nine school areas?

Standards-Aligned: With the passage of RA10533 or the 2013 Enhanced Basic Education Act, all basic education schools are mandated to teach the Department of Education's K to 12 curriculum program. The program contains curriculum standards and competencies for students to learn. As a private entity, JHS are also enjoined to comply with the provisions of the 2010 Revised Manual of Regulation for Private Schools. Private schools thus show quality when these standards are adopted, implemented and used for evaluation in the nine school areas. For these reasons, the 2024 PEAC JHS CAI standards of compliance examine how the school's curriculum, instruction and assessment are aligned with and utilize these standards. With this second dimension, the 2024 PEAC JHS CAI standards of compliance raise the question: To what extent is the school implementing the K12 program standards and other requirements in the nine school areas?

Developmentally-Appropriate: Students in the JHS level develop and realize their potentials when the school provides them research-based teaching and learning experiences that attend to their developmental needs and nurture their growth in different domains (i.e., physical and motor, social-emotional, character and values, cognitive and intellectual, language, mathematical and creative-aesthetic). Consequently, private JHSs manifest quality when the policies, programs and services in the nine school areas are formulated, undertaken and assessed in accordance with the student's developmental requirements and milestones. The 2024 PEAC JHS CAI standards of compliance gauge how the school incorporates the students' background, needs, learning styles and abilities when planning, implementing and evaluating policies, programs and services. In this third dimension, the 2024 PEAC JHS CAI standards of compliance focus on the following question: To what extent are the different developmental needs of students addressed in the nine school areas?

Outcomes-driven: Schools are outcomes-driven when they focus on results that represent students' performance of expected skills as well as each department or program's achievement of stated goals. Private JHS rate high on quality when first, their students in various assessments reliably and consistently demonstrate the skills required at a certain grade level or higher and second, when their programs and services accomplish their specific targets. In line with this, the 2024 PEAC JHS CAI standards of compliance measure and report students' achievement levels and program results. With this dimension, the 2024 PEAC JHS CAI standards of compliance examine the following: To what extent are students able to demonstrate knowledge, understanding and performance of learning standards and

competencies? To what extent are the students able to accomplish the milestones in the different domains of development? To what extent are programs and services in the nine school areas able to produce desired results?

Evidence-based. Successful JHS regularly obtain data and employ various metrics to present and showcase their pupils' achievement and effectiveness of their programs and services. They also search for and document valid and authentic examples of students' achievement, learning interventions and program results. Private JHS undertake these tasks with transparency and rigor. With this dimension, the 2024 PEAC JHS CAI standards of compliance check on the following: To what extent is the school able to support its claims of students' achievements and program effectiveness in the nine school areas?

These five dimensions are integrated throughout the instrument. Every JHS CAI area has items that reflect these dimensions. For example, in the area of Instructional Leadership, item 1 (The provision of a system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development and innovations in curriculum, assessment and instruction) is vision-mission oriented and standards-aligned. In the Area of Academic Support and Student Development Services, item 3 (A program for inventory and testing services to gather information on students' psychological and emotional make-up, academic progress and difficulties, and occupational and career interests) is about the developmentally-appropriate dimension. Item 3 in Instructional Leadership (Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making) cover the outcomes-driven and evidence-based dimensions. Through the integration of these five dimensions, school administrators can understand the basis for specification of standards of compliance in the 2024 PEAC JHS CAI.

### *Instrument Areas*

This instrument covers different areas of school operations that produce quality student performance and organizational effectiveness. These areas are:

- A. School Philosophy, Vision, Mission, Goals and Objectives
- B. Curriculum, Assessment and Instruction
- C. Instructional Leadership
- D. Faculty
- E. Academic Support and Student Development Services
- F. Physical Plant and Instructional Support Facilities
- G. Administration and Governance
- H. School Budget and Finances
- I. Institutional Planning and Development

The above areas are clustered into two groups – Core and Support. The Core group of areas covers sections deemed essential to teaching and learning. These areas are School Philosophy, Vision, Mission, Goals and Objectives; Curriculum, Assessment and Instruction; Instructional Leadership; Faculty; and Administration and Governance. The Support group of areas includes school operations that are undertaken in the context of and based on the direction of the Core group of areas. These areas are Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; School Budget and Finance; and Planning and Development. Observation of Classroom Instruction is a significant aspect in the area of Curriculum, Assessment and Instruction.

Each area consists of a set of standards for compliance. The standards are drawn from various sources such as the Kto12 Curriculum Program Standards and the Philippine Professional Standards for Teachers. In the Core group of areas, certain items regarded as power standards are marked with an asterisk (\*). These standards are critical to the effectiveness of a particular area as these illustrate its key characteristics. Other items that are not marked are regarded as support standards which contribute to or supplement the achievement of a power standard. These items are done in relation to the direction of the power standards. Schools are then rated according to their extent of showing evidence of compliance with the standards.

### *Format of the Survey Instrument and the Rating Process*

Each Area is introduced by an explanatory paragraph presenting the basis of evaluation. The Area lists the standards for compliance. A list of Examples of Compliance Evidences is given for the school's guidance during its self-assessment and preparation of exhibits and documents. With the exception of the area on "School Philosophy, Goals and Objectives", standards in each area are accompanied by the following rating scale:

<b>Rating</b>	<b>Description</b>
4	Evidence of compliance with standard and enhancements is presented
3	Evidence of compliance with standard is presented
2	Partial evidence of compliance with standard is presented
1	No evidence of compliance with standard is presented but plan of action in line with compliance is presented
0	No evidence of compliance with standard or plan of action is presented

Basing on the evidences presented, individual standards are rated. Upon completion of the individual standard rating, the area rating is determined and recorded according to a decision rule that examines the school's level of compliance. Details of the decision rule are found in Appendix A. A Comments Section is provided for observations and other remarks.

After all areas are rated, another decision rule is applied to determine the final general rating. Details of this decision rule are also found in Appendix A. The final rating then serves as basis of the school's overall certification result. See Appendix A for the different possible certification results.

## A. PHILOSOPHY, VISION, MISSION, GOALS AND OBJECTIVES

### Description

The school philosophy vision, mission, goals and objectives present the overall direction of the school's educational work. The statements clearly describe the school's fundamental educational purposes, and the essence of what as a community of learners it is seeking to achieve as a community of learners. These serve as the basis for daily operational and instructional decision making as well as long-range planning.

### Basis of Evaluation

The school philosophy, vision, mission, goals and objectives are evident in the school in various ways. The statements are used to determine the extent to which policies, practices, resources, and curricular and other program components work together conceptually, structurally, and operationally to achieve stated expectations for teaching and learning. There is a regular system of communicating and disseminating the contents of the school philosophy, vision, mission, goals, and objectives to the different sectors and stakeholders of the school community. Through this system, all the members and stakeholders of the school community are able to articulate a common understanding of and commitment to institutional goals, curriculum priorities, learning approaches, assessment procedures, and accountability as well as accept responsibility for the students' attainment of the curriculum standards. This PVMGO is also aligned with the community it serves and is reviewed periodically by stakeholder representatives.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
1. A clear, unique, well-aligned, active and living statement of philosophy, vision, mission, goal and objectives			
2. A philosophy that expresses the school community's shared values and beliefs about education and student learning			
3. School goals and objectives that are supportive of the Philippine Kto12 Educational program and are consistent with national and global development goals			
4. A program that disseminates to and orients the school community on the importance and meaning of the PVMGO			



5. Participation of various stakeholders in review and revision, when appropriate, of the PVMGO			
<b>COMMENTS:</b>			

## **B. CURRICULUM, ASSESSMENT AND INSTRUCTION**

### Description

The quality of instruction in a school is the most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. The school's instructional program is grounded in the school's mission and expectations for student learning, supported by researches on best practices, and refined and improved based on identified student needs.

With the passage of the Enhanced Basic Education Act of 2013, the Department of Education mandates that schools work towards the holistic development of the Filipino child with 21<sup>st</sup> century skills to enable him or her to be locally and globally competitive; and schools implement and teach the Kto12 standards-based curriculum.

### Basis of Evaluation

The implementation of the Kto12 standards-based curriculum is evident in the school when various instructional and assessment practices are aligned with the standards and competencies found in the various subject curriculum guides. The unpacking and use of these standards as well as their alignments with instruction and assessment is consistently done across grade levels and various subjects and presented in different documents such as the school's curriculum map and learning plans. Students' learning progression from one grade level to the next is also clearly articulated in terms of observable skills and is related to the performance of 21<sup>st</sup> century skills.

Qualitative and quantitative evidences of student attainment of the standards are actively gathered, analyzed and used to evaluate and improve student learning, curriculum effectiveness, instructional practices, professional development, and support services. Progress as well as achievements in student learning and their development and performance of 21<sup>st</sup> century skills, is undertaken in both formative and summative assessments. Results of such assessments are accurately, clearly, and systematically reported to the school community and actively utilized. Appropriate interventions are identified and undertaken in response to student's learning difficulties.

Instruction is well-designed using the standards. Instructional time is spent in enabling students to achieve the learning goals of the standards and show evidence of mastering the competencies. Various research-based and learner-centered teaching strategies are utilized to ensure student success and performance of 21<sup>st</sup> century skills. Instructional materials and the use of technology are available and support the goals of instruction. The criteria for the selection, acquisition or preparation of these materials or resources is aligned with the requirements and attainment of the curriculum standards.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
1. A curriculum map in each subject area that:			
- is aligned with the philosophy, vision, mission, goals and objectives*	- Is the curriculum map aligned with the PVMGO?	- Inclusion of aspects or sections of PVMGO and their integration in the different topics or units	- Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating
- is aligned with the Kto12 curriculum guides, standards and competencies*	- Is the curriculum map aligned with the curriculum guides, standards and Competencies?	- Inclusion of content and performance standards and competencies from DepEd Curriculum Guide	- Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating
- shows unpacked Kto12 standards and competencies in different ways in all subjects*	- Do the curriculum maps of the different subjects unpack the Kto12 standards and competencies?	- Inclusion of content and performance standards and competencies from DepEd Curriculum Guide and enhanced or added competencies	- Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating
- shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	- Is there horizontal alignment of standards, competencies, assessment, instruction and resources in each learning unit of the curriculum map?	- Alignment of standards, competencies, assessment, activities and resources/ materials	- Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating - Use of mapping codes that show horizontal alignment and correspondence of above entries
- articulates vertical learning progressions across the different grade levels*	- Is a vertical learning progression articulated in the curriculum maps of the different grade levels in each subject area? Is the	- Vertical learning progression across grade levels of student skills for certain subject strands per subject	- Subject skills-based vertical learning progression guides or maps - Minutes of curriculum meetings on articulation of

	vertical learning progression across grade levels separately stated for certain strands in each subject area?	area	<p>student skills across grade levels</p> <ul style="list-style-type: none"> <li>- List and description of Curriculum Development Activities</li> <li>- Subject Curriculum Maps</li> <li>- System of or procedures for Curriculum Development and Updating</li> </ul>
2. The implementation and continuous improvement of the curriculum maps by:			
- obtaining and analyzing data on student performance in the different unit topics to determine the effectiveness of teaching strategies and assessment methods stated in the curriculum maps	<ul style="list-style-type: none"> <li>- Is data obtained on students' performance in the different unit topics of the curriculum map?</li> <li>- Is the data analyzed to determine the effectiveness of the teaching strategies and assessment methods stated in the curriculum maps?</li> </ul>	<ul style="list-style-type: none"> <li>- Data on students' achievement of standards and competencies in the curriculum maps' different unit topics</li> <li>- Recommendations for improvement of design of activities and selection of assessments in the different unit topics of the curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum evaluation and recommendations</li> <li>- Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates</li> <li>- System of or procedures for Curriculum Development and Updating</li> <li>- List and description of Curriculum Development Activities</li> </ul>

<ul style="list-style-type: none"> <li>- checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans</li> </ul>	<ul style="list-style-type: none"> <li>- Are the assessments, activities, resources and integration of the PVMGO in the learning plans based on the standards and competencies and accompanying entries in the corresponding units of the curriculum maps?</li> <li>- Is there a system for checking that the assessments and activities in the learning plans are based on standards and competencies in the curriculum maps?</li> </ul>	<ul style="list-style-type: none"> <li>- Alignment of assessments, activities, resources and integration of the PVMGO in learning plan with standards and competencies and corresponding entries in various units of the curriculum maps</li> <li>- System of checking of alignment of assessments and activities in learning plans with standards in curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings</li> <li>- Subject Learning Plans</li> <li>- Subject Tables of Specification</li> <li>- Unit Assessment Maps</li> <li>- List and description of Curriculum Development Activities</li> <li>- Instructional Supervision Program</li> <li>- Instructional supervisory reports</li> <li>- Sample Assessment Instruments</li> <li>- System of Learning Plan Preparation</li> <li>- System of Assessment Preparation</li> <li>- System of or procedures for Curriculum Development and Updating</li> </ul>
<ul style="list-style-type: none"> <li>- conducting a periodic review, revision and updating of the curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>- Are curriculum maps reviewed, revised and updated periodically?</li> </ul>	<ul style="list-style-type: none"> <li>- Periodic reports of school's review, revision and updating of the curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum evaluation and recommendations</li> <li>- Minutes of curriculum meetings of Academic</li> </ul>

		<ul style="list-style-type: none"> <li>- Citation of latest versions of DepEd Curriculum Guide in the curriculum maps of the different subjects</li> </ul>	<ul style="list-style-type: none"> <li>Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates</li> <li>- System of or procedures for Curriculum Development and Updating</li> <li>- List and description of Curriculum Development Activities</li> <li>- Subject Curriculum Maps</li> <li>- System of citation of versions of DepEd Curriculum Guide</li> <li>- File copy of latest versions of DepEd Curriculum Guides</li> </ul>
3. Learning plans in each subject area that show:			
<ul style="list-style-type: none"> <li>- use of curriculum standards and alignment with curriculum maps *</li> </ul>	<ul style="list-style-type: none"> <li>- Are LP objectives or targets consistent with the standards and competencies prescribed in the curriculum guide?</li> <li>- Are the activities and assessments aligned with directions established by the curriculum maps?</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of curriculum map unit content and performance standards and competencies in learning plans</li> <li>- Alignment of activities and assessments in learning plan with unit activities and assessments in the curriculum map</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Curriculum Maps and Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> </ul>

<ul style="list-style-type: none"> <li>- a systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning*</li> </ul>	<ul style="list-style-type: none"> <li>- Is there a logical and sequential organization of the lesson to facilitate skills development?</li> <li>- Does the process of skills development end in the transfer of learning?</li> </ul>	<ul style="list-style-type: none"> <li>- Provision in LP of activities and assessments that are aligned with the flow of competencies in the subject curriculum map</li> <li>- Provision in LP of activities and assessments leading to and preparing the students for the unit performance task</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Classroom Observation Form</li> </ul>
<ul style="list-style-type: none"> <li>- use of varied research-based and learner-centered strategies in the classroom for active and engaged student learning*</li> </ul>	<ul style="list-style-type: none"> <li>- Are research-based strategies/activities used to improve student participation during classroom encounters?</li> <li>- Are learner-centered strategies/activities used to generate student participation during classroom encounters?</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of research-based strategies in LP classroom procedures</li> <li>- Inclusion of learner-centered strategies in LP classroom procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding classroom strategies</li> <li>- Faculty Development Training Seminars and Workshops</li> <li>- Classroom Observation Form</li> </ul>
<ul style="list-style-type: none"> <li>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology*</li> </ul>	<ul style="list-style-type: none"> <li>- Is there PVMGO-CV integration in the LP and learning encounters?</li> <li>- Are there 21<sup>st</sup> century skills development activities in the LP and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of PVMGO-CV integration in LP</li> <li>- Inclusion in LP of activities related to development of 21<sup>st</sup> century skills in LP</li> <li>- Provision of opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of</li> </ul>

	<p>encounters?</p> <ul style="list-style-type: none"> <li>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?</li> <li>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?</li> <li>- Is technology used to support classroom instruction?</li> </ul>	<p>in LP for subject integration</p> <ul style="list-style-type: none"> <li>- Provision in LP for discussion of or encounters with real-world challenges or issues</li> <li>- Provision in LP for use of technology in class activities or assessment</li> </ul>	<p>Department Subject regarding classroom strategies</p> <ul style="list-style-type: none"> <li>- Faculty Development Training Seminars and Workshops</li> <li>- Classroom Observation Form</li> <li>- Integrated Performance Tasks</li> <li>- Community Awareness, Exposure or Immersion Activities related to Unit Topic</li> <li>- System of Technology Integration</li> <li>- Technology Platforms or Learning Management Systems</li> </ul>
<p>- provisions of different activities that are sensitive to and address the learners' varied interests and learning styles</p>	<p>- Are there provisions/ activities that meet the learners' varied interests, styles or multiple intelligences?</p>	<p>- Inclusion of differentiated activities in LP</p>	<ul style="list-style-type: none"> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding classroom activities</li> <li>- Faculty Development</li> </ul>



			Training Seminars and Workshops - Classroom Observation Form
- selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies	- Is there a process of selection of instructional materials as prescribed by the curriculum map? - Is the use of instructional materials in classroom instruction appropriate and timely as stipulated in the curriculum maps?	- Inclusion in LP of appropriate instructional resources/materials - Alignment of selected instructional resources/materials with curriculum map resources/materials specifications	- System of Selection, Procurement, Development and Utilization of Instructional Resources/Materials - Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding instructional resources/materials - Faculty Development Training Seminars and Workshops - Classroom Observation Form - Library reports on utilization of print, electronic and audio-visual resources for classroom instruction

<p>4. A system of formulating varied assessments that measure students' performance of standards and competencies, transfer of learning and development of 21st century learning skills*</p>	<ul style="list-style-type: none"> <li>- Are there established policies on the formulation and utilization of a variety of assessments to measure student performance of the Kto12 standards and competencies? Transfer of learning? Development of 21<sup>st</sup> Century skills?</li> </ul>	<ul style="list-style-type: none"> <li>- Provision of summative and formative assessments in curriculum map and LP that measure students' achievement of standards and competencies</li> <li>- Provision of performance task in curriculum map and LP that measures students' achievement of performance standard</li> <li>- Provision of assessments in LP of students' development of 21<sup>st</sup> century skills</li> </ul>	<ul style="list-style-type: none"> <li>- System of Assessment Preparation</li> <li>- Subject Tables of Specification</li> <li>- Unit Assessment-Activities Matrix or Unit Assessment Map</li> <li>- Samples of Subject Summative and Formative Assessments</li> <li>- Subject Learning Plan</li> <li>- Samples of Performance Tasks</li> <li>- Samples of Evaluation of Students' 21<sup>st</sup> century skills</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding instructional resources/materials</li> <li>- Faculty Development Training Seminars and Workshops</li> </ul>
<p>5. An intervention program that provides differentiated approaches to meet the diverse needs of students with learning difficulties*</p>	<ul style="list-style-type: none"> <li>- Are there intervention activities to assist students with learning difficulties?</li> <li>- Do these activities show differentiated approaches</li> </ul>	<ul style="list-style-type: none"> <li>- Program or system of academic interventions to improve student performance</li> </ul>	<ul style="list-style-type: none"> <li>- Response to Intervention Program or System or Academic Intervention Program</li> <li>- Subject Learning Plans</li> </ul>

	that address varied types of difficulties, such as for students with special learning needs?	- Use of differentiated approaches that cater to different types of learning difficulties	<ul style="list-style-type: none"> <li>- Reports on results of differentiated academic interventions by PLC groups</li> <li>- Subject department reports of student achievement and results of interventions</li> <li>- Formative Assessments in different subject areas</li> <li>- Minutes of meetings of Academic Council or Subject Coordinators' Council or subject department meetings on system of addressing children with special needs</li> <li>- Instructional supervisory Reports</li> </ul>
6. Teachers' performance of instructional procedures that show the use, development and attainment of K to12 standards & competencies*	<ul style="list-style-type: none"> <li>- Are there documents of teachers' performance of the school's instructional procedures?</li> <li>- Do these documents report on the teachers' use, development and attainment of Kto12 standards and competencies during classroom instruction?</li> </ul>	<ul style="list-style-type: none"> <li>- Records of teachers' performance of school's instructional procedures</li> <li>- Reports on teachers' implementation of curriculum map specifications and LP during classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Records of classroom observations conducted by supervisors</li> <li>- Instructional Supervisory Reports</li> </ul>

7. Observation of classroom instruction during certification visit (based on results of Classroom Observation form)*			- Classroom Observation Form
8. Appraisal of use of varied modalities for delivering instruction (based on Appraisal of Blended/Distance Learning form)*			Appraisal of Blended/Distance Learning Form
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			

## C. INSTRUCTIONAL LEADERSHIP

### Description

As the designated leader of the school, the principal works to ensure that the learning goals of the Kto12 standards-based curriculum are achieved. The principal is therefore primarily an instructional leader who continuously seeks ways to improve the school's teaching-learning processes and environments and improve student performance.

### Basis of Evaluation

The principal effectively functions as an instructional leader in a number of significant activities. The principal communicates to all sectors and stakeholders the directions of the school's Vision and Mission and the desired learning outcomes of the Kto12 standards-based curriculum program. The principal designs and implements a system for aligning the different school operations and departments with the school Vision and Mission and the learning outcomes of the Kto12 standards-based curriculum program. The principal initiates changes in instructional and assessment practices to make learning more relevant, meaningful and evident for all students. The principal actively monitors and provides feedback to different sectors on their implementation of and contributions to the accomplishment of the Kto12 curriculum goals. The principal supports the professional growth of the faculty and staff and encourages them to adopt a growth mindset and become lifelong learners in the understanding and practice of relevant 21<sup>st</sup> century pedagogies. The principal provides time for teachers to collaborate on analyzing data on student performance and planning interventions for higher student achievement. The principal also manages the school's resources and funds to provide the needed instructional facilities and materials for successful teaching.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
1. A system that actively communicates to various stakeholders the school's Vision, Mission, and K to12 standards and directions and school's innovations in curriculum development, assessment and instruction*	<ul style="list-style-type: none"> <li>- Are the PVMGO and Kto12 directions disseminated to stakeholders?</li> <li>- Are innovations in curriculum development, assessment and instruction disseminated to stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>- Orientation of school's PVMGO and Kto12 curriculum directions and plans to various stakeholders</li> <li>- Dissemination of innovations in curriculum development, assessment and instruction to various stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Orientation Program Minutes/Documentation</li> <li>- Presentation of School's Curriculum directions with different stakeholders such as Board of Trustees, officers of Parents' Association, officers of Alumni Association, and partner organizations</li> </ul>
2. A system for monitoring and evaluating the extent of alignment of school operations	<ul style="list-style-type: none"> <li>- Are there established monitoring and evaluation processes on the alignment</li> </ul>	<ul style="list-style-type: none"> <li>- Alignment of operations plans with school's PVMGO</li> </ul>	<ul style="list-style-type: none"> <li>- SSIP Area in Curriculum, Assessment and Instruction</li> <li>- SSIP Performance Report</li> </ul>

with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum goals*	of curriculum instruction and PVMGO with school operations?	and curriculum goals - Achievement of operations plans for implementation of PVMGO and curriculum goals	in Area of Curriculum, Assessment and Instruction - Annual Operational Plan Performance Report - Annual Operational Plan Achievement Report - Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings
3. Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making*	<ul style="list-style-type: none"> <li>- Are data on student learning and performance collected regularly?</li> <li>- Are these data interpreted and analyzed? Are the data used to make decisions regarding curriculum development and updating?</li> <li>- Is there regular dissemination of data on student learning performance to key administrators to guide decision-making?</li> </ul>	<ul style="list-style-type: none"> <li>- Data on student achievement of curriculum map standards and competencies</li> <li>- System of reporting, disseminating and using data on student achievement to various administrators</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Reports on Student Performance of Curriculum Map Standards and Competencies</li> <li>- Data Presentations in Subject PLC meetings</li> <li>- System of or procedures for Curriculum Development and Updating</li> <li>- Sample students' answers in formative assessments in different subject areas</li> <li>- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings</li> <li>- Periodic or annual reports on</li> </ul>

			curriculum evaluation
4. Continuous improvement of the curriculum and instruction through development activities in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction*	- Are curriculum development efforts and strategies included in the SSIP?	- Provision of curriculum development activities in SSIP area of Curriculum, Assessment and Instruction - Reports of accomplishment of development activities of SSIP area of Curriculum, Assessment and Instruction in Annual Operational Plans	- Standards-based School Improvement Plan in the area of Curriculum, Assessment and Instruction - Annual Operational Plans - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Curriculum evaluation and Recommendations
5. A supervisory program that:			
- monitors and evaluates the design and delivery of instruction on Kto12 standards in various modalities and integration of technology in teaching and learning	- Is there a part of the supervisory program that checks on the proper design and delivery of instruction on Kto12 standards in various modalities? - Is there a part of the supervisory program that examines the effective integration of technology in teaching and learning?	Instructional Supervisory program that includes: - monitoring and Evaluation of instruction of Kto12 standards in various modalities - monitoring and evaluation of technology integration in teaching and learning	- Instructional Supervisory Program - Results of Appraisal of Blended/Distance Learning - Guidelines for Technology Integration and Teaching and Learning in Various Modalities - Classroom Observation Form
- provides coaching and mentoring activities for faculty in the teaching and learning of the K to12 standards and 21st century skills	- Are there coaching and mentoring activities/ program towards teaching	- Provision of opportunities or activities for coaching and mentoring teachers on	- Instructional Supervisory Program - Faculty Professional

	Kto12 standards and competencies and 21 <sup>st</sup> century skills?	various aspects of teaching and learning	Development Program and seminars-workshops involving coaching and mentoring - Records of post-classroom observation conference by subject coordinator or principal with teacher
6. A system for teachers to periodically and collaboratively analyze data on student performance and plan interventions that enable students to meet the standards and related competencies	<ul style="list-style-type: none"> <li>- Are teacher activities on analyses of student performance data and corollary intervention planning?</li> <li>- Are teacher activities on analyses of student performance and intervention planning consistent and regularly conducted?</li> </ul>	<ul style="list-style-type: none"> <li>- Protocol for analyzing data on student achievement and determining appropriate interventions</li> <li>- Results of effect of interventions on student performance</li> </ul>	<ul style="list-style-type: none"> <li>- Schedules and Minutes of Year level or subject department PLC meetings</li> <li>- Sample PLC reports</li> <li>- Minutes of Department Meetings on Student Performance and Intervention Planning</li> </ul>
7. Provision for timely access to and optimum use of instructional resources, facilities materials and equipment	<ul style="list-style-type: none"> <li>- Are instructional materials and equipment available and accessible for teachers' use?</li> <li>- Is the use of instructional materials and equipment consistent? Optimized?</li> </ul>	<ul style="list-style-type: none"> <li>- Policies for teachers' access to and use of instructional materials, equipment and resources</li> <li>- Records of teachers' access to and active use of instructional materials, equipment and resources</li> </ul>	<ul style="list-style-type: none"> <li>- System for Selection, Procurement, Development and Utilization of Instructional Resources/ Materials</li> <li>- Library Policies for borrowing and using print, audiovisual and electronic resources and materials</li> </ul>



			<ul style="list-style-type: none"> <li>- Custodian reports on utilization of print, audiovisual and electronic resources and materials and equipment</li> <li>- Subject curriculum maps</li> <li>- Subject learning plans</li> </ul>
8. A professional development plan for the instructional leaders and academic coordinators that provides for their academic upgrading and updating them on current trends in curriculum development, teaching and learning and instructional management *	<ul style="list-style-type: none"> <li>- Is there a development plan for administrators that include:               <ul style="list-style-type: none"> <li>a. Graduate studies?</li> <li>b. Seminars and trainings on curriculum updating, teaching and learning?</li> <li>c. Instructional management?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Professional development programs that upgrade the instructional leaders' academic qualifications and update their knowledge of current trends</li> <li>- Professional development programs that upgrade the instructional leaders' management competencies</li> </ul>	<ul style="list-style-type: none"> <li>- Plans in SSIP area of Instructional Leadership, Faculty and Administration and Governance</li> <li>- Annual Operational Plan</li> <li>- Academic Administrator - Professional Development Program and seminars-workshops</li> <li>- School support for faculty and administrators' graduate studies</li> </ul>
9. A system for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions to the school's attainment of its philosophy, vision-mission, goals and objectives Kto12 program goals, and students' well-being.	<ul style="list-style-type: none"> <li>- Are there established networks and linkages with partner agencies and support groups in the promotion of the PVMGO? In the attainment of the curriculum goals?</li> </ul>	<ul style="list-style-type: none"> <li>- Provision of activities which enable school partners and linkages to dialogue on possible contributions to the school's attainment of the school's PVMGO</li> <li>- Opportunities for school partners to suggest actions or plans for the attainment</li> </ul>	<ul style="list-style-type: none"> <li>- System for Selecting and Establishing School Partners and Linkages</li> <li>- Directory of School Partners and Linkages</li> <li>- Minutes of meetings with School Partners and Linkages</li> </ul>

		of the Kto12 curriculum goals and students' well-being	- List of Activities with School Partners and Linkages
10. A learning continuity program that provides protocols for addressing disruptions in school schedules and instruction brought about by calamities, disasters, crises and emergencies and delivering instruction in alternative modalities.*	<ul style="list-style-type: none"> <li>- Is there a published Learning Continuity program that addresses disruptions in school schedule and instruction due to calamities, disasters, crises and emergencies?</li> <li>- Does the program present guidelines and protocols that describe the modalities for delivering instruction?</li> </ul>	<ul style="list-style-type: none"> <li>- A published Learning Continuity program that addresses disruptions in school schedule and instruction due to calamities, disasters, crises and emergencies</li> <li>- Guidelines and protocols in the program on the kind of modalities for delivering instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Learning Continuity Program</li> <li>- Minutes of meetings of Principal's Council on guidelines for Learning Continuity</li> </ul>
11. A learning recovery program that provides faculty with specific guidelines, differentiated activities and assessments on how to close students' learning gaps and achieve intended learning outcomes. *	<ul style="list-style-type: none"> <li>- Is there a published Learning Recovery program?</li> <li>- Does the program present guidelines, sample differentiated activities and assessments for identifying and closing learning gaps?</li> </ul>	<ul style="list-style-type: none"> <li>- A published Learning Recovery program</li> <li>- Guidelines, example differentiated activities and assessments for identifying and closing learning gaps</li> </ul>	<ul style="list-style-type: none"> <li>- Learning Recovery Program</li> <li>- Academic Intervention Program</li> </ul>
12. Policies and guidelines for ensuring academic integrity of students' work in various modalities of instruction and assessment*	<ul style="list-style-type: none"> <li>- Does the school have published policies and guidelines regarding academic integrity of students' work in various</li> </ul>	<ul style="list-style-type: none"> <li>- Published policies and guidelines regarding academic integrity of students' work in various modalities of instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Policies and Guidelines on Academic Integrity</li> <li>- Program on Digital Citizenship and Netiquette</li> </ul>

	modalities of instruction and assessment? - Do these policies include school actions related to plagiarized work?	- Inclusion of school action on plagiarized work	- Student Handbook Provisions on Academic Integrity - Research Guidelines with sections on Academic Integrity
AREA RATING:			
Comments:			

## D. FACULTY

### Description

The school recruits, hires and maintains faculty who are licensed, qualified, competent, and sufficient in number to effectively enable the school and the specific educational programs offered to accomplish their purposes. Faculty assignments are such that faculty members are able to carry out their duties effectively. Faculty members have adequate time to prepare and provide effective instruction, advice and evaluate students, continue professional growth, and participate in service activities expected by the school. The student-faculty ratio is consistent with the size, scope, goals, and the specific purposes and requirements of the programs offered. All faculty members are able to guide student learning and to communicate personal knowledge and experience effectively.

### Basis of Evaluation

Feedback on the faculty's performance is given in different ways. The school regularly conducts annual faculty performance appraisals and clinical supervision to help faculty assess themselves and improve on their performance. The school also offers varied professional development opportunities to upgrade the faculty's competence and deepen their understanding of their particular functions. The design of the professional development program is guided by the school's philosophy/mission and aligned with the 2017 Philippine Professional Standards for Teachers.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
1. A system for:			
- recruiting, screening and hiring licensed and qualified teachers*	<ul style="list-style-type: none"> <li>- Are there established SOPs/policies for recruiting, screening and hiring?</li> <li>- Are the teachers licensed and qualified?</li> </ul>	<ul style="list-style-type: none"> <li>- Recruiting, screening and hiring protocols</li> <li>- Professional licenses of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment, Selection, Hiring/Placement Policies and Procedures</li> <li>- Notarized Teachers' Contracts</li> <li>- Administration Manual</li> <li>- Teachers' profile</li> <li>- Teacher's 201 File</li> </ul>
- assigning teachers' loads compliant with their qualifications and other DepEd requirements	<ul style="list-style-type: none"> <li>- Are teacher loads and assignments based on their fields of concentration?</li> </ul>	<ul style="list-style-type: none"> <li>- Protocols on assigning teachers' loads and other assignments</li> <li>- Teachers' loads and assignments in their field of</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' Program</li> <li>- Summary of Faculty Loads and Assignments</li> <li>- Teachers' Contracts</li> </ul>

		concentration	
- disseminating latest DepEd and PRC memos, circulars and orders.	- Is there regular dissemination of DepEd, PRC and government orders, Memos and circulars, etc.?	- Regular announcements and postings of DepEd, PRC and other government orders, memos and circulars	- Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders, etc.
2. A Faculty Manual defining faculty functions, duties and responsibilities, benefits and privileges that is accepted, published and well-disseminated*	<ul style="list-style-type: none"> <li>- Is there a Faculty Manual that defines functions, duties and responsibilities, benefits and privileges, and school policies involving faculty service?</li> <li>- Is this manual published and distributed?</li> <li>- Are the manual contents discussed and well-disseminated?</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Manual that includes faculty functions and responsibilities, benefits and privileges and school policies</li> <li>- Accepted, Published, well-disseminated and distributed Faculty Manual</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Manual</li> <li>- Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed</li> </ul>
3. Faculty development plan designed to:			
- help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers*	- Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST?	<ul style="list-style-type: none"> <li>- Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST</li> <li>- Content Knowledge and Pedagogy</li> <li>- Learning Environment</li> <li>- Diversity of Learners</li> <li>- Curriculum and Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Development Plan</li> <li>- Faculty Development Plan Evaluation Instruments, Results and Summaries</li> <li>- Faculty Performance Evaluation Instruments, Results and Summaries</li> </ul>

		<ul style="list-style-type: none"> <li>- Assessment and Reporting</li> <li>- Community Linkages and Professional Engagement</li> <li>- Personal Growth and Professional Development</li> </ul>	
<ul style="list-style-type: none"> <li>- enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student Learning*</li> </ul>	<ul style="list-style-type: none"> <li>- Does the Faculty Development Plan provide structures for faculty to organize and participate in Professional Learning Communities particularly to improve student learning through collaborative work and study? Through participative faculty performance evaluation and peer evaluation?</li> </ul>	<ul style="list-style-type: none"> <li>- organization of and participation in PLC by the teachers</li> <li>- inclusion of collaborative work and study and peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- List of PLC Activities</li> <li>- Minutes of the PLC meetings</li> <li>- Attendance Sheets during the PLC meetings</li> <li>- Faculty Evaluation reports by Peers</li> </ul>
<ul style="list-style-type: none"> <li>- recognize and reward outstanding teacher performance, initiative and creativity</li> </ul>	<ul style="list-style-type: none"> <li>- Are there provisions to recognize outstanding teacher performance? Initiative? Creativity and innovation?</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition for outstanding faculty performance, initiative, creativity and innovation</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Awards and Recognition Package</li> <li>- List of Recipients of Faculty Awards</li> <li>- Faculty performance appraisal instruments and results</li> </ul>
<ul style="list-style-type: none"> <li>- equip teachers with the knowledge and skills needed for the effective delivery of instruction in various modalities</li> </ul>	<ul style="list-style-type: none"> <li>- Is the faculty provided with training on delivering instruction in various modalities?</li> <li>- Does the training include</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training program on delivering instruction in different modalities</li> <li>- Inclusion of hands-on</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Development Program</li> <li>- Teacher Training Program</li> <li>- Summer In-Service Training Program</li> </ul>

	hands-on experiences with relevant technology or digital applications?	experiences with relevant technology or digital applications	- Seminar-Workshops Program on and Outputs of Technology Integration
4. Regular conduct of faculty performance appraisal as basis for promotion and clinical supervision *	- Is faculty performance appraisal conducted regularly? - Is faculty performance utilized as basis for promotion/recognition? Clinical supervision?	- Regular faculty performance appraisal - Use of performance results in promotion, salary upgrading, recognition and clinical supervision	- Summary of Faculty Performance Appraisal results - Promotion Policies - Salary Scale - Supervisory Plan/Clinical Supervision Plan
AREA RATING:			
Comments:			

## E. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES

### Description

Academic Support Services and Student Development services work together to accomplish the school's curriculum goals and assist in its evaluation and enhancement. These academic support service units as measures of quality facilitate the **efficient and effective curriculum implementation and instructional delivery**: Registrar's Office, Library-IMC and Laboratories. The admission policy should be consistent with the PVMGO of the school and its effectiveness is in its predictive ability of the learner's academic potentials.

### Basis of Evaluation

Recording of student admission, progress and achievement and preparations of transcripts of records, certificates and diplomas and organization of students' academic data are done in the Registrar's Office. Adequacy, accessibility and confidentiality of these data are measures of quality.

The Library- Instructional Media Center is the principal educational-print, non-print and digital resource-repository of the school. The Library-IMC is designed to facilitate active and inquiry-based learning, individual and **self-paced** study and research, and leisurely reading. It serves as an integral part of every learners' educational experience. Accessibility, **up-datedness**, and adequacy in scope, quantity, timeliness, and relevance to varied learning modalities are measures of quality.

The Laboratories include the Sciences Laboratories: (Biology, Chemistry and Physics), Computer Laboratories and the Technology and Livelihood Education Laboratories. They are venues that promote inquiry, discovery and research, and application of theories and principles covered in the different courses of study.

The laboratory provisions are adequate to meet DepEd requirements defined by the enrolment, programs offered by the school, and varied alternative and blended learning modalities: space, number, appropriate and recent. The Laboratories are functional, well-kept and safe. There are evidences of systematic operations management and continuing improvement.

### Description

Student Development Services assist in the growth and development of the school community. The Guidance and Counseling, Student Activity, Health and Nutrition Programs support the academic, psychological, social-mental development leading to total well-being of the learner. The Guidance and Counseling Program assists the learners in their personal and interpersonal relations through the admission services, guidance: orientation, individual inventory, testing and research, counseling, career guidance development and placement and follow-up services.

### Basis of Evaluation

Guidance and Counseling includes orientation for learners to usher them to the school and its various programs and offerings, individual learner inventory of personal, mental and pertinent psycho-social information necessary for self-knowledge and self-development, testing and research



efficient towards assessment and analyses of individual and institutional growth needs, individual and group counseling in the learners' effective understanding of themselves **and their overall learner well-being**, developmental career guidance so learners may be assisted in making career choices, and placement and follow-up procedures to ensure instructional differentiation and learner assistance.

The Health and Nutrition Services provide for primary medical and dental examinations, emergency care, and proper nutrition essential for the well-being of the learners while they are in school. It also includes infection control and containment provisions.

The Student Activity Program includes co-curricular and extra - curricular activities that promote the holistic development of the learners, complement the Kto12 program and pursue the PVMGO of the school. These activities must collectively develop student initiative, responsibility and leadership as well as desirable social relationships.

Student Discipline covers matters on student decorum, behavior formation and disciplinary measures **in a positive learning environment**. It is implemented by a Discipline Officer.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
I. General			
1. Key non-teaching personnel that provide academic support services meet national standards: <ul style="list-style-type: none"> <li>- qualified Registrar *</li> <li>- qualified and licensed Librarian *</li> <li>- qualified and licensed Guidance *</li> <li>- qualified and licensed Medical staff *</li> <li>- qualified and licensed Dental staff *</li> </ul>	<ul style="list-style-type: none"> <li>- Are the key Non-Teaching personnel licensed: Librarian, Guidance and Medical and Dental staff qualified?</li> <li>- Is the Registrar a graduate of a 4-year course?</li> </ul>	<ul style="list-style-type: none"> <li>- PRC licenses of Key Non-Teaching Personnel</li> <li>- Official Transcript of Records of Key Non-Teaching Personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Diploma</li> <li>- PRC licenses</li> <li>- Transcript of Records/OTR</li> <li>- Notarized Contracts of Key Non-Teaching Personnel</li> <li>- Key Non-Teaching Personnel 201 File</li> <li>- Personnel profile</li> <li>- Training Certificates</li> </ul>
2. The number of personnel assigned is adequate to the size of the population*	<ul style="list-style-type: none"> <li>- Is the number of personnel adequate for the population size?</li> </ul>	<ul style="list-style-type: none"> <li>- Adequacy of the Number of personnel for the school population</li> </ul>	<ul style="list-style-type: none"> <li>- Number of Key Non-Teaching Personnel</li> <li>- Enrollment Statistics</li> <li>- Personnel Statistics</li> <li>- Personnel-Student Ratio</li> </ul>

			*Guidance Counsellor – 1:500 *Librarian – 1:1000
3. A handbook or manual of the different policies and operations in each academic support unit	- Is there a handbook or manual of SOPs, or its equivalent, for each Academic support unit?	- Academic Support Unit SOPs in a handbook or manual form	- Academic Support Unit Manuals or Handbooks or their equivalent - Academic Support Unit Policies and Guidelines - Administration Manual
4. A professional development program that provides for opportunities for growth and advancement of the staff of the different academic support offices*	- Is there a Professional Development Plan for the Non-Teaching Personnel? - Does it include among others the following: a. Graduate studies? b. Skills Training? c. Coaching and Mentoring?	- A professional development plan for non-teaching personnel which includes: *graduate studies * skills training * performance evaluation *coaching and mentoring etc.	- Professional Development Plan for Non-Teaching Personnel - Calendar of Professional Development Activities for Non-Teaching personnel - Forms of Assistance for: a. Graduate Studies b. Skills Training c. Coaching and mentoring
II. Registrar's Office			
1. Established policies and procedures for safekeeping, retrieval, retention and disposal of learners' records according to the Data Privacy Act*	- Do the records management SOPs comply with the Data Privacy Act?	- Compliance with Data Privacy in records management particularly in: *Safekeeping *Retrieval *Retention *Disposal	- Registrar's Office SOPs/ Handbook/Manual - Administration Manual - Data Privacy Policies and Protocols - Secretary's Certificate of Designation and Registration of a Data Protection Office

			with the National Privacy Commission - Registration of the School's Data processing systems with the National Privacy Commission - Submission of an Annual Security Incident Report
2. Admission and enrollment procedure is well - disseminated and consistently implemented	- Are the Admission and Enrollment procedures posted? Published? Consistently implemented?	- Announcements and Postings of Admission and Enrollment procedures - Consistent Implementation of the Admission and Enrollment procedures	- Announcements and Bulletin Board postings of Registrar's Office Admission and Enrollment SOPs - Registrar's Office Handbook - Admission and Enrollment Brochures/Flyers - Admission and Enrollment flowchart, etc.
3. Updated and complete school MIS*	- Is there a school MIS that is updated and current?	- Updated and current MIS - Accessibility and easy retrieval of school data and learner information	- Updated and current MIS - Updated student data - School Forms
<b>III. Library-Instructional Media Center</b>			
1. A program for selection, acquisition, management and development of library, Instructional Media Center and digitized learning resources towards optimum utilization by learners and faculty in instructional activities, independent and	- Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in	- Program/Plan for the Development of the Library, IMC and digital Learning Resources and services - Allocation of fees for library acquisitions (70%)	- Library-IMC Development Program - Library-IMC Accession and Inventory Records - SSIP - Library Budget

<p>self-paced study, and research as well as:</p> <p>1.1 Text-based materials like printed or digital copies of self-learning modular supplementary resources*</p> <p>1.2 Non-text-based materials like tools, devices, equipment and manipulatives, digitized learning materials, video-lessons, radio-based lessons, etc*</p>	<p>their instructional activities and research needs?</p> <p>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?</p> <p>- Is the allocation from the library fees for the development of library collections and services adequate?</p> <p>- Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?</p>	<p>- Text-based print and digitized materials</p> <p>- Non-text-based materials</p>	<p>- Annual School Budget</p> <p>- List of Text-based materials</p> <p>- List of Non-text-based materials</p>
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<p>2. Varied and accessible Library Services responsive to in-person, alternative learning delivery modalities and blended learning approaches such as library instruction and orientation, individual work, self-paced study and independent research, leisure reading, etc.*</p>	<ul style="list-style-type: none"> <li>- Is the library and its services accessible? Centrally-located? Open through-out the day/ Whole-Day schedule?</li> <li>- Does the library provide a variety of services that support instruction such as:               <ul style="list-style-type: none"> <li>a. Library orientation?</li> <li>b. Leisure Reading?</li> <li>c. Individual Work, Self-Paced Study and Research?</li> <li>d. Instructional Program</li> </ul> </li> <li>- Does the library provide other services that support ADBL modalities?</li> </ul>	<ul style="list-style-type: none"> <li>- Accessibility of library and its services</li> <li>- Variety of the library services</li> </ul>	<ul style="list-style-type: none"> <li>- Library Handbook or Manual or its equivalent</li> <li>- School Map</li> <li>- Calendar of Activities of the Library</li> <li>- Library Activities for Learners and Teachers</li> <li>- Library Schedule</li> <li>- List of library services and Programs</li> </ul>
<p>3. Adequate space, <b>resources</b>, fixtures and operational dynamics that comply with established Library – IMC management standards*</p>	<ul style="list-style-type: none"> <li>- Is the library floor space adequate for the school population size?</li> <li>- Is the seating capacity adequate for the school population size?</li> <li>- Are the number of books adequate for the school population size? (4-5 reference books per area)</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance of Lib-IMC space (72 sq.m./500 students + 8% of enrollment in excess)</li> <li>- Compliance of seating capacity (12% of population for small; 15% of population for big)</li> <li>- Compliance with minimum number of holdings, fixtures</li> </ul>	<ul style="list-style-type: none"> <li>- Library Floor Plan</li> <li>- Library Manual or Handbook or its equivalent</li> <li>- Accession record and inventory list</li> <li>-List of Library resources: equipment, materials, etc</li> <li>- Actual number of seats</li> </ul>

	<p>(4000 initial collection)</p> <ul style="list-style-type: none"> <li>- Does the library have the following: <ul style="list-style-type: none"> <li>a. Charging table?</li> <li>b. Professional/Faculty section</li> <li>c. Technical Area</li> <li>d. Card Catalogues? OPAC?</li> <li>e. Circulation Area</li> <li>f. Periodicals Area</li> <li>g. Filipiniana Area</li> <li>h. Study and Research Area</li> <li>i. Internet Area</li> <li>j. Library tools: Dewey Decimal System, AACR II, Sear's List</li> </ul> </li> </ul>	<p>and operational structures (4-5 reference books per area; 4000 initial collection) (fixtures and structures a-j)</p> <ul style="list-style-type: none"> <li>- supplementary resources required by ADBL modes</li> </ul>	
<p>4. Wide and balanced collection of learners' references, professional books in the different subjects and disciplines, print and non-print learning resources, and other supplementary materials collaboratively selected by the learners, teachers &amp; academic teams*</p>	<ul style="list-style-type: none"> <li>- Is there a wide and balanced collection of: <ul style="list-style-type: none"> <li>a. Print and non-print/ Digitized/online?</li> <li>b. Professional and student references?</li> <li>c. Books and Periodicals?</li> <li>d. General References, Yearbooks, dictionary and almanacs?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Library Collection Program with a wide and balanced: <ul style="list-style-type: none"> <li>a. Print materials</li> <li>b. IMC, non-print and digitized materials</li> </ul> </li> <li>- Library Committee that represents the various academic sectors that guides in selection and prioritization of library acquisition</li> </ul>	<ul style="list-style-type: none"> <li>- Library Collection Program</li> <li>- Accession Record and Inventory List</li> <li>- Number of Titles per area per copyright date</li> <li>- IMC and digital collection</li> <li>- Library Committee membership, functions, schedule of meetings and minutes</li> </ul>

	<ul style="list-style-type: none"> <li>- Are the various academic areas involved in maintaining the balance of library collection?</li> <li>Selection and prioritization of acquisition?</li> </ul>		
IV. Laboratories			
1. Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment, course/technology packs for skills-building and procedural topics, activity workbooks in: <ul style="list-style-type: none"> <li>- Biology*</li> <li>- Chemistry*</li> <li>- Physics*</li> <li>- TLE Laboratories*</li> <li>- Computer Laboratories*</li> </ul>	<ul style="list-style-type: none"> <li>- Are the laboratory supplies, tools and equipment, technology packs, activity workbooks appropriate for the laboratory activities prescribed by the curriculum maps?</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriateness of: <ul style="list-style-type: none"> <li>*laboratory supplies, tools and equipment</li> <li>* course/technology packs</li> <li>*activity sheets/ workbooks</li> </ul> </li> <li>needed by the prescribed laboratory activities</li> </ul>	<ul style="list-style-type: none"> <li>- Inventory list per laboratory</li> <li>- List of Laboratory Activities per subject</li> <li>- List of Laboratory Experiments/Activities</li> <li>- Course/Technology packs</li> <li>- Activity Workbooks</li> </ul>
2. Policies and procedures on the systematic management of materials and equipment <b>and other resources</b> of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc. <ul style="list-style-type: none"> <li>- Biology</li> <li>- Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>- Are there established policies and procedures on systematic and sustainable management of the laboratories? Written and disseminated?</li> <li>- In the Laboratories, is there consistent and proper implementation of SOPs</li> </ul>	<ul style="list-style-type: none"> <li>- Written and disseminated laboratory SOPs and protocols</li> <li>- Consistent implementation of laboratory management SOPs</li> </ul>	<ul style="list-style-type: none"> <li>- Laboratory Handbook/ Manual/SOPs</li> <li>- Postings of Laboratory SOPs</li> <li>- Laboratory Orientation Program</li> <li>- Minutes of laboratory Orientation</li> <li>- Laboratory Calendar of Activities</li> </ul>

<ul style="list-style-type: none"> <li>- Physics</li> <li>- TLE Laboratories</li> <li>- Computer Laboratories</li> </ul>	<ul style="list-style-type: none"> <li>for Requisition?</li> <li>Procurement? Inventory?</li> <li>Storing, Labeling and Display?</li> <li>- Dispensing? Repair and Maintenance?</li> </ul>		
V. Guidance and Counseling			
1. A holistic, responsive and differentiated guidance and counseling program that addresses the learners' academic, moral, social-emotional, and career development, collaboratively implemented with parents and teachers*	<ul style="list-style-type: none"> <li>- Is there a guidance and counseling program that meets the various needs of the students?</li> <li>- Is the guidance and counseling program collaboratively implemented?</li> </ul>	<ul style="list-style-type: none"> <li>- Program that provides holistic, responsive and differentiated Guidance and Counseling to students</li> <li>- Guidance and Counseling Program that supports academic, moral, psycho-social and career development</li> <li>- Collaborative implementation of the Guidance and Counseling program</li> </ul>	<ul style="list-style-type: none"> <li>- Guidance and Counseling Program</li> <li>- Guidance and Counseling Program Mechanics, Activities and Schedule</li> <li>- List of Guidance and Counseling Program Resources</li> <li>- List of Parents Facilitators</li> <li>- List of Peer Facilitators</li> </ul>
2. A developmental career guidance program that provides learners with adequate knowledge and experience about the world of work and potential careers*	<ul style="list-style-type: none"> <li>- Is there a developmental career guidance program?</li> </ul>	<ul style="list-style-type: none"> <li>- Career Guidance Program which includes:</li> <li>*Career Orientation Activities</li> <li>*Career Exposure Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Developmental Career Guidance Program</li> <li>-Developmental Career Guidance Program Activities and schedule</li> <li>-Career Exposure Activities</li> </ul>



3. A program for inventory and testing services to gather information on learners' psychological and emotional make-up, intellectual capabilities and difficulties, and occupational and career interests*	<ul style="list-style-type: none"> <li>- Is there a functional testing program?</li> <li>- Are there varied test materials: psychological-emotional, intelligence and achievement, career and interest?</li> </ul>	<ul style="list-style-type: none"> <li>- Program for inventory and testing of learners' psychological make-up, traits and interests</li> <li>- Program for inventory and testing of intellectual capabilities</li> <li>- Program for inventory of learners' occupational and career interests</li> </ul>	<ul style="list-style-type: none"> <li>- Inventory and Testing Program</li> <li>- List of Testing Materials Available</li> <li>- Learner Individual Inventory Records/Learner Cumulative Records</li> <li>- Testing Program Schedule</li> </ul>
4. A program for regular monitoring and follow-up of learner scholastic progress and mental health and well-being*	<ul style="list-style-type: none"> <li>- Is there a regular monitoring and follow-up of learner scholastic progress?</li> <li>- Is there regular monitoring and of learner mental health and well-being?</li> </ul>	<ul style="list-style-type: none"> <li>- Regular monitoring and follow-up of learner's academic progress</li> <li>- Regular monitoring and follow-up of learner mental health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>- Learner Follow-up Service Program</li> <li>- Learner Follow-up Service activities</li> <li>- Learner Follow-up researches</li> <li>- Learner socio-emotional follow-up strategies</li> </ul>
5. Homeroom Guidance Program activities responsive to varying academic, moral and social-emotional needs of the learners*	<ul style="list-style-type: none"> <li>- Is there a functional Homeroom Guidance Program?</li> <li>- Do the Homeroom Guidance Program Activities respond to academic, social-emotional and moral well-being of the</li> </ul>	<p>Functional Homeroom Guidance Program Activities that supports learner development, especially on:</p> <ul style="list-style-type: none"> <li>- academic</li> <li>- moral</li> <li>- socio-emotional</li> </ul>	<ul style="list-style-type: none"> <li>- Homeroom Guidance Program</li> <li>- Homeroom Guidance Activities</li> <li>- Homeroom Guidance Implementation details</li> <li>- Homeroom Guidance Schedule</li> </ul>

	learners?		
6. A system for maintaining confidentiality of students' data and information	- Are students' information records kept confidential and managed properly according to Data Privacy Act?	- Confidentiality of Student Information and Record	- Student Information and Records Management SOPs - Guidance Center Handbook/ Manual -Data Privacy Act compliance reports
VI. Health Services			
1. Annual medical and dental check- ups*	- Are medical and dental check-ups conducted annually?	- Annual Medical check-ups - Annual Dental Health check-ups	- Schedule of medical and dental check-ups -Schedule of medical and dental check-ups - Individual Learner Health records - List of Clinic Activities
2. Updated and well-kept medical and dental records of learners*	- Are the medical and dental records of learners complete, updated and secure?	- Health Service files that are: *complete *updated *secure	- Individual Learner Health Records - Policies and protocols on records management
3. Provisions for adequate and immediate emergency care*	- Is there a trained staff available to give first-aid and emergency care when needed? - Are there adequate provisions for first aid and emergency care?	- Adequacy of provisions for first-aid and emergency care - Availability of first and emergency care	- Inventory of Clinic Resources, Supplies and Equipment - Assigned Staff to provide emergency care - Trainings of Assigned staff - Clinic Schedule - Emergency Care SOPs/ Clinic

			<ul style="list-style-type: none"> <li>- Student Handbook/Manual</li> <li>- First aid and emergency care SOPs</li> </ul>
4. Structures, protocols for infection control and containment that are well-disseminated and consistently implemented.	<ul style="list-style-type: none"> <li>- Are there established structures and protocols to control spread of infection?</li> <li>- Are these protocols well-disseminated and consistently implemented?</li> </ul>	<ul style="list-style-type: none"> <li>- Structures for infection control and containment</li> <li>- Protocols and policies for infection and containment</li> <li>- Dissemination and consistent implementation of infection control and containment</li> </ul>	<ul style="list-style-type: none"> <li>- Infection Control Policies and Protocols</li> <li>- Infection Control and Containment structures</li> <li>- Flyers/Brochures/Postings on Infection Control Protocols</li> <li>- Minutes of Orientation meetings</li> </ul>
VII. Student Activity Program			
1. A Student Handbook stipulating policies on learners' rights, responsibilities and decorum, school provisions and school discipline that is published, distributed and well-disseminated to all learners, parents and personnel*	<ul style="list-style-type: none"> <li>- Is there a Student Handbook containing policies pertinent to student life in school?</li> <li>- Is the Student Handbook published? Distributed? Well-disseminated?</li> </ul>	<ul style="list-style-type: none"> <li>- A Handbook/Manual or guide on learner rights, responsibilities, proper decorum and discipline policies</li> <li>- Dissemination, publication and distribution of the Student Handbook and its contents</li> </ul>	<ul style="list-style-type: none"> <li>- Student Handbook/Manual or its equivalent</li> <li>- Learner Orientation Program</li> <li>- Minutes of the Orientation Meetings</li> </ul>
2. A system for collaborative review and updating of the Student Handbook consistent with school's vision-mission and with the latest legal provisions	<ul style="list-style-type: none"> <li>- Is the Student Handbook updated to align with the PVMGO and latest legal provisions?</li> <li>- Is the review and revision a collaborative endeavor</li> </ul>	<ul style="list-style-type: none"> <li>- Review and updating of the Student Handbook consistent with: <ul style="list-style-type: none"> <li>*PVMGO</li> <li>*latest DepEd orders and other legislations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Student Handbook/Manual</li> <li>- Minutes of the meeting on the review and revision of the Student Handbook</li> <li>- Attendance list meeting on the review and revision of</li> </ul>

	among school stakeholders?	- Participation of the different school sectors in the review and updating of the Student Handbook	the Student Handbook - Membership of the Student Handbook Review and Revision Committee
3. A Student Activity Program which includes co- and extra – curricular activities towards holistic learner formation and ensures seamless connection and integration of learning of the Kto12 Standards within and across learning areas*	<ul style="list-style-type: none"> <li>- Does the Student Activity Program include co-curricular activities and extra-curricular activities that contribute to total student development?</li> <li>- Does the Student Activity Program pursue the Kto12 goals and standards?</li> </ul>	<ul style="list-style-type: none"> <li>- Student Activity program that is Holistic</li> <li>- Student Activity Program that is supportive of the integration of Kto12 curriculum standards within across learning areas</li> </ul>	<ul style="list-style-type: none"> <li>- Student Activity Program</li> <li>- Student Activity Program mechanics and details</li> <li>- Calendar of Co-Curricular and Extra-Curricular Activities</li> <li>- List of Clubs</li> </ul>
<b>VIII. Student Discipline</b>			
1. School discipline policy firmly rooted on the PVMGO and over-all learner welfare according to the Children Protection Policy and Anti – Bullying Act*	<ul style="list-style-type: none"> <li>- Do student discipline policies uphold overall student welfare?</li> <li>- Are the student discipline policies defined by the school PVMGO?</li> </ul>	<ul style="list-style-type: none"> <li>- Student Discipline policies rooted on the school PVMGO</li> <li>- Student Discipline policies that uphold Overall learner welfare according to the Children Protection Act, etc</li> </ul>	<ul style="list-style-type: none"> <li>- Student Discipline policies and protocols</li> <li>- Student Handbook/Manual</li> </ul>
2. Practice of disciplinary interventions that are positive, restorative, just and fair to all concerned.	<ul style="list-style-type: none"> <li>- Are disciplinary interventions just and fair?</li> <li>- Are disciplinary interventions humane and transformative?</li> </ul>	<ul style="list-style-type: none"> <li>- Disciplinary interventions that are just, fair and transformative</li> <li>- Discipline policies that are positive and restorative</li> </ul>	<ul style="list-style-type: none"> <li>- Disciplinary measures and interventions</li> <li>- Disciplinary processes and protocols</li> <li>- Minutes of discipline</li> </ul>

	- Are the disciplinary processes and protocols collaborative to generate a positive and comprehensive outlook?		Committee meetings - Discipline Committee Membership - Child Protection Policy - Social Media Policy
3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*	- Are disciplinary records kept secure and confidential?	- Disciplinary records management that ensure: *completeness and up-to-dateness *information security *confidentiality	-Learner Disciplinary Records Management policies and protocols - Data Privacy policies and protocols - Learner Disciplinary Records and Files - Secretary’s Certificate of Designation and Registration of a Data Protection Office with the National Privacy Commission - Registration of the School’s Data processing systems with the National Privacy Commission - Submission of an Annual Security Incident Report
AREA RATING:			
COMMENTS:			

## F. PHYSICAL PLANT AND INSTRUCTIONAL SUPPORT FACILITIES

### Description

The physical plant comprises the educational environment covering land, building and building fixtures, learning and other ancillary spaces, and ICT environment providing for a conducive learning atmosphere. It is appropriate and adequate to attain the school vision-mission and program goals and objectives, instructional design and varied learning delivery modalities.

### Basis of Evaluation

The physical environment supports robust teaching and promotes optimal student learning and growth. The physical plant facilities and buildings services must conform with DepEd requirements and National Building Code requisites. It clearly provides for the needs of the programs offered, varied alternative delivery and blended/hybridized learning modalities employed as well as size and scope of the school community while upholding learner total well-being such as health and nutrition, safety and security, sanitation and hygiene. The campus facilities are adequate for curricular and co-curricular activities. School buildings and classrooms are appropriate for educational purposes. Supervisory inspections to ensure health and safety code requirements are regularly conducted.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
1. A system for the design, development, construction and maintenance of different school facilities in line with regulatory and statutory requirements like the National Building Code standards for size, safety and security, environment protection, etc.*	<ul style="list-style-type: none"> <li>- Do the buildings and building fixtures comply with regulatory and statutory requirements and standards for size, safety and security, environment protection, etc.?</li> <li>- Are the school facilities designed and constructed to provide a conducive set-up for learning?</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance with regulatory and statutory requirements for design, construction and development standards</li> <li>- Compliance with regulatory and statutory requirements for size, safety and security and environment protection</li> </ul>	<ul style="list-style-type: none"> <li>- Approved As-Built Plan</li> <li>- Approved School Electrical Plan</li> <li>- Local Engineering Unit Inspection Visit Results</li> <li>- Energy Management Board Clearance Certificate</li> <li>- Fire Department Clearance Certificate</li> </ul>
2. Accessible and adequate provisions for space with due consideration for maximum class size and total population	<ul style="list-style-type: none"> <li>- Are the learning spaces accessible?</li> <li>- Are the learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>- Accessibility of learning areas</li> <li>- Adequacy of spaces and</li> </ul>	<ul style="list-style-type: none"> <li>- Calibrated school map</li> <li>- Number of classrooms for student population</li> </ul>

requirements*	adequate in size to meet maximum class size and total school population?	provisions for maximum class size and total school population	<ul style="list-style-type: none"> <li>- Number of seats per classroom</li> <li>- Size of classrooms</li> <li>- Number of comfort rooms</li> <li>- Size of Libraries, Laboratories, canteen, etc</li> </ul>
<p>3. An ICT infrastructure that is available and appropriate for various flexible learning opportunities and alternative learning modalities which may include:</p> <p>3.1. e-tools, equipment and facilities</p> <p>3.2. communication and information technology</p>	<ul style="list-style-type: none"> <li>- Is the school ICT system adequate to support the various adopted learning delivery modalities?</li> <li>- Is the school ICT infrastructure appropriate to the subjects' needs to attain the Kto12 curriculum standards using the ABDL modalities?</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriateness of ICT infrastructure such as e-tools, equipment facilities, information and communication technology</li> <li>- Availability/Accessibility of ICT infrastructure such as e-tools, equipment, facilities, and communication and information technology</li> </ul>	<ul style="list-style-type: none"> <li>- Inventory of ICT infrastructure</li> <li>- ICT environment design</li> <li>- ICT handbook/manuals</li> <li>- ICT communication protocols and interfaces</li> <li>- ICT requirements in the LPs</li> <li>- ICT requirements in the CMs</li> </ul>
4. Adequate equipment, tools and supplies, laboratory fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first – aid kit, shower, etc.) which conform to the minimum requirements of the DepEd, the needs of the programs offered and the various learning delivery modalities adopted by the school in:	<ul style="list-style-type: none"> <li>- Are the equipment, tools and supplies in each laboratory adequate for the needs of the programs offered?</li> <li>- Are the equipment, tools and supplies in each laboratory a for maximum class size?</li> </ul>	<ul style="list-style-type: none"> <li>- Adequacy of equipment, tools and supplies, and other resources for the: <ul style="list-style-type: none"> <li>*programs offered</li> <li>*maximum class size</li> </ul> </li> <li>- Conformation/ Appropriateness of the equipment, tools and supplies, fixtures and other</li> </ul>	<ul style="list-style-type: none"> <li>- Size of laboratories</li> <li>- Inventory list of equipment, tools, supplies, and other resources per laboratory</li> <li>- List of Acquisition per Laboratory in the last 3 years</li> <li>- Laboratory fixtures</li> </ul>

<ul style="list-style-type: none"> <li>- Biology*</li> <li>- Chemistry*</li> <li>- Physics*</li> <li>- TLE*</li> <li>- Computer*</li> </ul>	<ul style="list-style-type: none"> <li>- Are the fixtures in each laboratory appropriate and current for the programs offered?</li> <li>- Are the equipment, tools and supplies in each laboratory appropriate for the use of the various learning modalities?</li> </ul>	resources for the programs offered and adopted ADBL methodologies	
5. A school facilities development plan that lays out provisions for different learning spaces, ICT environment appropriate to the adopted learning delivery approaches and modalities and addresses varied needs for robust learning.	<ul style="list-style-type: none"> <li>- Is there a Facilities Development plan that sets targets for improvement for the different learning spaces? ICT environment? Other learner needs?</li> </ul>	<ul style="list-style-type: none"> <li>- Facilities/Physical Development Plan for the improvement of: <ul style="list-style-type: none"> <li>&gt;learning spaces</li> <li>&gt;ICT infrastructure</li> <li>&gt;learner well-being facilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Physical Plant Development Plan</li> <li>- ICT Infrastructure Improvement Plan</li> <li>- SSIP</li> <li>- AIP</li> </ul>
6. Adequate provisions for space, equipment and supplies necessary for the conduct of annual medical and dental check-ups, delivery of emergency services, and infection control and containment*	<ul style="list-style-type: none"> <li>- Are there adequate space, equipment and supplies needed for the conduct of annual medical and dental check-ups?</li> <li>- Are there adequate equipment and supplies needed for the delivery of emergency services?</li> <li>- Are there adequate space, equipment and supplies to ensure infection control</li> </ul>	<ul style="list-style-type: none"> <li>- Adequacy of space, equipment, tools and supplies needed for conduct of medical and dental check-ups</li> <li>- Adequacy of space, equipment, tools and supplies for emergency care</li> <li>- Adequacy of space, equipment, tools and supplies to ensure</li> </ul>	<ul style="list-style-type: none"> <li>- Inventory of Clinic Equipment Tools/ Materials Annual Inventory</li> <li>- Clinic Annual Acquisition List of Equipment/ Tools/Materials</li> <li>- Clinic Emergency and First Aid Materials and Equipment</li> <li>- Emergency Care Policies and Procedures</li> <li>- Infection Control and</li> </ul>



	and containment?	infection control and containment	Containment measures and equipment
7. A system for ensuring the safety, health and well-being of the school community through:			
- healthy and nutritious food in the canteen or nutrition center*	- Is the canteen food healthy and nutritious?	- Availability of healthy and nutritious food - Food Preparation Practices to ensure hygiene	- Canteen menu - Canteen food provisions - Current Health Certificates of Food Handlers
- potable drinking water and <b>water for sanitation activities</b>	- Is there adequate supply of potable water? - Is there adequate supply for sanitation use and other purposes?	- Adequacy of potable water - Adequacy of water for learning activities, sanitation and other purposes	- Drinking Fountains - Water catchments - Certificate of Water Potability
- <b>cleanliness</b> and hygiene in the canteen, drinking stations, comfort rooms, play areas and school grounds, classrooms and buildings*	- Is cleanliness observable in the canteen, drinking stations, comfort rooms, play areas and grounds, classroom and buildings? - Is there abundant water supply for cleaning purposes?	- Cleanliness in the canteen, drinking stations, comfort rooms, school grounds, buildings and classrooms	- Maintenance and sanitation SOPs - Number of maintenance personnel assigned - Preventive Maintenance Plan - Sources of water - Rainwater catchments
- safety fixtures, devices and signages wherever needed*	- Are there safety fixtures, devices and signages strategically placed according to regulatory and statutory requirements?	- Availability of safety fixtures, devices and signages wherever needed	- Fire escapes/exits, fire Extinguishers, fire alarm, sand bags, water hoses, etc. - Hand rails - non-slip rubber or metal strips, etc. on stairways - Directions and signages,

			warning signals, etc. - Covered walks - Floor plans - Security personnel list
- disaster and risk reduction protocols and regular conduct of drills*	- Are disaster and risk-reduction protocols established and disseminated? - Is there a regular conduct of fire and earthquake drills as suggested by LGUs and national agencies?	- Disaster preparedness protocols - Regular conduct of fire and earthquake drill	- Disaster and Risk-reduction SOPs - Fire/Earthquake/Bomb Threat Evacuation plan - Fire and Earthquake Compliance Certificates - First-Aid Kits - Floor plans
- hazard-free environment *	- Is the school environment hazard-free? - Are the buildings obstruction free?	- Hazard-free school environment - Obstruction-free campus and building lay-out	- Building lay out - Vicinity map - Site plan - Floor plans
AREA RATING:			
COMMENTS:			

## G. ADMINISTRATION AND GOVERNANCE

### Description

Leadership and governance commits to the attainment of the school's philosophy vision, mission, goals, objectives and core values through its various programs and services. Its administrative organization (1) establishes policies, structures and processes to ensure effectiveness and efficiency of day-to-day operations and long-range planning, (2) implements resource management systems to strengthen operational stability and program sustainability, (3) fosters productive learning climate towards professional and student development, and (4)cultivates collegial, collaborative and reflective relationships with its stakeholders and the wider community conducive for quality student learning.

### Basis of Evaluation

The school's Junior High School Program must be duly recognized by the Department of Education. Its administrative organization is responsible for compliance with DepEd and other legislated requirements. Its governing policies and system mechanisms are defined in a published and well-disseminated Manual of Operations or Administrative Manual. Administrative leadership is manifest in the areas of operations management, human resource development, resource management and program sustainability. The school climate is characterized by positive culture and harmonious relationships among the members of the school community. There are collaborative structures which allow stakeholder participation in school management and decision-making.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
1. A rationalized and functional organizational chart and system that clearly shows the different positions, their areas of responsibilities and accountabilities and relationship of offices with each other*	- Is the organizational chart rationalized? Functional? - Does the organizational chart depict actual school organization relationship dynamics?	- Functionality and rationality of the Organizational Chart - Clarity of school organization relationship dynamics	- School Organizational Chart
2. Qualified School Principal with MA Degree in Education*	- Is the Principal qualified with a Masteral degree in Education?	- MA degree of the Principal	- 201 File of the Principal - OTR of the Principal and Notarized Contract
3. A system that ensures compliance with DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and other legislated requirements and established policies, processes and procedures towards effective and efficient	- Are the documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and other government agencies	- Compliance with documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and	- DepEd Recognition, DepEd-approved Schedule of Fees, Student Forms (SF 1-9), School Calendar, e-BEIs, etc.

school management and operations*	<p>complied with?</p> <ul style="list-style-type: none"> <li>- Are records in place?</li> </ul>	other government agencies	<ul style="list-style-type: none"> <li>- GIS and Updated SEC Registration</li> <li>- Audited Financial Statements</li> <li>- Alpha List, etc.</li> <li>- SSS, Phil Health, Pag-Ibig Monthly Reports</li> <li>-DOH prescribed Health safety structures</li> <li>- Others: PRC licenses of teachers, etc.</li> </ul>
4. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider community towards informed decision-making, significant community support for learning continuity and recovery, learner well-being, and attainment of the PVMGO*	<ul style="list-style-type: none"> <li>- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to inform decision-making?</li> <li>- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to engender community support for school programs and activities for overall learner well-being, learning remediation and recovery, and ADBL modalities?</li> </ul>	<p>Collaboration and consultation with stakeholders towards:</p> <ul style="list-style-type: none"> <li>- decision-making</li> <li>- community involvement in school programs and activities</li> <li>- attainment of PVMGO</li> </ul>	<ul style="list-style-type: none"> <li>- School Calendar of Activities</li> <li>- Minutes of General Assemblies and Council meetings, Ad Hoc and Standing Committee meetings</li> <li>- List of Standing and Ad Hoc Committees and their Membership</li> <li>- Minutes of Consultation Meetings with stakeholders</li> <li>- Minutes of Planning and Evaluation meetings with Stakeholders</li> </ul>

	- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders towards attainment of PVMGO?		
5. An Administration Manual on school policies, processes and a procedure that is accepted, published and well-disseminated*	- Is there an Administration Manual or Manual of Operations, or its equivalent, that contains the school policies, processes and procedures that is published? Discussed? Well-disseminated? Distributed?	- Published, well-disseminated and distributed Administration Manual on school policies, processes and procedures	- Administration Manual - Minutes of the General Assemblies on discussions of the Administration Manual - Records of Distribution of the Administration Manual
6. A professional development plan for school leaders and <b>key</b> administrators that provides for their academic upgrading and development of their management skills*	- Is there a Professional Development Plan for top and mid-level administrators? - Does it include academic studies? Trainings? Etc.	- Plan for academic upgrading and management training for top Administrators	- Professional Development Plan for Administrators - (Proposed) List of Upgrading Activities for Administrators - Provisions/Assistance for Administrators' Upgrading
7. Established policies, processes and procedures that ensure:			
- smooth transfer of responsibilities, properties and documents during changes in management*	- Are there established protocols on the proper turn-over of properties and documents during management changes?	- Turn-over protocols during management changes	- Turn-Over SOPs - Personnel Clearance Forms

<ul style="list-style-type: none"> <li>- confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act</li> </ul>	<ul style="list-style-type: none"> <li>- Is there a system for ensuring the security and confidentiality of school records and data?</li> <li>- Are there established protocols on the proper management of school data, records and documents?</li> </ul>	<ul style="list-style-type: none"> <li>- System of securing school records and data</li> <li>- Data Management protocols</li> </ul>	<ul style="list-style-type: none"> <li>- Data management SOPs</li> <li>- Administration Manual</li> <li>- Secretary's Certificate of Designation and Registration of a Data Protection Office with the National Privacy Commission</li> <li>- Registration of the School's Data processing systems with the National Privacy Commission</li> <li>- Submission of an Annual Security Incident Report</li> </ul>
<ul style="list-style-type: none"> <li>- stewardship through wise and proper use of human and material resources</li> </ul>	<ul style="list-style-type: none"> <li>- Are there established protocols on stewardship of human and material resources?</li> </ul>	<ul style="list-style-type: none"> <li>- Management Protocols for Human and Material Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Resource Management SOPs and measures</li> <li>- Financial School Sustainability Policies and Measures</li> <li>- Minutes of BOT meeting</li> <li>- Administration Manual</li> </ul>
<p>8. A compensation policy that provides salaries and benefits compliant with existing labor laws and recent legislations and promulgations such as Regional Wage Orders, Magna Carta for Women, Leave for Victims of Violence Against Women and their Children, etc.*</p>	<ul style="list-style-type: none"> <li>- Is there an established salary scale compliant with existing labor laws and regional wage orders?</li> <li>- Is there an established benefits and privilege package compliant with recent legislations and</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance with legislated salaries /wages</li> <li>- Compliance with legislated benefits</li> </ul>	<ul style="list-style-type: none"> <li>- Salary Scale</li> <li>- Pay Roll</li> <li>- Benefit Package</li> <li>- Administration Manual</li> <li>- Faculty Manual</li> </ul>

	promulgations?		
9. A Plan of Succession and preparation for future school leaders and administrators	<ul style="list-style-type: none"><li>- Is there a Succession Plan that forecasts critical positions in management, identifies administrative back-ups and prepares them for future responsibilities?</li><li>- Is there a development program for potential administrators?</li></ul>	<ul style="list-style-type: none"><li>- Succession planning program</li><li>- Development program for potential administrators</li></ul>	<ul style="list-style-type: none"><li>- Succession Plan</li><li>- List of Administrative back-ups</li><li>- Critical administrative positions/ retireable administrators in the next 3 years</li></ul>
AREA RATING:			
COMMENTS:			

## H. SCHOOL BUDGET AND FINANCES

### Description

Financial management involves budgeting, procurement, disbursement, accounting and auditing processes and procedures which follow prescribed principles and legislated requirements. The business practices of the school seek to manage its fiscal and material resources to attain its philosophy, vision, mission, goals and objectives, scope and size.

### Basis of Evaluation

The school operates on a school budget. Budget allocations for personnel, space, equipment and operations are appropriate and sufficient to sustain its programs and continued improvement plans. Budget control mechanisms are evidently established.

School finances are adequate to sustain effective and efficient delivery of programs and services. Income from tuition, fees and resource mobilization is appropriately spent for their intended purposes. There is evidence of financial stability to ensure the continued operations of the school and its programs in accordance with DepEd standards. The school maintains accurate records of financial transactions according to legal and ethical standards of accounting practice.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
1. A school financial policy and procedures manual that sets the appropriate fiscal and accounting policies and systematic procedures that ensure the effective and efficient delivery of varied services*	- Is there a financial policy and procedures manual, or its equivalent, that contains established fiscal and accounting SOPs?	- Fiscal and accounting policies and SOPs - Financial policy and procedures Manual or its equivalent	- Financial policy and procedures Manual - Financial Management SOPs - Accounting Manual - Accounting SOPs - Administration Manual
2. An annual budget approved by the Board of Trustees that is:			
- collaboratively prepared by the various Offices and responsibility centers*	- Is the BOT-approved annual budget prepared by all the Departments, especially those with incomes from collected fees?	- Department budget planning	- Department budget proposals and requests - Minutes of department budget hearings - Consolidated School Budget - BOT-approved annual



			budget
- regularly monitored through the quarter budget performance reports which are disseminated according to policy guidelines*	<ul style="list-style-type: none"> <li>- Is the BOT-approved annual budget monitored quarterly through budget performance reports?</li> <li>- Are the quarter budget performance reports disseminated to the departments concerned?</li> </ul>	<ul style="list-style-type: none"> <li>- Quarterly budget monitoring</li> <li>- Dissemination of quarter budget performance</li> </ul>	<ul style="list-style-type: none"> <li>- Quarter Budget Performance Reports</li> <li>- Quarter Cash Flow Statements</li> <li>- BOT–approved Annual Budget</li> <li>- Minutes of Orientation- Dissemination Meetings of the Quarter Budget Performance</li> <li>- Distribution of Quarter Budget Performance Reports to the responsibility centers</li> </ul>
- reflective and supportive of the Standards – based School Improvement Plan*	- Does the BOT-approved annual budget provide allocations for SSIP initiatives and activities?	- SSIP Budget allocations in the Annual Budget	<ul style="list-style-type: none"> <li>- BOT-Approved Annual Budget</li> <li>- Budget performance reports</li> <li>- Quarter Cash Flow Statements</li> </ul>
3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented	<ul style="list-style-type: none"> <li>- Are institutional requisition, selection and procurement protocols systematic?</li> <li>- Are institutional requisition, selection and procurement protocols well-disseminated? Consistently implemented? Properly documented?</li> </ul>	<ul style="list-style-type: none"> <li>- Requisition, selection and procurement SOPs</li> <li>- Dissemination, consistent implementation and documentation of requisition, selection and procurement processes</li> </ul>	<ul style="list-style-type: none"> <li>- Administrative manual/ Operations manual, Department manuals or SOPs</li> <li>- Procurement and Construction Flow Chart</li> <li>- Selection, Procurement and Construction Committee, its membership and minutes of</li> </ul>

			their meetings - Minutes of Orientation meetings - Minutes of Evaluation Meetings
4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized according to the purposes they are collected*	- Are incomes from tuition fees utilized properly according to DepEd specifications? (70%) - Are the incomes from miscellaneous and other fees utilized for the development of the specific departments collecting them? - Are donations properly documented and utilized for the specific purposes they were made?	- Proper utilization of Tuition fees - Proper Utilization of Misc and Other Fees collected - Proper acknowledgement and utilization of donations	- BOT-Approved Annual Budget - Quarter Budget performance reports - Statement of Income and Expenditures - TFOF - Deed of Donations/List of Donations
5. A system for generating revenue and raising funds from school and outside school sources for sustainability*	- Are there other ways revenue is generated inside the school? - Are there other ways revenue is generated from outside school sources?	- Statement of other incomes: *in-school *off-school	- Statement of other incomes - Income Generating Centers/Structures - BOT Approved Annual Budget
6. A system of:			
- supervision and management of resources for optimum operational efficiency*	- Is there a plan for supervision of staff and department performance towards efficiency and	- Supervision of staff performance: % efficiency, % productivity,	- DDU Supervisory Plan - DDU Supervisory Reports - Department/Unit Evaluation Results

	<p>effectiveness of school operations and program sustainability?</p> <p>- Is there a plan for supervision of equipment and materials utilization toward efficiency and effectiveness of school operations and program sustainability?</p>	<p>% complaints, success indicators, etc.</p> <p>- Supervision of Department performance: % efficiency, % error, % productivity, % complaints, % inc/dec in energy consumption, % inc/dec in materials consumption, etc.</p> <p>- Supervision of equipment and materials utilization: % waste, % savings in procurement, incidence of breakdowns and repairs, etc</p>	
<p>- establishment of internal and external control systems in budget implementation and*</p>	<p>- Are there established internal control mechanisms for proper budget implementation?</p> <p>- Are internal and external audits conducted regularly?</p> <p>- Are audit reports submitted regularly according to policy guidelines?</p>	<p>- Internal control mechanisms</p> <p>- Internal and external audits</p> <p>- Regular submission of audit reports</p>	<p>- Internal and External audit calendars</p> <p>- Internal and external audit results</p> <p>- Audited Financial Statements</p> <p>- Cash Flow Management System</p> <p>- Auditing System</p> <p>- Internal Control Policies</p>

- designing financial strategies for sustainability*	- Are there financial strategies toward school and program sustainability?	- Financial sustainability policies, procedures, measures and initiatives	- Financial policy and procedures manual - SSIP or its equivalent - Minutes of BOT/ Administrative meetings - Savings and investment portfolio
AREA RATING:			
COMMENTS:			

## I. INSTITUTIONAL PLANNING AND DEVELOPMENT

### Description

The school purposively lays down specific interventions for improvement of access, quality and governance with the help of the community and other stakeholders, through a systematic and continuous cycle of assessment, planning and implementation defined in a strategic three-year Standards – based School Improvement Plan (SSIP) and Annual Operational Plan. It assesses and communicates progress towards achieving the objectives for the continuing improvement of its educational programs and services which informs administrative decision-making.

### Basis of Evaluation

The school is successful in meeting this standard when it implements a collaborative and on-going data-driven process for improvement that aligns the school's philosophy, vision-mission, goals and objectives, curriculum goals with its size, function and community expectations for student performance, and learning recovery and continuity.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
1. A system of on-going process for improvement that:			
- is aligned with the school vision – mission and curriculum goals*	<ul style="list-style-type: none"> <li>- Is there on on-going thrust for school improvement?</li> <li>- Is this thrust/drive/program for school improvement towards the attainment of the school V-M and curriculum goals?</li> </ul>	<ul style="list-style-type: none"> <li>- School improvement initiatives aligned with PVMGO</li> <li>- School improvement initiatives aligned with curriculum goals</li> </ul>	<ul style="list-style-type: none"> <li>- SSIP or its equivalent</li> <li>- Department plans for improvement</li> <li>- Minutes of department meetings</li> <li>- Minutes of Administrative/ BOT meetings</li> </ul>
- responds to the school's size, function and community expectations for learner performance*	<ul style="list-style-type: none"> <li>- Does this thrust/drive/program for school improvement consider school size? Programs offered? Parents and community expectations?</li> </ul>	<ul style="list-style-type: none"> <li>School improvement initiatives based on: <ul style="list-style-type: none"> <li>- school physical plant needs</li> <li>- community expectations</li> <li>- learner performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- E- BEIS</li> <li>- Inventory of program needs</li> <li>- Survey of parents'/ community/stakeholders' expectations</li> <li>- Minutes of SSIP/school improvement planning</li> </ul>

			meetings
- includes contextualized strategies and interventions towards learning continuity and remediation, and learner's moral, social-emotional functioning, mental health and well-being.	<ul style="list-style-type: none"> <li>- Does this thrust/drive/program for school improvement include interventions towards learning continuity and remediation?</li> <li>- Does this thrust/drive/program for school improvement promote learner's moral, social-emotional functioning, mental health and well-being?</li> </ul>	<ul style="list-style-type: none"> <li>- School improvement initiatives towards learning continuity and recovery</li> <li>- School improvement initiatives towards development of total learner well-being</li> </ul>	<ul style="list-style-type: none"> <li>- SSIP</li> <li>- Learning Continuity and Recovery Plan</li> <li>- Learning Intervention / Remedial Program for Learners with Learning Difficulties</li> <li>- Learning Plans</li> <li>- Curriculum Maps</li> <li>- Homeroom Guidance Program</li> <li>- Guidance and Counseling Program</li> </ul>
2. An annual operational plan drawn from the three-year SSIP*	<ul style="list-style-type: none"> <li>- Is there an existing Three-Year Standards-based School Improvement Plan?</li> <li>- Is there an Annual Operational Plan drawn from the SSIP?</li> </ul>	<ul style="list-style-type: none"> <li>- Standards-based three-year school planning</li> <li>- Annual school planning</li> </ul>	<ul style="list-style-type: none"> <li>- Annual Operational Plan or its equivalent</li> <li>- SSIP or its equivalent</li> <li>- Minutes of the planning meetings</li> </ul>
3. A system that utilizes formative and summative assessment results, learning intervention evaluation results, and other baseline and end-line assessment data to guide school improvement planning*	<ul style="list-style-type: none"> <li>- Is school planning guided by: <ul style="list-style-type: none"> <li>^learning assessment results</li> <li>^learning intervention evaluation results</li> <li>^school performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- School Planning based on: <ul style="list-style-type: none"> <li>- overall school evaluation results</li> <li>- student learning assessment results</li> <li>- intervention evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- E-BEIS</li> <li>- School performance data/indicators</li> <li>- Internal Assessment Results</li> <li>- External Assessment Results</li> </ul>

	indicators	results	<ul style="list-style-type: none"> <li>- Teacher Profile</li> <li>- Administrators' Profile</li> <li>- Teacher Performance</li> <li>- Learner performance data/indicators</li> <li>- Learning Assessment Results from equivalent assessment tests</li> <li>- Intervention Evaluation Results</li> <li>- Minutes of SSIP planning meeting</li> </ul>
4. A system for collaboratively monitoring and evaluating the annual operational plan and the Standards –based School Improvement Plan*	<ul style="list-style-type: none"> <li>- Is there regular monitoring and evaluating of the Annual Operational Plan?</li> <li>- Is there regular monitoring and evaluation of the SSIP?</li> <li>- Is regular monitoring and evaluating of the SSIP a collaborative process that includes administrators, teachers, students, parents, alumni and other partners and support groups?</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborative monitoring and evaluating</li> <li>- Regular monitoring and evaluating of the AIP/AOP</li> <li>- Regular monitoring and evaluating of the SSIP</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and Evaluation reports of the AIP/AOP</li> <li>- Monitoring and Evaluating reports of the SSIP or its equivalent</li> <li>- Minutes of the monitoring and evaluating meetings</li> <li>- Attendance list of the monitoring and evaluating meetings</li> </ul>
5. A system for communicating the content and over-all effectiveness and impact results of the Standards-based School Improvement Planning	<ul style="list-style-type: none"> <li>- Are the contents of the SSIP disseminated to the school community?</li> <li>- Are the monitoring and evaluation results of the</li> </ul>	<ul style="list-style-type: none"> <li>- Dissemination of the contents of the SSIP to the school community</li> <li>- Dissemination of the SSIP monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Minutes of the General Assembly meetings</li> <li>- Minutes of the Year-End School Assembly</li> <li>- Minutes of the Semestral-</li> </ul>

	SSIP disseminated to the School community?	results to the school community	End School Assembly - Attendance list during Year-End/ Semestral – End School Assemblies
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			



### **ESC Certification-Compliance Rules**

The use of a Decision Rule based on ratings in Power and Support Standard items.

#### **Area Rating is based on the following Decision Rule:**

- 4 --- For a mode of 4 in the Power Standards and rating of at least 3 in the Support Standards
- 3 --- For a mode of 3 in the Power Standards and rating of at least 2 in the Support Standards
- 2 --- For a mode of 2 in the Power Standards
- 1 --- For a mode of 1 in the Power Standards
- 0 --- For a mode of 0 in Power Standards

#### **The Certification Overall Rating based on a Decision Rule is as follows:**

- 4 – For a rating of 4 in all Core Areas and 3 or higher in Support Areas
- 3 – For a rating of 3 in all Core Areas and 2 or higher in Support Areas
- 2 – For a rating of 2 in all Core Areas and 2 or higher in the Support Areas
- 1 – For a rating of 1 in all Core Areas and 1 or higher in the Support Areas
- 0 – For a rating of 0 in all Core Areas

## ANNEX / RE-CERTIFICATION/REVISIT / CERTIFICATION

School: \_\_\_\_\_ I. D. Number: \_\_\_\_\_

Areas		Area Rating
I.	Philosophy, Vision, Mission, Goals and Objectives	N.A.
II.	Core Areas: Curriculum, Assessment and Instruction	
	Instructional Leadership	
	Faculty	
	Administration and Governance	
III.	Support Areas: Academic Support and Student Development Services	
	Physical Plant and Instructional Support Facilities	
	School Budget and Finances	
	Institutional Planning and Development	
General Rating		

## CLASSROOM OBSERVATION FORM

<b>Name of School:</b>						
<b>Region:</b>						
Address:						
Name of Teacher:						
Subject of Instruction:				Grade Level/Section:		
Name of Observer:				Date of Observation:		
<b>RATING SCALE:</b> <div style="margin-left: 40px;"> 4 - Performance of this item is innovatively done.  3 - Performance of this item is satisfactorily done.  2 - Performance of this item is partially done due to some omissions.  1 - Performance of this item is partially done due to serious errors and misconceptions.  0 - Performance of this item is not observed at all. </div>						
<b>A. TEACHER ACTIONS</b>						
1.	The teacher communicates clear expectations of student performance in line with the unit standards and competencies	4	3	2	1	0
2.	The teacher utilizes various learning materials, resources and strategies to enable all students to learn and achieve the unit standards and competencies and learning goals.	4	3	2	1	0
3.	The teacher monitors and checks on students' learning and attainment of the unit standards and competencies by conducting varied forms of assessments during class discussion.	4	3	2	1	0
4.	The teacher provides appropriate feedback or interventions to enable students in attaining the unit standards and competencies.	4	3	2	1	0
5.	The teacher manages the classroom environment and time in a way that supports student learning and the achievement of the unit standards and competencies.	4	3	2	1	0

6.	The teacher processes students' understanding by asking clarifying or critical thinking questions related to the unit standards or competencies.	4	3	2	1	0
<b>B. STUDENT LEARNING ACTIONS</b>						
7.	The students are active and engaged with the different learning tasks aimed at accomplishing the unit standards and competencies.	4	3	2	1	0
8.	The students with the help of different learning materials and resources including technology achieve the learning goals of the unit standards and competencies.	4	3	2	1	0
9.	The students share their ideas, reflections or solutions to thought-provoking questions and real life challenges or problems related to the unit standards and competencies.	4	3	2	1	0
10.	The students collaborate, plan together and have meaningful interactions with each other to meet the unit standards and competencies.	4	3	2	1	0
11.	The students are able to explain how their ideas, outputs or performances accomplish the unit standards and competencies.	4	3	2	1	0
12.	The students, when encouraged or on their own, ask questions to clarify or deepen their understanding of the unit standards and competencies.	4	3	2	1	0
13.	The students are able to relate or transfer their learning to daily life and real world situations.	4	3	2	1	0
14.	The students are able to integrate 21 <sup>st</sup> century skills in their achievement of the unit standards and competencies.	4	3	2	1	0
15.	The students are able to reflect on and connect their learning with the school's PVMGO.	4	3	2	1	0
	<b>TOTAL</b>					
	<b>AVERAGE</b>					

## Appraisal of Blended/Distance Learning<sup>2</sup> (ABDL)

This form is to be used in schools where the K12 curriculum is as a matter of school policy and operations delivered in various modalities aside from the regular face-to-face classroom setting. In particular, this form covers schools where students have limited in-person contact with their teachers (i.e., once or twice a week) and are expected to do independent study or have online classes during the rest of the school week with the help of printed or online learning modules and resources. In such schools, the in-person class setting is *secondary* to other modes which involve either independent study or online classes.

The form may also be used by schools doing blended learning. The instrument contains items that deal with technology integration for both in-person and online teaching and learning. As a quality assurance document, the results of the appraisal may contribute to the school's plans to improve and upgrade its blended learning program. Hence, the objective of this appraisal is to provide different schools with helpful feedback on their current system of conducting instruction in modalities covering the combination of face-to-face, distance and online teaching.

The items in this appraisal form are drawn from various documents such as DepEd's guidelines for development of instructional materials for alternative delivery of instruction (ADM LR Standards 050820), learning continuity program (DO no. 12, s. 2020), and pertinent research on best practices for the use of printed modules, blended and distance learning. These items do not replace the regular Classroom Observation Form used in certification visits. These items then are additions and provide certifiers and observers with guidance on how to assess instruction in various modalities. It is also important to underscore here though that this form does not apply to the delivery of the Alternative Learning System (ALS) program.

The items are clustered in five domains namely, 1) Instructional Design; 2) Learner Engagement; 3) Assessment; 4) Technology Selection, Access and Support; and 5) Academic Integrity and Digital Citizenship. The rating scale in this form follows the same scale used in the Classroom Observation Form. Hence, the rating scale is established as:

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<sup>2</sup> DepEd in its primer "Learning opportunities shall be available" provides the following definitions:

**Blended Learning.** This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/ Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.

**Distance Learning.** This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

- 4 – Performance of this item is innovatively done
- 3 – Performance of this item is satisfactorily done
- 2 – Performance of this item is partially done due to some omissions
- 1 – Performance of this item is partially done due to serious errors and misconceptions
- 0 – Performance of this item is not observed at all

NAME OF SCHOOL:

Region:

Address:

Teacher:

Subject of Instruction:

Grade Level:

Observer:

Date of Observation:

<u>DOMAIN 1: Instructional Design</u> : The teacher prepares standards-based self-learning modules that show the following:						
1.	An overview of the lesson, the learning objectives or targets and expected learning outcomes and outputs	4	3	2	1	0
2.	Alignment of in-person and online activities, assessments, learning resources, Website links, and other digital applications with K12 curriculum unit standards and learning competencies	4	3	2	1	0
3.	Employment of active learning, inquiry-based, learner-centered and problem-solving pedagogies in the different learning experiences and tasks	4	3	2	1	0
4.	A logical sequence beginning with acquisition and understanding of content and culminating with transfer of learning to real-life situations	4	3	2	1	0

5.	Varied graphic organizers, outlines, bullet points, illustrations, charts, pictures, videos, real life examples, glossaries, and summaries to enable students to recall, process, and apply content	4	3	2	1	0
6.	Differentiated in-person and online practice exercises and questions that enable students to gain mastery of the specified learning standards and competencies	4	3	2	1	0
7.	A writing style that addresses the students in a conversational way and provides explicit and detailed procedures in accomplishing tasks and accessing resources	4	3	2	1	0
8.	Specific time allocations for accomplishing in-person and online learning tasks	4	3	2	1	0
9.	A weekly work plan or schedule of in-person and online sessions and their corresponding tasks and requirements for students to follow, do and submit	4	3	2	1	0
10.	Explanations of how different in-person and online learning tasks are connected to and build on each other and lead students to the attainment of the desired learning outcomes	4	3	2	1	0
<b>DOMAIN 2: Learner Engagement:</b> The teacher facilitates students' active engagement in learning the curriculum unit standards and competencies through the following:						
11.	A system of recording and monitoring the students' accomplishment of in-person and online learning tasks, requirements, and assignments	4	3	2	1	0

12.	Varied opportunities for students' interaction with learning material and resources, the subject teacher, classmates, community resources, and content experts	4	3	2	1	0
13.	Differentiated activities that address the learners' diverse backgrounds, interests, and multiple learning styles	4	3	2	1	0
14.	Learning activities that elicit critical thinking, creativity, reflection, dialogue, and collaboration	4	3	2	1	0
15.	Implementation of specific procedures for students' participation in class recitation, check-up exercises, discussions, posts, and presentations in various modalities (e.g., routines on how to conduct one's self in synchronous and asynchronous sessions or blended models like station-rotation)	4	3	2	1	0
<b><u>DOMAIN 3: Assessment:</u></b> The teacher assesses students' attainment of the curriculum unit standards and learning competencies through the following:						
16.	A system of obtaining, organizing and analyzing data on students' performance in various in-person and online activities and assessments	4	3	2	1	0
17.	Interactive learning exercises that enable students to practice specific competencies and self-assess and track their proficiency level	4	3	2	1	0
18.	Timely and regular feedback in various formats (e.g., use of platform or tools for comments,	4	3	2	1	0



	polls, surveys) to students regarding their performance					
19.	Multiple methods and differentiated forms of assessment that diagnose students' readiness, check on students' understanding, allow students to revise and improve their work, and demonstrate in varied ways their attainment of the curriculum unit standards and learning competencies	4	3	2	1	0
20.	Mechanisms for students' consultation with teacher offline or in distance mode regarding content, procedures or requirements	4	3	2	1	0
<b>DOMAIN 4: Technology Selection, Access and Support:</b> The teacher selects and makes accessible technology resources that support students' attainment of the curriculum unit standards and competencies through the following:						
21.	A system of selection or curation of digital learning tools and resources aligned with curriculum unit standards and learning competencies	4	3	2	1	0
22.	Varied media and digital resources in different formats or versions (e.g., text with video) for equitable access and ease of use by students	4	3	2	1	0
23.	Specific information on minimum technical requirements, detailed assistance on troubleshooting technical problems and means of obtaining technical support	4	3	2	1	0
24.	A system for recording and archiving discussions and presentations and retrieving learning materials and resources when needed	4	3	2	1	0

	(i.e., links to recordings of online meetings, transcripts, slide decks)					
25.	Compliance with data privacy and confidentiality regulations and protection of learners from erroneous, offensive or harmful content	4	3	2	1	0
<b>DOMAIN 5: Academic Integrity and Digital Citizenship:</b> The teacher ensures academic integrity and the students' observance of standards of digital citizenship through the following:						
26.	Students' signed declaration that any submitted work or completed assessment done in-person and online is the product of their own efforts and understanding	4	3	2	1	0
27.	Students' compliance with standards of netiquette behavior and ethical use of digital media	4	3	2	1	0
28.	Implementation of school policies covering intellectual property and copyright, cybersecurity and cyberbullying	4	3	2	1	0
29.	Use of strategies and digital tools that verify the authenticity or originality of students' work	4	3	2	1	0
30.	Alignment of technology use and integration in teaching and learning with the school's philosophy, vision, mission and core values	4	3	2	1	0
	<b>TOTAL</b>					
	<b>AVERAGE</b>					