

2025 UPDATED PEAC STANDARDS-BASED QUALITY ASSESSMENT INSTRUMENT FOR QUALITY ASSURANCE OF PRIVATE ELEMENTARY SCHOOLS (SQAIES) USER’S GUIDE

Background and Rationale

In general, the updated 2025 Private Education Assistance Committee or PEAC Standards-based Quality Assurance Instrument for Elementary Schools or SQAIES aims to provide school heads and concerned administrators of private elementary schools a tool that will enable them to systematically and comprehensively self-assess their performance in the various programs and services they provide.

What does the instrument contain? First, this instrument consists of indicators of quality school practices that are specific to the elementary level. These are concrete and observable indicators that indicate alignment with and accomplishment of requirements and standards set by the Department of Education for the K to 12 elementary school program.

Second, this instrument incorporates numerous standards of compliance from the 2022 first version of the SQAIES and the 2024 Updated Certification Assessment Instrument (CAI) used by PEAC for the certification of Junior High Schools participating in the DepEd’s Education Service Contracting (ESC) program. These items have been included in response to concerns raised by administrators of Junior High Schools with an Elementary department regarding the consistency and continuity of quality and standards-based practices in both departments. Although private elementary schools do not as of this writing participate in the ESC program and do not undergo certification to qualify for government subsidy, private elementary schools stand to benefit from looking at items in areas that apply to both elementary and secondary levels (e.g. academic support and school budget and finances).

Third, in the light of varied disruptions to school life (e.g., weather disturbances, infectious disease outbreaks, LGU holidays), the instrument presents quality indicators regarding school readiness and recovery and continuity of learning. These indicators are also drawn from DepEd’s various Orders (DO 12, s. 2020) and Memos on the adoption of a learning continuity plan and delivering instruction in different modalities (DO 32, s. 2020).

Since as of this writing private elementary schools do not qualify for government subsidy via a certification process, the SQAIES is not in its present form a certification instrument. Private elementary school administrators though can use the SQAIES for self-assessment and quality assurance purposes. With these quality indicators, private elementary school administrators can examine the design of their curriculum and instruction, supervise the faculty and staff in academic support units, monitor their work, and assess learning outcomes. As a result, school administrators can determine their school’s strengths and identify areas for continuous improvement. School administrators can also coordinate their policies, programs and plans with the Junior High School to facilitate and ensure a seamless flow in the delivery of educational services.

Definition of Quality Assurance

In concept, quality assurance can mean many things to different organizations or institutions. For this instrument, quality assurance is defined as “any systematic process of determining whether a product or service meets specified requirements”¹. In the school context, requirements are expressed in the form of standards and so quality assurance involves finding out how the school meets standards. In the SQAIES, the standards that serve as the norm for the school’s performance are drawn from different documents that focus on the effective conduct of private elementary schools. Among these documents are various DepEd Orders and Memos, the 2016 DepEd Curriculum Guide and the 2020 Most Essential Learning Competencies (MELC) Guide, and the 2010 Revised Manual of Regulation for Private Schools.

Quality Assurance Framework: The Rules-based Approach

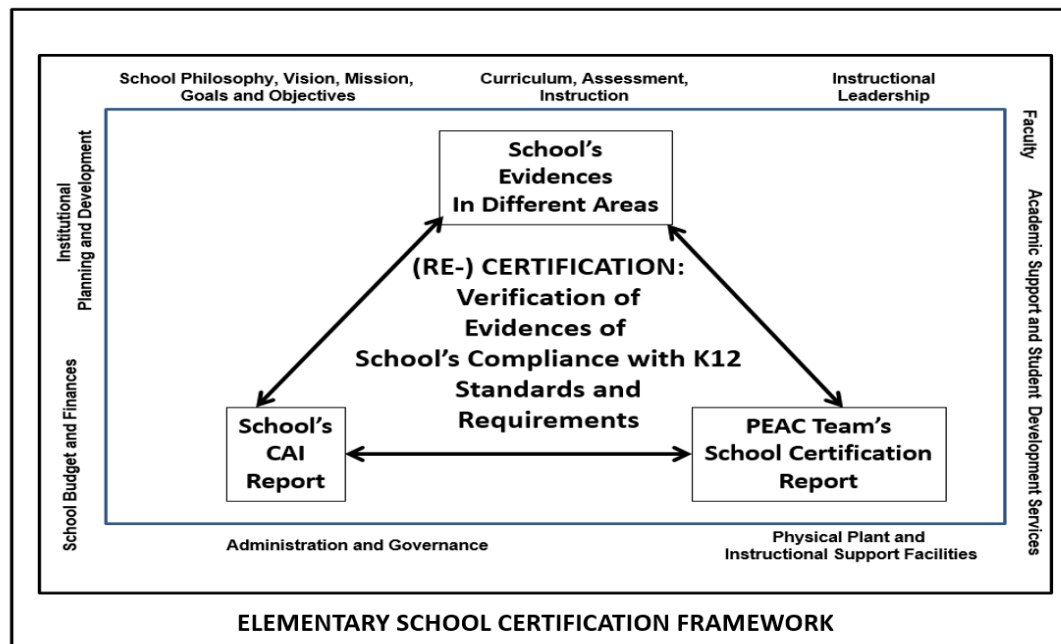
In a study of quality assurance approaches, Lindsay H. Heywood identifies two dominant approaches to quality assurance namely the principles and rules-based frameworks. The table below summarizes the differences between the two:

Characteristics	Principles-Based	Rules-Based
View of Quality System	Integrated & Systemic	Standalone & Ad-hoc
Focus	Improvement	Compliance
Feedback	Formative	Summative
Improvement Objective	Continuous & Contextualisation	Static & Standardisation
Reference	Framework & Non-Prescriptive	Standards & Prescriptive
Assessors	Skilled Peers	Technical Experts
Assessment Climate	Mutual Respect & Trust	Fearful and Suspicious
Motivation for Assessment	Intrinsic	Extrinsic
Methodology	Assessment or Evaluation	Audit
Adapted from source: “Principles-based accreditation: the way forward?” by Lindsay H Heywood		

¹ Rouse, M. Quality assurance. <https://searchsoftwarequality.techtarget.com/definition/quality-assurance>

Of these two, the rule-based approach is evident in the current implementation of the Junior High School certification process. During certification, Junior High Schools report on their compliance with requirements and obtain feedback and validation on their report from an external team of trained certifiers. A similar approach is recommended for adoption for the quality assurance of private elementary schools. For one, the rule-based approach provides private elementary school administrators with the baseline information on minimum requirements for program delivery. Second, two-level schools with both elementary and secondary levels and are already participating in the Junior HS Certification program benefit from a single quality assurance approach applied to both levels. This establishes a sense of continuity of operations across levels and consistency in the implementation and evaluation of standards. The rule-based approach is also useful for stand-alone elementary schools as this perspective also makes it clear to the schools the minimum requirements for their compliance.

Following the rule-based approach, private elementary schools are encouraged to do their quality assurance on their own as part of their institution's standard operating procedures. Aside from this internal exercise, schools may also undergo an external form of quality assurance where the school is visited by an external team of validators or evaluators. The Junior High School certification process is an example of an external form of quality assurance. In the event that certification is available for private elementary schools, the certification may parallel that of the Junior HS system and may be diagrammed as follows:

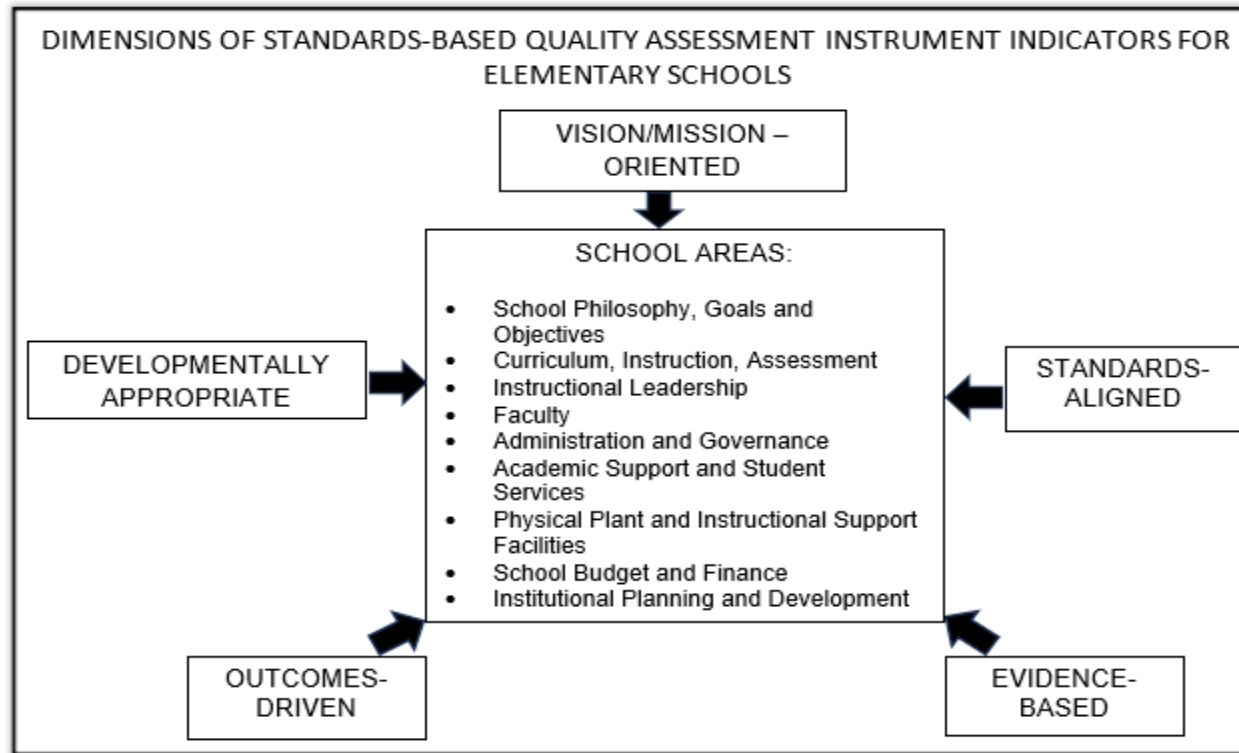


At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Around this center are the participants in the certification process and their respective tasks. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The report is accompanied by exhibits of the school's evidence for accomplishing standards in different areas. There are nine (9) areas as identified in the outermost rectangle namely, (1) School Philosophy, Vision, Mission, Goals and Objectives; (2) Curriculum, Assessment and Instruction; (3) Instructional Leadership; (4) Faculty; (5) Academic Support and Development Services; (6) Physical Plant and Instructional Support Facilities; (7) Administration and Governance; (8) School Budget and Finance; and (9) Institutional Planning and Development.

An external team of validators such as a group of trained PEAC certifiers then reads and validates the school's self-assessment report in advance. The team visits the school at an announced time and goes over the different exhibits. The team also interviews different school personnel and pops in various classes and observes the teaching-learning process. The team gives their feedback regarding their self-assessment report and recommends areas for improvement and level of certification. Following the rule-based approach for quality assurance, a certified ESC school therefore is one which has complied with all DepEd and K12 program standards and adheres to applicable DepEd policies.

Dimensions of the Quality Assessment Instrument

Quality assurance involves the use of quality assessment instruments which list quality indicators. The development of the quality indicators in SQAI-ES is premised on five dimensions that recur in various documents on quality private elementary education aligned with K12 program standards and requirements. Private elementary schools demonstrate quality when these five dimensions are observable in different school areas; that is, the school's policies, programs and services are vision/mission-oriented, standards-aligned, developmentally appropriate, outcomes-driven and evidence-based. What do each of these dimensions mean?



Note: 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 an educational institution, private elementary 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 elementary schools achieve quality when the school is able to operationalize the vision and mission in the different aspects of school work. The SQAIES quality indicators 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 SQAIES 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 pupils to learn. As a private entity, elementary schools are also enjoined to comply with the provisions of the 2010 Revised Manual of Regulation for Private Schools. Private elementary schools thus show quality when these standards are adopted, implemented and used for evaluation in the nine school areas. For these reasons, the SQAIES quality indicators examine how the school's curriculum, instruction and assessment are aligned with and utilize these standards. With this second dimension, the SQAIES raises the question: To what extent is the school implementing the K12 program standards and other requirements in the nine school areas?

Developmentally Appropriate: Children in the elementary school 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 elementary schools manifest quality when the policies, programs and services in the nine school areas are formulated, undertaken and assessed in accordance with the child's developmental requirements and milestones. Hence, the SQAIES quality indicators gauge how the school incorporates the pupils' background, needs, learning styles and abilities when planning, implementing and evaluating policies, programs and services. In this third dimension, the SQAIES focuses on the following question: To what extent are the different developmental needs of pupils addressed in the nine school areas?

Outcomes-driven: Schools are outcomes-driven when they focus on results that represent pupils' performance of expected skills as well as each department or program's achievement of stated goals. Private elementary schools rate high on quality when first, their pupils 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 SQAIES quality indicators measure and report pupils' achievement levels and program results. With this dimension, the SQAIES examines the following: To what extent are pupils able to demonstrate knowledge, understanding and performance of learning standards and competencies? To what extent are the pupils 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 elementary schools 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 pupils' achievement, learning interventions and program results. Private elementary schools undertake these tasks with transparency and rigor. With this dimension, the SQAIES quality indicators check on the following: To what extent is the school able to support its claims of pupils' achievements and program effectiveness in the nine school areas?

These five dimensions are integrated throughout the instrument. Every SQAI-ES area has items that show 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. Item 2 (The utilization of a system for monitoring and evaluating the extent of alignment of school operations with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum standards) is about being standards-aligned whereas Item 3 (A program for enabling teachers to contextualize the pupils' learning according to their stage of development and cultural background in order to make the curriculum relevant to their experiences) refers to the developmentally appropriate dimension. The different parts of Item 6 (The regular collection, interpretation and dissemination of data and evidences to top school leaders and key stakeholders are carried out and cover the following for informed decision-making: pupils' achievement of learning standards and performance of competencies) reflect the outcomes-driven and evidence-based dimensions. Through the integration of these five dimensions, school administrators can understand the basis for specification of quality indicators.

Instrument Areas

This instrument covers nine 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 quality indicators combined with selected PEAC CAI standards for compliance. Items from the PEAC CAI are marked with a plus (+) sign. In the Core group of areas, certain items regarded as power indicators/standards are marked with an asterisk (*). These indicators/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 indicators/standards which contribute to or supplement the achievement of a power indicator/standard. These items are done in relation to the direction of the power indicator/standards. Schools are then rated according to their extent of showing evidence of practice of the quality indicator or 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 quality indicators standards for compliance. A list of Examples of Sources of 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 a rating scale. Again, since there is no certification mechanism at work in the elementary level, the descriptions in the rating scale below pertain at this time to quality indicators. In the event of the activation of certification at the elementary level, these quality indicators will be referred to as standards of compliance. This explains why the descriptions state “quality indicator/standard of compliance”.

Rating	Description
4	School practice of the quality indicator/standard of compliance is extensive and innovatively done. The evidence of extensive and innovative practice is documented in multiple and creative ways
3	School practice of the quality indicator/standard of compliance is regularly done. The evidence of regular practice is documented in multiple ways.
2	School practice of the quality indicator/standard of compliance is partially done. The evidence of partial practice is limited in available documents.
1	There is no school practice of the quality indicator/standard of compliance. However, there are plans to do the quality indicator/standard of compliance.
0	There is no school practice of the quality indicator/standard of compliance .

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

Use of the Instrument

As earlier stated, this instrument is used for self-assessment purposes by any private elementary school for its quality assurance program. Prior to the use of the instrument, a general orientation may be undertaken on the purpose and contents of the instrument. The school may then organize teams that will assess their assigned areas. When going through each area items, teams need to search for evidences of the quality indicator and do the corresponding rating. The mode is determined to show the trend of the school's performance. Teams are encouraged to make meaning of the pattern in the results and write their realizations in the comments section found at the end of each area. These realizations may also include explanations or causes for certain results. Teams may then recommend to the school specific actions that address the 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.

QUALITY INDICATORS:	FOCUS QUESTIONS	LOOK FORS	EXAMPLES OF SOURCES OF EVIDENCE
1. A clear statement of philosophy, vision, mission, goals and objectives.*	Is there a statement about the school's philosophy of education, vision, mission, goals and objectives	School Philosophy, Vision, Mission, Goals and Objectives	Copy of School Philosophy, Vision, Mission, Goals and Objectives
2. A philosophy that expresses the school community's shared values and beliefs about education and student learning.*	Does the school's philosophy explain the values it plans to share with the community and its perspective on education and student learning?	Explanation of the School's Philosophy of Education	Explanation of the School's Philosophy of Education - Section in Faculty Manual about the School's Philosophy of Education

3. School goals and objectives that are supportive of the Philippine Kto12 Educational program and are consistent with national and global development goals.*	Do the school's goals and objectives align with the directions of the Kto12 Educational program? Do the school's goals and objectives recognize the importance of contributing to national and global development goals?	Explanation and Statements of School's Goals and Objectives	- Explanation and Statements of School's Goals and Objectives - Section in Faculty Manual about the School's Statement of Goals and Objectives - Section in Pupils' Handbook about the School's Goals and Objectives
4. A program that disseminates to and orients the school community on the importance and meaning of the PVMGO.*	Does the school provide a program that orients the school community on the importance and meaning of the PVMGO?	Orientation Program on the School's PVMGO	- Orientation Program during Faculty/Staff INSET - Orientation Program for Parents and other stakeholders on the School's PVMGO - Presentations to School Community on the importance and meaning of the School's PVMGO
5. Participation of various stakeholders in review and revision, when appropriate, of the PVMGO.	Does the school conduct consultations with or involve various stakeholders in the review and revision of the PVMGO?	Records of school's consultations with various stakeholders regarding the review and revision of the School PVMGO	- Minutes of consultation meetings with parents, alumni and stakeholders - Reports of stakeholders' attendance in discussions on the review and revision of the School

			PVMGO
6. An articulation of the school's commitment to the pupils' holistic development and incorporation of the pupils' background, interests and learning styles in the planning, implementation and evaluation of learning experiences.*	Is there a description of the school curriculum's direction to develop the pupils in a holistic way and provide opportunities for differentiated learning and demonstrating learning outcomes in varied ways	Explanation of the incorporation of a holistic approach to teaching and differentiated learning and assessment in the School's Curriculum Program	- Explanation of the School's Curriculum Program - Guidelines for differentiated teaching and learning
7. A system of operationalizing the PVMGO in various areas and aspects of school work.*	- Are there specific institutional and plans and programs that realize and implement the specific directions of the PVMGO? - Do departmental plans and programs indicate their connection with directions set by the PVMGO?	- Institutional and departmental plans and programs indicate their connections with the PVMGO	- School's Strategic Plans - Departmental Plans and Programs
COMMENTS:			
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:			

EXAMPLES OF EVIDENCE:

- School Philosophy, Vision, Mission, Goals and Objectives
- School Strategic Plans
- School Continuous Improvement Plan
- School Primer
- School Promotional Materials
- Administrators' Manual
- Student Handbook
- School Orientation Program
- School In-Service Training Program
- School Curriculum Program
- Results of Evaluation of School Philosophy, Vision, Mission, Goals and Objectives

B. CURRICULUM, INSTRUCTION, ASSESSMENT

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 first, work towards the holistic development of the Filipino child with 21st century skills to enable him or her to be locally and globally competitive; and second, implement and teach the Kto12 standards-based curriculum.

Basis of Evaluation

The elementary school designs, implements and assesses a curriculum that is aligned with national curriculum program, its philosophy of education and principles and milestones of childhood development and responsive to the needs of its community and various stakeholders. Evidences of the pupils' attainment of desired learning outcomes and proficiency in foundational skills pertaining to literacy and numeracy are continuously obtained and used as a basis for evaluating the effectiveness of instruction, the validity of assessments, and implementing needed interventions.

QUALITY INDICATORS:	FOCUS QUESTIONS	LOOK FORS	EXAMPLES OF SOURCES OF EVIDENCE
IA. The school shows evidence of the following in the design of its curriculum:*			
1. The curriculum is aligned with the overall goals and objectives of the K12 program of developing holistic Filipinos with 21 st century skills.*	- Is the curriculum aligned with the curriculum guides, standards and learning competencies? - Does the curriculum map show activities that develop the pupils' 21st century skills in varied ways?	- Inclusion of content and performance standards and learning competencies from DepEd Curriculum Guide in school's curriculum maps - Integration of 21st century skills in subject curriculum maps' activities	- Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating
2. The curriculum integrates key concepts and core values of the	- Does the school curriculum program explain how key	- School curriculum program's explanation of manner of	- Subject Curriculum Maps

school's philosophy of education, vision and mission, goals and objectives.*	concepts of the school's PVMGO are integrated in instruction and assessment? - Does the school curriculum program discuss how core values of the school's PVMGO are developed in the pupils?	integrating key concepts of school's PVMGO in instruction and assessment - School curriculum program's discussion of the various ways of developing core values of the school's PVMGO in the pupils	- System of or procedures for Curriculum Development and Updating
3. The curriculum recognizes the uniqueness of each child and accordingly provides learning pathways where each child can flourish in line with his or her interests and abilities.	- Does the curriculum provide for differentiated learning activities in the various subject areas? - Does the curriculum provide for various means of pacing in response to pupils' different levels of ability and achievement?	- Inclusion of differentiated instruction in the curriculum maps - Inclusion of different ways of pacing the curriculum for varied groups of students	- Subject Curriculum Maps - Differentiated instruction guidelines - Pacing guides for different pupils depending on their abilities and achievement
4. The curriculum allows for the integration of learning experiences across different content areas.*	- Are thematic connections in the curriculum made between different subject areas? - Are there opportunities for pupils to integrate their learning in different subjects?	- Inclusion of thematic connections in the curriculum covering different subject areas - Inclusion in the curriculum of integrated learning activities and performance tasks	- Thematic connections in the curriculum - System of curriculum development - Integrated performance tasks - Integrated performance tasks or learning activities
5. The curriculum at key grade levels establishes specific milestones in the pupils' different domains of development.(e.g., literacy, numeracy, socialization).*	- Are the different milestones for pupils' development in various domains specified in the curriculum program? - Is the development by the pupils of these specified milestones in various domains integrated in the curriculum program at different grade levels?	- Inclusion in the curriculum of milestones for pupils' development in different domains at specific grade levels - Provision of activities that enable students to achieve the desired milestones in various domains	- Program for pupils' achievement of milestones in different developmental domains - System of curriculum development
6. The curriculum identifies learning outcomes in terms of the pupils' knowledge, understanding	- Do the curriculum maps show learning outcomes related to acquisition of information?	Learning outcomes in curriculum maps that pertain to: - a. acquisition of information	- Curriculum maps - System of curriculum development

and transfer of learning to daily life.*	- Do the curriculum maps show learning outcomes related to analysis and reasoning? - Do the curriculum maps show learning outcomes related to application and transfer of learning to daily life?	-b. analysis and reasoning -c. application and transfer of learning to daily life	
7. The curriculum integrates experiences in character development and dispositions related to personal discipline, values formation and responsible citizenship.*	Does the curriculum articulate the pupils' development in the following areas: - a. character and personal discipline - b. values formation - c. responsible citizenship?	- Curriculum articulation of pupils' development in character and personal discipline - Curriculum articulation of pupils' development in values formation - Curriculum articulation of pupils' development in responsible citizenship	- Character and personal discipline development program - Values formation program - Responsible citizenship development program - System of curriculum development
IB. The school shows evidence of the following in the implementation of its curriculum.			
1. A curriculum map unpacks the topics into units that show learning standards and competencies, activities, assessments, resources and connections with the school's philosophy, vision, mission and core values.*	- Do the curriculum maps of the different subjects unpack the content and skills of the Kto12 standards and competencies? - Do the curriculum maps of the different subjects indicate specific connections with the concepts and values of the school's PVMGO?	- Curriculum maps in different subject areas show content and performance standards and competencies from DepEd Curriculum Guide - Curriculum maps in different subject areas show connections with the concepts and values of the school's PVMGO	- Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating
2. The curriculum map units show alignment of learning standards and competencies, activities,	- Do the different units of the subject curriculum map show a	- Specification of assessments, activities, and resources for each	- Subject Curriculum Maps - System of or procedures

assessments, resources and integration with the school's philosophy of education, vision, mission and core values.*	breakdown of the unit activities, assessments, and resources? - Is there horizontal alignment of standards, learning competencies, assessment, instruction and resources in each unit topic of the subject curriculum map?	unit topic in the subject curriculum map - Alignment of assessment, activities and resources/ materials with the unit topic's standards and learning competencies in the subject curriculum map	for Curriculum Development and Updating - Use of mapping codes that show horizontal alignment and correspondence of above entries
3. The curriculum specifies the learning progression of pupils across grade levels and in the different subject areas.*	- Is there an articulation of the progression of pupils' skills across grade levels? - Is there an articulation of the progression of pupils' skills in the different subject areas?	- Articulation of progression of skills from K-6 levels - Articulation of progression of skills in different subject areas	School Curriculum Program and Maps
IC. The school shows evidence of the following in its assessment of the curriculum.			
1. The curriculum is systematically and periodically reviewed for its content, alignment, effectiveness of chosen activities and assessments , and relevance.*	- Are curriculum maps reviewed, revised and updated periodically? - Does the review include an evaluation of the content, alignment, selection and relevance of activities and assessments?	- Results of curriculum review and recommended revisions and updates - Citation of latest versions of DepEd Curriculum Guide in the curriculum maps of the different subjects	- Curriculum evaluation and recommendations - Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates - System of or procedures for Curriculum Development and Updating - List and description of Curriculum Development Activities - Subject Curriculum

			Maps - System of citation of versions of DepEd Curriculum Guide - File copy of latest versions of DepEd Curriculum Guides
2. The results of the curriculum review and data on students' proficiency and achievement of the required standards and learning competencies are utilized to continuously improve the school's subject offerings, classroom instruction, assessment and monitoring of students' performance.	- Are results of the curriculum review and students' performance in assessments used as the basis for improving the curriculum? - Are results of the curriculum review and students' performance in assessments used to monitor classroom instruction, students' performance and preparation of assessments?	- Results of curriculum review and assessment - Recommendations for improvement of curriculum, classroom instruction and assessment	- Reports on curriculum review and assessment - Recommendations for curriculum improvement - System of curriculum development - Reports showing data on students' proficiency levels
FREQUENCY OF RATING PER COLUMN:		Power	
		Support	
		SECTION MODE: Power Rating with Highest Frequency	
EXAMPLES OF EVIDENCE: - School Curriculum Program - Subject Curriculum Maps - Curriculum Development Guidelines - System of Curriculum Evaluation - Subject Scope and Sequence - Subject Learning Progressions - Reports of Curriculum Coverage - Reports of Students' Performance in Curriculum Units - Curriculum Review Minutes or Reports - Continuous Improvement Plan for Curriculum			

- Minutes of Meeting of Academic Council - Co-curricular Programs - Early Childhood Development Program - Evaluation Reports on Curriculum - Minutes of Academic Council or Subject Department Meetings			
IIA. The school shows evidence of the following in the design of its system of instruction			
1. Learning plans are prepared in accordance with the Kto12 pedagogical framework that is pupil-centered, constructivist, problem and inquiry-based, and reflective.*	- Is the general system of learning plan preparation aligned with the Kto12 pedagogical framework? - Are there guidelines given to teachers to prepare lessons that are pupil-centered, constructivist, problem and inquiry-based and reflective in approach?	- Alignment of school's general system of lesson plan preparation with Kto12 pedagogical framework - Learning plans show use of pupil-centered, constructivist, problem and inquiry-based and reflective approaches and strategies	- Curriculum Maps - Learning Plans - System of Learning Plan preparation
2. Learning plans (LP) show the following:			
a. specific Kto12 curriculum standards and competencies that pupils are required to achieve*	- Are Kto12 curriculum standards stated in the learning plan for different topics? - Are Kto12 learning competencies stated in the learning plan for different topics?	- Inclusion of Kto12 standards in LP - Inclusion of Kto12 learning competencies in LP	- Subject Curriculum Maps and Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports
b. alignment with activities, assessments and resources indicated in the subject curriculum maps *	- Do the learning plans follow and implement the curriculum map's stated activities, assessments and resources? - Do the learning plans show how the activities and assessments stated in the subject curriculum maps are done in class?	- Alignment of learning plans with curriculum map entries for activities, assessments and resources - Learning plans present how the activities and assessments in the subject curriculum map are done during instruction	- Subject Curriculum Maps and Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports

c. performance indicators of pupils' achievement of standards and competencies*	- Are performance indicators showing pupils' achievement of the lesson standards and competencies stated? - Are the performance indicators observable and measurable?	- Instructional objectives or learning targets for pupils to accomplish are aligned with lesson standards and competencies are stated - Instructional objectives or learning targets for pupils to accomplish are clear and observable	- Subject Learning Plans - System of Learning Plans Preparation
d. use of research-based and age-appropriate strategies*	- Are research-based strategies/ activities used to improve student participation during classroom encounters? - Are learner-centered strategies/ activities used to generate student participation during classroom encounters?	- Inclusion of research-based strategies in LP classroom procedures - Inclusion of learner-centered strategies in LP classroom procedures	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and Workshops - Classroom Observation Form
e. differentiated learning tasks in line with pupils' interests, background, and learning styles*	- Are there provisions for differentiated activities? - Do these activities consider the learners' varied interests, background, or learning styles?	- Inclusion of differentiated activities in LP - Differentiated activities address varied pupils' interests, background and learning styles	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom activities - Faculty Development Training Seminars and Workshops - Classroom Observation Form

f. logical sequencing and progression of pupils' learning from acquisition of knowledge to transfer of learning to daily life*	- Is there a logical and sequential organization of the lesson to facilitate skills development? - Does the process of skills development end in the transfer of learning?	- Provision in LP of activities and assessments that are aligned with the flow of competencies in the subject curriculum map - Provision in LP of activities and assessments leading to and preparing the students for the unit performance task	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Classroom Observation Form
g. pertinent learning resources that provide the subject's content and develop pupils' understanding and practice of skills	- 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
h. connections of ideas and concepts with the pupils' daily life experiences	- Are real life situations related to the lesson topic discussed? - Are pupils asked to apply their knowledge and skills in real life situations?	- Discussion of real life situations related to the lesson topic - Inclusion of activities or assessments that involve pupils' application of knowledge and	- Performance Tasks - Learning Plans - Situation Analysis and Examples in Activity Sheets or Worksheets

		skills	
i. integration of 21 st century skills and the school's PVMGO and core values*	- Is there PVMGO-CV integration in the LP and learning encounters? - Are there 21st century skills development activities in the LP and learning encounters?	- Inclusion of PVMGO-CV integration in LP - Inclusion in LP of activities related to development of 21st century skills in LP	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and Workshops - Classroom Observation Form - Integrated Performance Tasks - Community Awareness, Exposure or Immersion Activities related to Unit Topic - System of Technology Integration - Technology Platforms or Learning Management Systems
j. targeted exercises and practice that lead to mastery.*	- Are practice exercises and assignments given? - Do these practice exercises and assignments target pupils' mastery of the required standards and competencies?	- Practice Exercises mastery of lesson standards and competencies - Assignments for mastery of lesson standards and competencies	- Learning Plan - Activity Sheets/ Worksheets
k. incorporation of activities that reflect the pupils' cultural background and related to their mother-tongue.*	- Is the pupil's cultural background considered in the design of instructional activities and learning resources? - Are the situations presented or discussed in the LP related to the pupils' cultural background?	- Pupils' cultural background is reflected in the design of activities and selection of learning resources - Real life situations related to pupils' cultural background are discussed in class activities	- Learning Plan - Activity Sheets/ Worksheets

3. Guidelines for teaching and learning in various modalities are provided.*	- Are there guidelines given to teachers on how to prepare and implement their learning plans according to different modalities of delivering instruction? - Is technology used to support pupils' understanding in classroom instruction or performance in assessment?	- Guidelines for learning plan preparation and teaching in different modalities of delivering instruction - Provision in LP for use of technology in class activities or assessment	- Subject Learning Plans - School Continuity Learning Plan
IIB. The school shows evidence of the following in the implementation of its system of instruction.			
1. Teachers implement guidelines that cultivate a positive and inclusive learning climate in the classroom where pupils' differences are respected and pupils are encouraged to express themselves, ask questions, and do their best in varied tasks.*	- Are there guidelines that ensure classrooms exhibit a positive and learning climate? - Are activities and assessments inclusive in such a way that pupils are able to participate and do class work?	- Guidelines for creating a positive learning climate in the classroom - Availability of varied instructional resources that enable all students to participate and complete class work	- Subject Learning Plans - School Continuity Learning Plan - Guidelines for Differentiated Learning or Inclusive Classrooms
2. Teachers employ varied hands-on and exploratory activities in order for pupils to do inquiry and problem-solving and construct knowledge (such as those involving play, experimentation and the use of manipulatives).*	- Are varied hands-on, exploratory and play activities provided for concept building? - Are manipulatives and similar resources for play available for pupils in their hands-on activities?	- Use of hands-on, exploratory and play activities for concept building - Availability of manipulatives and similar resources for hands on activities	- Classroom learning stations - Pupils' play area and materials - Subject learning plans - Inquiry and Problem-Solving exercises in Activity Sheets/ Worksheets - Manipulatives
3. Teachers provide collaborative learning tasks to develop the	- Are pupils trained to cooperate or collaborate when they do group	- Use of cooperative or collaborative learning strategies in	- Subject learning plans - Cooperative or collaborative

pupils' social skills.*	work? - Are pupils grouped in different ways at different times?	group work - Pupils' assigned tasks in group work	learning activity sheets or worksheets - Pupils' group work outputs
4. Teachers develop the pupils' study skills in activities that enable them to learn by themselves and complete tasks and requirements with minimal help or supervision.*	- Are pupils trained to work by themselves in individualized learning tasks? - Are resources provided to develop and practice the pupils' study skills?	- Class activities that train pupils to develop and practice study skills - Learning resources that guide pupils on how to develop and practice study skills	Subject learning plans - Pupils' work outputs - Activity sheets/ Worksheets
5. The pupils' learning environment is safe, stimulating and adaptable to different kinds of individual, group and whole-class learning tasks.*	- Are there safety signs and reminders in the classroom? - Are there signs and reminders that encourage pupil participation and active learning in class? - Are learning tasks given in different set-ups ranging from individual to group and whole-class?	- Safety signs and reminders in the classroom - Signs and reminders in the classroom encouraging active and orderly class participation - Varied types of set-ups for learning tasks such as individual, group or whole-class	- Classroom floor plan - Pictures of classroom signs and reminders - Seating arrangements
6. Teachers provide a balance of organized and unstructured experiences that consider the pupils' development and growth in motor skills.	- Are activities designed to develop the pupils' motor skills? - Are pupils active in structured and exploratory activities and learning tasks?	- Integration of movement activities in class discussions and learning tasks - Use of active learning strategies in structured and exploratory activities and learning tasks	- Activity sheets/Worksheets - Subject learning plans - Movement activities
7. Teachers in their classroom management train the pupils to observe routine behaviors and follow norms of conduct.*	- Are pupils trained to do routine classroom tasks? - Are pupils trained to observe school norms of conduct?	- Classroom signs and reminders on routine classroom tasks - School signs and reminders on school conduct and proper decorum	- Classroom Management Guidelines - Pictures of classroom signs and reminders
8. Teachers obtain and analyze data on the effectiveness of teaching strategies and assessment methods stated in	- Is data obtained on students' performance in the different unit topics of the curriculum map?	- Data on students' achievement of standards and competencies in the curriculum maps' different unit topics	- Curriculum evaluation and recommendations - Minutes of curriculum meetings of Academic Council or Subject

the curriculum maps.*	- Is the data analyzed to determine the effectiveness of the teaching strategies and assessment methods stated in the curriculum maps?	- Recommendations for improvement of design of activities and selection of assessments in the different unit topics of the curriculum maps	Coordinators' Council or subject department meetings regarding curriculum revisions and updates - System of or procedures for Curriculum Development and Updating - List and description of Curriculum Development Activities
IIC. The school shows evidence of the following in its assessment of its system of instruction:			
1. Learning plans are reviewed by supervisors in terms of their alignment with stated curriculum goals and standards, the guiding pedagogical framework, and the school's philosophy and vision and mission.*	- Are learning plans reviewed and checked by supervisors? - Are the learning plans aligned with the Kto12 standards, school's pedagogical framework and philosophy, vision and mission?	- Frequency of checking learning plans - System of reviewing and checking learning plans in line with Kto12 standards, school's pedagogical framework and philosophy, vision and mission	- Schedule of submission and checking of learning plans - Faculty Manual - Instructional Supervision system or guidelines
2. Recommendations for the continuous improvement of the instruction system are implemented and reported.*	- Are recommendations for improvement of instruction implemented? - Are the results of the implementation reported and followed-up?	- Reports showing recommendations for continuous improvement of instruction - Reports discussing the results of and follow-up on implemented recommendations	- Academic supervisors' report on implementation of recommendations for improvement of instruction - Data on improvement of pupils' performance
FREQUENCY OF RATING PER COLUMN:		Power	
		Support	
		SECTION MODE: Power Rating with Highest Frequency	

COMMENTS/REALIZATIONS ABOUT RESULTS OF CURRENT SCHOOL PRACTICES IN THIS AREA:

ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:

EXAMPLES OF EVIDENCE:

- School Learning Plans
- School Instruction Program or System
- Guidelines for the Design and Development of Learning Plans
- Action Researches
- Classroom Observation
- Supervision of Instruction Program
- Learning Plan Templates
- Minutes of Professional Learning Community Meetings
- Technology Integration Program
- Students' Textbooks and Learning Resources
- Continuous Improvement Plan for Instruction
- Subject Area Reports of Students' Achievement
- Evaluation Reports on Instruction
- Minutes of Academic Council or Subject Department Meetings
- Subjects Integration System
- Guidelines for Teaching in Different Modalities
- Curriculum Maps
- Teachers' Seminars-Workshops on Developing Learning Plans

IIIA. The school shows evidence of the following in the design of its assessments of student learning:			
1. School policies and guidelines for the assessment of pupils' learning and preparation of assessments are published and disseminated for teachers' use.*	- Are there established policies on the formulation and utilization of a variety of assessments to measure pupils' performance? - Are these policies disseminated and discussed with teachers?	- Guidelines for preparation of assessments of pupils' performance - Dissemination and discussion of assessment guidelines	- System of Assessment Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding instructional resources/materials - Faculty Development Training Seminars and Workshops
2. Assessments are varied and based on and aligned with curriculum standards and learning competencies.*	- Do the teachers' assessments cover both formative and summative assessments? - Do the teachers' assessments measure the pupils' achievement of the Kto12 standards and competencies?	- Provision of summative and formative assessments in curriculum map and LP - Alignment of assessments with the Kto12 standards and competencies	- System of Assessment Preparation - Subject Tables of Specification - Unit Assessment-Activities Matrix or Unit Assessment Map - Samples of Subject Summative and Formative Assessments - Subject Learning Plan - Samples of Performance Tasks - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding instructional resources/materials - Faculty Development Training Seminars and Workshops
3. Assessments formats are appropriately selected in line with the standard or competency being measured. *	- Is there a good fit between the teachers' chosen assessment formats and the skill required by the competency? - Is the assessment format valid;	- Varied teacher-prepared assessments evaluating pupils' achievement of the unit standards and competency	- Subject Tables of Specification - Unit Assessment-Activities Matrix or Unit Assessment Map - Samples of Subject

	that is, able to measure the competency's skill it is supposed to measure?	- Valid assessments that show alignment of assessment with competency's skill and content	Summative and Formative Assessments
4. Assessments are prepared and conducted to determine the pupils' achievement of expected milestones in different developmental areas. *	- Are there assessments of pupils' achievement of expected milestones in different domains of development? - Are these assessments conducted to determine pupils' achievement of expected milestones in different domains of development?	- Assessments of pupils' achievement of milestones in different domains of development - Records of conducting milestone assessments and reports of pupils' achievement of milestones	Records or reports of pupils' performance of expected milestones in domains such as literacy, numeracy, physical growth and so on - Literacy Development Reports - Numeracy Development Reports - Physical Growth and Fitness Reports - Achievement Reports
IIIB. The school shows evidence of the following in the implementation of its assessment of student learning:			
1. Data about pupils' achievement of competencies and milestone skills in different domains is systematically obtained, analyzed, reported and utilized on a regular basis.*	- Is data about pupils' achievement of Kto12 standards, competencies and developmental milestone skills in different domains gathered? - Is the gathered data regularly analyzed, reported and utilized to improve instruction?	- Results of pupils' performance of Kto12 standards and competencies - Results of pupils' achievement of developmental milestone skills in different domains - Recommendations for improvement of instruction based on above results	- Reports of pupils' performance of Kto12 standards and competencies - Reports of pupils' achievement of developmental milestone skills in different domains - Recommendations for improvement of instruction based on above results - Minutes of Departmental Meetings - Minutes of Academic Council - Minutes of PLC Meetings - Response to Intervention Program or System or Academic Intervention Program

2. Reports and diverse forms of evidence on pupils' proficiency in foundational literacy and numeracy skills show that their overall performance across grade levels meets the benchmarks established by national standards.*	- Are there in the different grade levels regular reports and diverse forms of evidences showing pupils' achievement of foundational literacy and numeracy skills? - Is the performance of pupils in these reports at the expected level set by national standards?	- Reports of pupils' achievement of literacy and numeracy skills in the different grade levels - Pupils' performance in the reports is at the expected level set by national standards.	- Reports of pupils' performance of Kto12 standards and competencies - Reports of pupils' achievement of developmental milestone skills in different domains - Recommendations for improvement of instruction based on above results - Minutes of Departmental Meetings - Minutes of Academic Council - Minutes of PLC Meetings - Response to Intervention Program or System or Academic Intervention Program
3. Teachers provide timely, specific and frequent feedback to pupils regarding their progress and attainment of proficiency targets.	- Do teachers give comments to pupils about their progress and performance? - Are the comments given in a way that is timely, specific and varied?	- Teachers' written or posted comments to pupils about their progress and performance - Comments are timely, specific and varied	- Formative and summative assessments - School assignments - Pupils' journals - Checked activity sheets/ worksheets - Response to Intervention Program or System or Academic Intervention Program
4. Teachers provide appropriate interventions for pupils with learning difficulties and track their improvement.*	- Are there intervention activities to assist pupils with learning difficulties or special needs? - Do teachers track the progress of pupils when undergoing such interventions?	- Program or system of academic interventions to improve performance of pupils with learning difficulties or special needs - System of tracking pupils' progress during intervention	- Response to Intervention Program or System or Academic Intervention Program - Subject Learning Plans - Reports on results of academic interventions by PLC groups - Subject department reports of

			student achievement and results of interventions - Formative Assessments in different subject areas - Minutes of meetings of Academic Council or Subject Coordinators' Council or subject department meetings on system of addressing children with special needs - Instructional supervisory reports
5. Teachers regularly inform and discuss with parents and other concerned adults the pupils' performance in the different learning areas, their growth in the varied developmental domains and specific follow-up actions to do at home.*	- Are there schedules for teachers and parents to confer about the pupils' growth and performance? - Do teachers suggest follow-up actions parents can do at home for the pupils' improvement?	- Parent-Teacher academic conferences or meetings - Teachers' suggested follow-up interventions parents can do at home	- Records of parent-teacher academic conferences or meetings - Intervention program - School-home development program
6. Teachers provide self-assessments where pupils check their work and develop plans and routines to improve their performance or output.	- Do teachers provide pupils with self-assessments? - Do these self-assessments guide pupils on how they can check their work and improve their output or performance?	- Self-assessment forms for pupils' use with regards to their performance or output - Specific guidance on how to check and improve on one's output or performance	- Self-assessment forms - Formative assessments - Activity Sheets/ Worksheets - Learning Plan
7. Teachers recognize and commend pupils' achievement in appropriate and creative ways.	- Do teachers recognize and commend pupils for achieving Kto12 standards and competencies? - Do teachers provide commendations in varied and creative ways in other areas of pupils' development?	- Academic recognition and honors system - Recognition system for non-academic achievement	- School Recognition and Honors Program - Sample of pupils' recognition and honor certificates or the like - Student Handbook - Activity Sheets/ Worksheets

8. The advancement of pupils to another learning unit or promotion to the next grade level is based on a system of obtaining and examining evidences of the pupils' achievement of grade level standards, competencies and requirements in related developmental domains.*	- Does the school's promotion system check on pupils' achievement of required Kto12 standards and competencies? - Does the school's promotion system check on pupils' achievement of milestone skills in certain developmental domains?	- Evidence-based pupils' promotion system - Records of pupils' achievement of milestone skills in certain developmental domains	- Minutes of promotion deliberations and meetings - Promotion reports - Report on pupils' performance of developmental skills in different domains
IIIC. The school shows evidence of the following in its evaluation of its system of assessment:			
1. Assessments are reviewed and validated in line with curriculum standards and learning competencies. *	- Is there a system that supervisors or academic coordinators use to review the teachers' assessments? - Does the system involve checking on the alignment of the assessments with the unit standards and competencies?	- System of Supervising Formative and Summative Assessments - Alignment of assessments with unit standards and competencies	- Approvals of Tables of Specification - Minutes of Department Meetings discussing Assessments - PLC or PLT discussions on assessments - Faculty Supervision procedures on preparation and submission of assessments - Guidelines for writing assessments
2. Recommendations for the continuous improvement of the preparation and administration of assessments are implemented and their accomplishment is reported.*	- Do supervisors or academic coordinators give specific recommendations to their teachers regarding the preparation and administration of assessments? - Are the recommendations implemented by teachers in their formulation of assessments?	- Reports by Academic Coordinators or Supervisors listing recommendations for the faculty's improvement in their preparation and administration of assessments - Teachers' implementation of recommendations	- Report by Academic Coordinators or Supervisors listing recommendations for the faculty's improvement in their preparation and administration of assessments - Minutes of Department Meetings discussing Assessments
3. Results of evaluations of assessments provide information	- Are evaluations conducted on the school's attainment of its	-System of evaluation of school's attainment of its PVMGO	Evaluation Report on School's Attainment of its PVMGO

on the school's attainment of its educational mission.*	educational mission? - Do the results of the evaluations show the school's satisfactory attainment of its educational mission?	- Evaluation Report on school's attainment of its PVMGO	
4. Observation of in-person classroom instruction during certification visit (based on results of Classroom Observation form)*			- Classroom Observation Form
5. Appraisal of use of varied modalities for delivering instruction (based on Appraisal of Blended/Distance Learning form) in Grades 4-6.			Appraisal of Blended/Distance Learning Form applied to Grades 4-6
FREQUENCY OF RATING PER COLUMN:		Power	
		Support	
		SECTION MODE: Power Rating with Highest Frequency	
SUBSECTION RATINGS/MODE		Curriculum	
		Instruction	
		Assessment	
		AREA MODE: Power Rating with Highest Frequency in all Subsections (Ref: Decision Rule for Area Rating)	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURRENT SCHOOL PRACTICES IN THIS AREA:			

ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:

EXAMPLES OF EVIDENCE:

- Table of Specification
- School's Assessment System
- Grading System
- Subject Formative and Summative Assessments
- Performance Tasks
- Standardized Test Results and Reports
- Remediation and Intervention Plans
- Curriculum Maps
- Policies on Academic Integrity
- Student Handbook
- Pupils' Signed Academic Honor Codes
- Rubrics
- Pupils' Portfolios
- Item Analysis of Tests
- Pupils' Self-Assessments
- Promotion System
- Reports on Pupils' Achievement of Developmental Milestones
- Learning Analytics Reports
- Recognition, Honors and Awards System
- Evaluation of School's Assessment/Grading System
- Continuous Improvement Plan for Assessments
- Guidelines for Preparation of Assessments
- Teachers' Seminars-Workshops on Assessment
- Differentiated Assessments
- Action Research Reports

Section break.

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. As discussed in DO 24 s.2020 National Adoption and Implementation of the Philippine Professional Standards for School Heads, the principal is 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 21st 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.

QUALITY INDICATORS:	FOCUS QUESTIONS	LOOK FORS	EXAMPLES OF SOURCES OF EVIDENCE
The school leadership shows evidence of the following in the management of the school's instruction program:			
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.*	- Are the PVMGO and Kto12 directions disseminated to stakeholders? - Are curriculum development and innovations disseminated to stakeholders?	- Explanation of school's PVMGO in orientation programs to different stakeholders - School reports to stakeholders on developments and	- Orientation Program Minutes/Documentation - Presentation of School's Curriculum directions with different stakeholders such as Board of Trustees, officers of Parents'

		innovations in Kto12 curriculum	Association, officers of Alumni Association, and partner organizations
2. The utilization of a system for monitoring and evaluating the extent of alignment of school operations with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum standards.*	- Are there reports about the school's monitoring and evaluation of its operation processes on its alignment with the school's PVMGO and accomplishment of curriculum standards? - Do the reports show attainment of alignment and accomplishment of curriculum standards?	- Reports on alignment of operations plans with school's PVMGO and curriculum goals - Reports on achievement of operations plans for implementation of PVMGO and curriculum goals	- SSIP Area in Curriculum, Assessment and Instruction - SSIP Performance Report 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. A program for enabling teachers to contextualize the pupils' learning according to their stage of development and cultural background in order to make the curriculum relevant to their experiences.*	- Are there seminars-workshops provided to guide teachers on the proper integration of the pupils; cultural background in the lesson and other instructional activities? - Are there seminars-workshops provided to help teachers design instructional activities in line with the pupils' developmental	- Programs of seminar-workshops on contextualizing lessons according to pupils' cultural background -Programs of seminar-workshops on pupils' developmental stages and their implications for lesson design and teaching	- Programs of seminar-workshops on contextualizing lessons according to pupils' cultural background and mother tongue - Guidelines for and exemplar lessons showing the integration of pupils' cultural background and mother tongue - Programs of seminar-

	stage?		workshops on pupils' developmental stages and their implications for lesson design and teaching - Guidelines for and exemplar lessons on designing lessons and instructional activities according to the pupils' developmental stage
4. A program for ensuring a pupil-friendly, safe, inclusive, positive and healthy learning environment.*	- Is there a program for orienting teachers and staff about ensuring a pupil-friendly, safe, inclusive, positive and healthy learning environment? - Does the program give specific guidance to teachers on how to create a pupil-friendly, safe, inclusive, positive and healthy learning environment?	- Orientation program for teachers and staff about school policies and conduct in the classroom and school facilities that is welcoming - Program guidelines that show how teachers can create a pupil-friendly, safe, inclusive, positive and healthy learning environment	- Orientation program for teachers and staff about school policies and conduct in the classroom and school facilities that is welcoming, shows concern for the pupils' safety and well-being, is non-discriminatory, and encouraging - Guidelines for faculty and staff's conduct to pupils
5. The regular collection, interpretation and dissemination of data and evidences to top school leaders and key stakeholders are carried out and cover the following for informed decision-making: a. pupils' achievement of learning standards and performance of competencies*	- Are data on pupils' learning and performance collected regularly? - Are these data interpreted and analyzed? Are the data used to make decisions regarding curriculum development and	- Data on pupils' achievement of curriculum map standards and competencies - System of reporting, disseminating and using data on pupils' achievement to various administrators	- Subject Reports on Student Performance of Curriculum Map Standards and Competencies - Data Presentations in Subject PLC meetings - System of or procedures for Curriculum Development

	updating? - Is there regular dissemination of data on pupils' learning performance to key administrators to guide decision-making?		and Updating - Sample students' answers in formative assessments in different subject areas - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Periodic or annual reports on curriculum evaluation
b. pupils' accomplishment of expected milestones in different developmental domains*	- Are data on pupils' accomplishment of expected milestones in different developmental domains collected? - Are the data analyzed and utilized for planning, implementing and evaluating programs for the pupils' development in different domains?	- Data on pupils' accomplishment of expected milestones in different developmental domains? - Use of data in planning, implementing and evaluating programs for the pupils' development in different domains	- Reports on pupils' development in different domains - Records of pupils' growth in different developmental domains - Intervention programs showing data regarding pupils' growth in different developmental domains - Pupils' physical health records - Reports of pupils' development in literacy and numeracy - Records of pupils' aptitude tests and personality inventories

c. pupils' performance and improvement in school-initiated interventions.*(e.g., remedial, tutorial)*	- Are data collected, analyzed and reported regarding pupils' response to various learning interventions? - Are the interventions differentiated according to pupil's area of difficulty?	- Data reports of pupils' performance in varied learning interventions - Differentiated interventions according to pupil's area of difficulty	- PLC or PLT reports about pupils' improvement in or response to learning interventions - Reports of pupils' performance in varied learning interventions (e.g., remedial, tutorial)
6. Continuous improvement of the curriculum and instruction is done through development activities indicated in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction.	- Are curriculum development activities and strategies included in the SSIP? - Are these development activities and strategies implemented and monitored?	- 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
7. A development program that equips subject coordinators or department heads with knowledge on the latest trends in pedagogy and skills in using research-based strategies.	Is there a series of seminars-workshops planned and implemented for updating instructional leaders and subject coordinators? - Do these seminars-workshops cover the latest research on effective teaching strategies for different subject areas?	- Provision of professional development program for academic coordinators – Inclusion of regarding latest research on effective teaching strategies for different subject areas	- List of seminars-workshops for academic coordinators on latest research on effective teaching strategies for different subject areas? - Attendance records of academic coordinators in professional development seminars-workshops focused on latest research on

			effective teaching strategies for different subject areas?
8. A supervisory program that:			
a. 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
b. provides coaching and mentoring interactions with and activities for faculty in the teaching and assessment of learning of the Kto12 standards and 21st century skills*	- Are there coaching and mentoring activities/ program towards teaching Kto12 standards and competencies and 21st century skills?	- Provision of opportunities or activities for coaching and mentoring teachers on various aspects of teaching and learning curriculum standards - Provision of opportunities or activities for coaching and mentoring teachers on the development of 21st century skills	- Instructional Supervisory Program - Faculty Professional Development Program and seminars-workshops involving coaching and mentoring - Records of post-classroom observation conference by subject coordinator or principal with teacher
9. Provision of procedures for timely access to and optimum use of instructional resources, facilities materials and equipment.	- Are instructional materials and equipment available and accessible for teachers' use? - Is the use of instructional	- Policies for teachers' access to and use of instructional materials, equipment and resources	- System for Selection, Procurement, Development and Utilization of Instructional Resources/

	materials and equipment consistent? Optimized?	- Reports on manner of use of instructional materials, equipment and resources	Materials - Library Policies for borrowing and using print, audiovisual and electronic resources and materials - Custodian reports on utilization of print, audiovisual and electronic resources and materials and equipment - Subject curriculum maps - Subject learning plans
10. A program for collaborating with families in understanding and responding to the developmental needs of pupils.	- Is there a school-initiated program aimed at providing parents and guardians with seminars-workshops and other related services about the pupils' developmental stages and their role in their children's growth? - Are parents consulted and involved in planning, implementing and evaluating the program?	- Program for parents and guardians about the pupils' developmental stages and their role in their children's growth - Consultations with parents on the content and activities of the program	- Minutes of meetings with parent representatives regarding the topics and activities of the program - Records of the program topics and speakers for various aspects of pupils' development - Evaluation reports and parents' feedback on program regarding various aspects of pupils' development stages and family life
11. Networking and linkages with resource persons, organizations and stakeholders in the community to enhance the school's instruction	- Are there established networks and linkages with partner agencies and	- Provision of activities which enable school partners and linkages to dialogue on	- System for Selecting and Establishing School Partners and Linkages

program and help sustain an enabling and supportive learning environment for pupils	support groups in the promotion of the PVMGO? In the attainment of the curriculum goals?	possible contributions to the school's attainment of the school's PVMGO - Provision of activities which enable school partners and linkages to dialogue on possible contributions to the school's attainment of the school's curriculum goals	- Directory of School Partners and Linkages - Minutes of meetings with School Partners and Linkages - List of Activities with School Partners and Linkages
12. 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.*	- Is there published Learning Continuity program that addresses disruptions in school schedule and instruction due to calamities, disasters, crises and emergencies? - Does the program present guidelines and protocols that describe the modalities for delivering instruction?	- A published Learning Continuity program that addresses disruptions in school schedule and instruction due to calamities, disasters, crises and emergencies - Guidelines and protocols in the program on the kind of modalities for delivering instruction	- Learning Continuity Program - Minutes of meetings of Principal's Council on guidelines for Learning Continuity
13. 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. *	- Is there a published Learning Recovery program? - Does the program present guidelines, sample differentiated activities and assessments for	- A published Learning Continuity program - Guidelines, example differentiated activities and assessments for identifying and closing learning gaps	- Learning Recovery Program - Academic Intervention Program

	identifying and closing learning gaps?		
14. Policies on academic integrity are established to ensure the pupils' own efforts in accomplishing and answering the different assessment tasks.*	- Does the school publish a policy on academic integrity that emphasizes pupils' own accomplishment of academic work? - Are protocols listed that guide teachers on how to respond in cases where academic integrity is not practiced?	- Published academic integrity policy (e.g., Pupils' Handbook) - Protocols for teachers on how to respond in cases where academic integrity is not practiced	- Student Handbook - Grading System - Copies of signed academic integrity forms
FREQUENCY OF RATING PER COLUMN:		Power	
		Support	
		AREA MODE: Power Rating with Highest Frequency (Ref: Decision Rule for Area Rating)	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURRENT SCHOOL PRACTICES IN THIS AREA:			
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:			

EXAMPLES OF EVIDENCE:

- Orientation Program Minutes/Documentation
- 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
- SSIP Area in Curriculum, Assessment and Instruction
- SSIP Performance Report in Area of Curriculum, Assessment and Instruction
- Annual Operational Plan
- Annual Operational Plan Performance Report
- Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings
- Subject Reports on Student Performance of Curriculum Map Standards and Competencies
- Data Presentations in Subject PLC meetings
- System of or procedures for Curriculum Development and Updating
- Sample students' answers in formative assessments in different subject areas
- Periodic or annual reports on curriculum evaluation
- Curriculum evaluation and recommendations
- Instructional Supervisory Program
- Records of classroom observations done by subject coordinators and other academic supervisors
- Records of post-classroom observation conference by subject coordinator or principal with teacher
- Annual interview by principal of teacher
- Faculty Professional Development Program and seminars-workshops involving coaching and mentoring
- Schedules and Minutes of Year level or subject department PLC meetings
- Sample PLC reports
- Minutes of Department Meetings on Student Performance and Intervention Planning
- System for Selection, Procurement, Development and Utilization of Instructional

Resources/Materials

- Library Policies for borrowing and using print, audiovisual and electronic resources and materials
- Custodian reports on utilization of print, audiovisual and electronic resources and materials and equipment
- Subject curriculum maps
- Subject learning plans
- Plans in SSIP area of Instructional Leadership, Faculty and Administration and Governance
- School support for faculty and administrators' graduate studies
- System for Selecting and Establishing School Partners and Linkages
- Directory of School Partners and Linkages
- Minutes of meetings with School Partners and Linkages
- List of Activities with School Partners and Linkages
- School Recovery and Readiness Plan
- Learning Continuity Plan
- Guidelines on Delivery of Instruction according to Learning Modalities
- Learning Analytics Reports
- Family Collaboration Program
- School Network and Directory of Community Resources

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.

QUALITY INDICATORS:	FOCUS QUESTIONS	LOOK FORS	EXAMPLES OF SOURCES OF EVIDENCE
The school in the area of faculty shows evidence of the following:			
1. A system for:			
a. recruiting, screening and hiring licensed and qualified teachers*	- Are there established SOPs/policies for recruiting, screening and hiring? - Are the teachers licensed and qualified?	- Recruiting, screening and hiring protocols - Professional licenses of Teachers	- Recruitment, Selection, Hiring/Placement Policies and Procedures - Notarized Teachers' Contracts - Administration Manual - Teachers' profile - Teacher's 201 File
b. assigning teachers' loads compliant with their qualifications and other DepEd requirements	- Are there protocols for assigning teachers' loads? - Do the protocols base teachers' loads on their	- Protocols on assigning teachers' loads and other assignments - Teachers' loads and	- Teachers' Program - Summary of Faculty Loads and Assignments - Teachers' Contracts

	degrees or fields of concentration?	assignments in line with their degree or field of concentration	
c. disseminating latest DepEd and PRC memos, circulars and orders.	- Is there regular dissemination of DepEd Memos and circulars? - Is there regular dissemination of PRC circulars and other pertinent government documents?	- Regular announcements and postings of DepEd memos and circulars - Regular announcements and postings of PRC memos and circulars	- Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders and PRC notices, etc.
d. updating the faculty's license and credentials in line with required continuing professional development credits	Is there a system for checking on the faculty's renewal of their licenses? Is there a system for monitoring the faculty's status of accomplishment of required continuing professional development (CPD) credits?	- Records of faculty's renewed licenses - Record of faculty's continuing professional development (CPD) credits from year to year?	- Records of faculty's renewed licenses - Copies of faculty's renewed licenses - Record of faculty's continuing professional development (CPD) credits from year to year? - Copies of certifications of faculty's CPD credits for attendance in seminar-workshops or conferences
2. A Faculty Manual defining faculty functions, duties and responsibilities, benefits and privileges that is accepted, published and well-disseminated*	- Is there a Faculty Manual that defines functions, duties and responsibilities, benefits and privileges, and school policies involving faculty service? - Is this manual published and	- Faculty Manual that includes faculty functions and responsibilities, benefits and privileges and school policies - Accepted, Published, well-disseminated and	- Faculty Manual - Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed

	distributed? - Are the manual contents discussed and well-disseminated?	distributed Faculty Manual	
3. Faculty development plans designed to...			
a. 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?	- Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST - Content Knowledge and Pedagogy - Learning Environment - Diversity of Learners - Curriculum and Planning - Assessment and Reporting - Community Linkages and Professional Engagement - Personal Growth and Professional Development	- Faculty Development Plan - Faculty Development Plan Evaluation Instruments, Results and Summaries - Faculty Performance Evaluation Instruments, Results and Summaries - Calendar of Faculty Development activities - List of Faculty Development Activities conducted
b. enable teachers to organize and participate in Professional Learning Communities or Teams for collaborative work, analysis of data on students' performance, peer observation and varied interventions for improved student learning*	- Does the Faculty Development Plan provide structures for faculty to organize and participate in Professional Learning Communities or Teams? - Do the PLC discuss examine pupils' performance data and determine the appropriate	- Organization of and participation in PLC or PLT by the teachers - Inclusion of collaborative work and study, analysis of pupils' performance data and identification of appropriate interventions	- List of PLC or PLT Activities - Minutes of the PLC or PLT Meetings - Data on Students; Performance and Interventions for Improved Learning in a Particular Unit - Attendance Sheets during

	interventions?		the PLC or PLT meetings - Faculty Evaluation reports by Peers
c. recognize and reward outstanding teacher performance, initiative and creativity	- Are there provisions to recognize outstanding teacher performance? Initiative? Creativity and innovation?	- Recognition for outstanding faculty performance, initiative, creativity and innovation	- Faculty Awards and Recognition Package - List of Recipients of Faculty Awards - Faculty performance appraisal instruments and results
d. equip teachers with the knowledge and skills needed for the effective delivery of instruction in various modalities	- Is the faculty provided with training on delivering instruction in various modalities? - Does the training include hands-on experiences with relevant technology or digital applications?	- Teacher training program on delivering instruction in different modalities - Inclusion of hands-on experiences with relevant technology or digital applications	- Faculty Development Program - Teacher Training Program - Summer In-Service Training Program - Seminar-Workshops Program on and Outputs of Technology Integration
e. update teachers on research-based strategies for pupils' learning and achievement of developmental milestones*	Does the school provide seminars-workshops on research-based strategies? – On achievement of developmental milestones?	- Programs of seminars-workshops on research-based strategies - Programs of seminars-workshops on achievement of developmental milestones	- Programs of seminars-workshops on research-based strategies and achievement of developmental milestones - Certificates of attendance by faculty in above type of seminars-workshops
f. enable teachers to integrate the school's vision and mission in teaching and learning*	- Does the school provide teachers with guidelines on integration of school's	- Guidelines for teachers' integration of school's vision and mission in	- Programs of in-service training sessions on integration of school's

	vision and mission in teaching and learning? - Does the school schedule as part of the faculty's in-service training seminars-workshops on integration of school's vision and mission in teaching and learning?	teaching and learning - Programs of in-service training sessions on integration of school's vision and mission in teaching and learning	vision and mission in teaching and learning - Record of faculty's attendance in above type of seminars-workshops
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 rention, 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
5. Faculty's membership in educational professional organizations and attendance in their professional development activities	- Are there records of faculty's membership in educational professional organizations? - Are there records of faculty's attendance in their organization's professional development activities outside the school?	- Copies or certification of faculty's membership in educational professional organizations related to their degree or field - Certificates of attendance in seminars-workshops conducted by their professional organization outside the school	- Records of faculty's membership in educational professional organizations related to their degree or field - Records of faculty's attendance in seminars-workshops conducted by their professional organization outside the school
FREQUENCY OF RATING PER COLUMN:		Power	
		Support	

	AREA MODE: Power Rating with Highest Frequency (Ref: Decision Rule for Area Rating)	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURRENT SCHOOL PRACTICES IN THIS AREA:		
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:		
EXAMPLES OF EVIDENCE: - Recruitment, Selection, Hiring/Placement Policies and Procedures - Notarized Teachers' Contracts - Administration Manual - Teachers' Profile - Teacher's 201 File - Teachers' Program - Summary Faculty Loads and Assignments - Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders, etc. - Faculty Manual - Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed - Faculty Development Plan - Faculty Development Plan Evaluation Instruments, Results and Summaries - Faculty Performance Evaluation Instruments, Results and Summaries - List of PLC Activities		

- Minutes of the PLC meetings
- Attendance Sheets during the PLC meetings
- Faculty Evaluation reports by Peers
- Faculty Awards and Recognition Package/Documentation
- List of Recipients of Faculty Awards
- Faculty performance appraisal instruments and results
- Promotion Policies
- Salary Scale
- Supervisory Plan/Clinical Supervision Plan
- Faculty's Action Research
- Faculty's Portfolio
- Faculty's Continuing Professional Development (CPD) Record

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 service units as measures of quality facilitate the effective delivery of classroom instruction: 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 Learner admission, progress and achievement and preparations of transcripts of records, certificates and diplomas and organization of learner's 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-materials repository of the school. The Library-IMC is designed to facilitate active and inquiry-based learning, individual study and research and leisurely reading. It serves as an integral part of every learners' educational experience. Accessibility and adequacy in scope, quantity, timeliness and relevance are measures of quality.

The Laboratories include the Sciences Laboratories, Computer Laboratories and the Home Economics and Livelihood Education. 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 enrollment and programs offered by the school: 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 promote the social welfare and the total development 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 student inventory of personal and pertinent psychological 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 the themselves, developmental career guidance so learners may be introduced to various careers and placement and follow-up procedures to ensure instructional differentiation and learner assistance.

The Health and Nutrition Services provide for primary medical and dental procedures and proper nutrition essential for the well-being of the learners while they are in school.

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

Student Discipline covers matters on student decorum, behavior formation and disciplinary measures when called for. It is implemented by a Discipline Officer.

QUALITY INDICATORS	FOCUS QUESTIONS:	LOOK-FORS:	EXAMPLES OF SOURCES OF EVIDENCE:
I. General			
1. Key non-teaching personnel that provide academic support services are licensed or qualified according to national standards: - qualified Registrar* - qualified and licensed Librarian* - qualified and licensed Guidance * - qualified and licensed Medical staff* - qualified and licensed Dental staff *	- Are the key Non-Teaching personnel: Librarian, Guidance, Medical and Dental staff licensed or qualified? -Is the Registrar qualified?	- PRC licenses of Key Non-Teaching Personnel: Librarian, Guidance Counselor, Doctor and Dentist - Official Transcript of Records of Key Non-Teaching Personnel	- PRC Licenses of Librarian, Guidance Counselor, Physician and Dentist - OTR of Registrar and other Key Non-Teaching Personnel -Notarized Contracts of Key Non-Teaching Personnel - Key Non-Teaching Personnel 201 File
2. The number of personnel assigned is adequate to the size of the population*	- Is the number of personnel adequate for the population size?	- Adequacy of the Number of personnel for the school population: Librarian, Guidance Counselor, etc.	- Number of Key Non-Teaching Personnel - Enrollment Statistics - Personnel Statistics - Personnel-Student Ratio *Guidance Counselor – 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 for each of the Academic Support Units	- Academic Support Unit Manuals or Handbooks or their equivalent - 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? - Do they 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: a. graduate studies b. skills training, c. coaching and mentoring d. seminars and workshops	- Professional Development Plan for Non-Teaching Personnel - Calendar of Professional Development Activities for Non-Teaching personnel - Activities and Forms of Assistance for: a. Graduate Studies b. Skills Training c. Coaching and mentoring d. Seminars and Workshops
II. Registrar's Office			
1. Established policies and procedures for safekeeping, retrieval, retention and disposal of students' 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: a. Safekeeping b. Retrieval c. Retention d. 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 or Admission and Enrollment Flow Chart - 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 complete MIS - Accessibility and easy retrieval of updated and current school data and information	- Updated and current MIS - School Forms
III. Library-Instructional Media Center			
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 self-paced study, and research as well as: 1.1 Text-based materials like printed or digital copies of self-learning modular supplementary resources*	- Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in their instructional activities and research needs? - Is there a program for the management and development of library services to support learners and faculty in their	- Program/Plan for the Development of the Library, IMC and digital Learning Resources and services - Allocation of fees for library acquisitions (70%) - Text-based print and digitized materials	- Library-IMC Development Program - Library-IMC Accession and Inventory Records - SSIP - Library Budget - Annual School Budget - List of Text-based materials (print and digitized copies)

	instructional activities and research needs?		
1.2 Non-text-based materials like tools, devices, equipment and manipulatives, digitized learning materials, video-lessons, radio-based lessons, etc*	- Is the allocation from the library fees for the development of library collections and services adequate?	- Non-text-based materials	- List of Non-text-based materials, tools, devices, equipment, and digitized materials
- suitable learning development requisites	- Are there provisions for varied learner development fixtures and dynamics	- Program/Plan for the Development of the Lib-IMC which includes: a. Appropriate fixtures and structures for various learner stages of development b. Appropriate dynamics and activities for various learner stages of development	- Lib-IMC Development Plan - Library Floor Plan and Lay-out - Library Inventory - Calendar of Library Activities - Library Manual
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.*	- Is the library and its services accessible? Centrally-located? Open through-out the day/ Whole-Day schedule? - Does the library provide a variety of services that support instruction such as: a. Library orientation? b. Leisure Reading? c. Story telling? d. Individual Study and Research?	- Accessibility of library and its services - Variety of the library services	- School map - Library schedule - Calendar of Library Activities - List of Library Activities for Students and Teachers - Library Schedule - List of Library Services and Programs

	e. Instructional Program - Does the library provide other services that support ADBL modalities?		
3. Adequate space, holdings, fixtures and operational dynamics that comply with established Library – IMC management standards*	- Is the library floor space adequate for the school population size? - Is the seating capacity adequate for the school population size? - Are the number of books adequate for the school population size?(4-5 reference books per area) (4000 initial collection) - Does the library have the following: a. Charging table? b. Professional/Faculty section c. Technical Area d. Card Catalogues? OPAC? e. Circulation Area f. Periodicals Area g. Filipiniana Area h. Study and Research Area	- Compliance of Lib-IMC space (72 sq.m./500 students + 8% of enrollment in excess) - Compliance of seating capacity (12% of population for sm; 15% of population for big) - Compliance with minimum number of holdings, fixtures and operational structures (4-5 reference books per area; 4000 initial collection) (fixtures and structures a-j)	- Library Floor Plan - Accession record and inventory list - Actual number of seats - Library Manual

	i. Internet Area j. Library tools: Dewey Decimal System, AACR II, Sear's List		
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 & academic teams*	- Is there a wide and balanced collection of: a. Print and non-print/Digitized/online? b. Professional and student references? c. Books and Periodicals? d. General References, Yearbooks, dictionary and almanacs? - Are the various academic areas involved in maintaining the balance of library collection? Selection and prioritization of acquisition?	- Library Collection Program with a wide and balanced: a. Print materials b. IMC c. non-print and digitized materials - Library Committee that represents the various academic sectors that guides in selection and prioritization of library acquisition	- Library Collection Program - Accession Record and Inventory List - Number of Titles per area per copyright date - IMC and digital materials collection - Library Committee membership, functions, schedule of meetings and minutes
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:	- Are the laboratory supplies, tools and equipment technology packs, activity workbooks appropriate	- Appropriateness of: *laboratory supplies, tools and equipment *course/technology packs	- Inventory list per laboratory - List of Laboratory Activities per subject - List of Laboratory Experiments/Activities - Course/Technology

- Science* - HELE Laboratories* - Computer Laboratories*	for the laboratory activities prescribed by the curriculum maps? - Are the laboratory supplies, tools and equipment appropriate for the activities prescribed by the curriculum maps?	*activity sheets/ workbooks needed by the prescribed laboratory activities	packs - Activity Workbooks
2. Policies and procedures on the systematic management of materials and equipment of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc. - Science - HELE Laboratories - Computer Laboratories	- Are there established policies and procedures on systematic and sustainable management of the laboratories? Written and disseminated? - In the Laboratories, is there consistent and proper implementation of SOPs for Requisition? Procurement? Inventory? Storing, Labeling and Display? Dispensing? Repair and Maintenance?	- Written and disseminated laboratory SOPs and protocols - Consistent implementation of laboratory management SOPs	- Laboratory Handbook/ Manual/SOPs - Postings of Laboratory SOPs - Laboratory Orientation Program - Minutes of laboratory Orientation - Laboratory Calendar of Activities
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	- Is there a guidance and counseling program that meets the developmental needs of the learner?	- Guidance and Counseling Program that provides holistic, responsive and differentiated to meet the various development needs	- Guidance and Counseling Program

parents and teachers*	- Is the guidance and counseling program collaboratively implemented?	of the learners - Guidance and Counseling Program that supports academic, moral, psychosocial and career development - Guidance and Counseling Program that addresses psychosocial, academic, personal needs of the learners at various stages of development - Collaborative implementation dynamics of the Guidance and Counseling program	- Guidance and Counseling Program Mechanics, Activities and Schedule - List of Guidance and Counseling Program Resources - Parent Consultants and Facilitators
2. A developmental career guidance program that provides learners with adequate introduction to potential careers*	- Is there a developmental career guidance program?	- Career Guidance Program that introduces the learners to potential careers	- Developmental Career Guidance Program - Career Exposure Activities - Career Introduction Activities
3. A program for inventory and testing services to gather information on learner's psychological and emotional make-up, school readiness, aptitudes and potentials, talents and interests*	- Is there a functional testing program? - Are there varied test materials: psychological, intelligence and achievement, career and interest?	- Inventory and Testing Program for inventory and testing of learners' - psychological make-up - emotional make-up - school readiness - aptitudes and potentials, traits and interests	- Inventory and Testing Program - Testing Schedule - List of Available Testing Materials - Student Individual Inventory Records/ Student Cumulative Records

			- Testing Program Schedule
4. A program for regular monitoring and follow-up of pupil progress and mental health and well-being*	- Is there a regular monitoring and follow-up of student progress? - Is there regular monitoring and of learner mental health and well-being?	- Regular monitoring and follow-up of student's progress in school - Regular monitoring and follow-up of learner mental health and well-being	- Learner Follow-up Service Program - Learner Follow-up Service activities - Learner Follow-up researches - Learner socio-emotional follow-up strategies
5. A Homeroom Guidance Program that - responds to varying needs and developmental levels of learners in the promotion of their well-being*	- Is there a functional Homeroom Guidance Program? - Is the functional Homeroom Guidance Program based on the Needs and developmental levels of learners?	- Functional Homeroom Guidance Program based on needs of learners - Functional Homeroom Guidance Program based on development levels of learners	- Homeroom Guidance Program - Homeroom Guidance Activities - Homeroom Guidance Schedule
- optimizes home-school paradigms and interactions*	- Are there established home-school paradigms and structures? - Are there in-place home-school interaction activities?	- Functional Homeroom Guidance Program that includes: a. Home-school collaborative structures and dynamics b. Home-school activities	- Home-School Structures - List of Home-School Activities - Parent-Teachers Activities - Parent-Teachers mechanics and SOPs - Minutes of meetings of Parent-Teacher conferences
6. A system for maintaining confidentiality of learners' data and information*	- Are learner information records kept confidential and managed properly according to the Data	- Confidentiality policies on learner Information and Records	- Student Information and Records Management SOPs - Guidance Center Handbook/ Manual

	Privacy Act?		- Data Privacy policies and guidelines
VI. Health Services			
1. Annual medical and dental check- ups*	- Are medical and dental check-ups conducted annually?	- Annual medical check-ups - Annual dental check-ups	- Schedule of medical and dental check-ups - Student Health records
2. Updated and well-kept medical and dental records of students*	- Are the medical and dental records of students complete, updated and kept secure?	- Complete, updated and secure medical records of learners - Complete, updated and secure dental records of learners	- Cumulative Student Health Records
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 Supplies and Equipment - Assigned staff to provide emergency care - Trainings of assigned staff -Duty Schedule of Health Unit personnel - Emergency Care SOPs/ Clinic - Student Handbook/Manual - First aid and emergency care SOPs - Clinic Inventory list
4. Structures, protocols for infection control and containment that are well-disseminated and consistently implemented.	- Are there established structures and protocols to control spread of infection? - Are these protocols well-disseminated and consistently implemented?	- Structures for infection control and containment - Protocols and policies for infection and containment - Dissemination and consistent implementation of infection control and containment	- Infection Control Policies and Protocols - Infection Control and Containment structures - Flyers/Brochures/Postings on Infection Control Protocols

			- Minutes of Orientation meetings
VII. Student Activity Program			
1. A student handbook stipulating policies on learner rights responsibilities and decorum, school student provisions and school discipline that is published distributed and well-disseminated to all learners, parents and personnel*	- Is there a Student Handbook containing policies pertinent to student life in school? - Is the Student Handbook published? Distributed? Well-disseminated?	- A Handbook/Manual or guide on learner rights, responsibilities, proper decorum and discipline policies - Dissemination, publication and distribution of the Student Handbook and its Contents	- Student Handbook/Manual - Student Orientation Program - Parents Orientation Program - Minutes of the Orientation Meetings for parents, teachers and learners
2. A system for collaborative review and updating of the student handbook consistent with school's vision-mission and with the latest legal provisions	- Is the Student Handbook updated to align with the PVMGO and latest legal provisions? - Is the review and revision a collaborative endeavor among school stakeholders?	- Updated Student Handbook that is based on: a. school PVMGO b. latest legislations and promulgations - Participation of the different school sectors in the review and updating of the Student Handbook	- Student Handbook/Manual - Minutes of the meeting on the review and revision of the Student Handbook - Attendance list of meetings on the review and revision of 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*	- Does the Student Activity Program include co-curricular activities and extra-curricular activities that contribute to total student development? - Does the Student Activity Program pursue the Kto12 goals and standards?	- Student Activity Program which includes co- and extra-curricular that is holistic and integrative - Student Activity Program that is supportive of the integration of Kto12 curriculum standards within across learning areas	- Student Activity Program - Calendar of Co-Curricular and Extra-Curricular Activities - List of Clubs

VIII. Student Discipline			
1. School discipline policy firmly rooted on the PVMGO and learner welfare according to Children Protection Policy and Anti – Bullying Act*	- Do learner discipline policies uphold learner welfare? - Are the student discipline policies defined by the school PVMGO?	- Student Discipline policies rooted on the school PVMGO - Student Discipline policies that uphold the general student welfare - Student Discipline policies that uphold overall learner welfare according to the Children Protection Act, etc	- Student Discipline policies - Student Handbook/ Manual - Child Protection Policy - Social Media Policy - Anti-Cyberbullying Policy - Data Privacy Policies and Guidelines - Registration of the School's Data processing systems with the National Privacy Commission
2. Practice of disciplinary interventions that are positive and fair to all concerned.	- Are the disciplinary interventions cooperatively worked out by parents, teachers and administrators? - Are disciplinary processes and protocols collaboratively formulated to ensure wide and comprehensive perspective? - Are disciplinary interventions just and fair? - Are disciplinary interventions developmental, restorative and	- Collaboration among parents, teachers and administrators on policy formulation of disciplinary processes and interventions - Collaboration among parents, teachers and administrators on implementation of disciplinary protocols and interventions - Disciplinary interventions that are developmental and transformative	- Disciplinary measures and interventions - Disciplinary processes and protocols - Minutes of Discipline Committee meetings - Discipline Committee Membership - Disciplinary measures and protocols - Disciplinary processes and protocols - Minutes of Discipline Committee Meetings

	transformative? - Are the disciplinary processes and protocols collaborative to generate a positive and comprehensive outlook?	- Disciplinary interventions that are just and fair - Discipline policies and practices that are positive	
3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*	- Are disciplinary records kept secure and confidential?	- Security and confidentiality in record keeping - Updated files and disciplinary records	- Student Records Management Policies and protocols - Data Privacy policies and protocols - Student 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

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, providing for a conducive atmosphere. It is appropriate and adequate to attain the school vision-mission and program goals and objectives.

Basis of Evaluation

The physical environment supports robust teaching and promotes optimal learning and development. The physical plant facilities and buildings must conform with DepEd requirements and National Building Code requisites. It clearly provides for the needs of the size and scope of the school community while upholding their 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. Inspections to ensure health and safety code requirements are regularly conducted.

QUALITY INDICATORS	FOCUS QUESTIONS:	LOOK-FORS:	EXAMPLES OF SOURCES OF EVIDENCE:
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 & security, environment protection, etc.*	- Do the buildings and building fixtures comply with regulatory and statutory requirements and standards for size, safety and security, environment protection, etc.? - Are the school facilities designed and constructed to provide a conducive set-up for learning?	- Compliance with: a. regulatory and statutory requirements for design b. construction and development standards for size, safety and security and environment protection - Conducive school lay-out and set-up	- Approved As-Built Plan - Approved School Electrical Plan - Local Engineering Unit Inspection Visit Results - Energy Management Board Clearance Certificate - Fire Department Clearance Certificate
2. Accessible and adequate provisions for space with due consideration for maximum class size and total population requirements*	- Are the learning spaces accessible? - Are the learning spaces adequate in size to meet maximum class size and total school population?	- Accessibility of learning areas - Adequacy of spaces and seats in learning areas (Number of classrooms for student population; Number of seats per Classroom; Size of Classrooms, etc)	- Calibrated School Map - Calibrated Floor Plans - Number of classrooms for student population - Number of seats per classroom - Size of classrooms

3. An ICT infrastructure that is available and appropriate for various flexible learning opportunities and alternative learning modalities which may include: 3.1. e-tools, equipment and facilities	- Is the school ICT system adequate to support the various adopted learning delivery modalities? - Is the school ICT infrastructure appropriate to the subjects' needs to attain the Kto12 curriculum standards using the ABDL modalities?	- Appropriateness of ICT infrastructure such as e-tools, equipment and facilities - Availability/Accessibility of ICT infrastructure such as e-tools, equipment and facilities	- Inventory of ICT infrastructure - ICT environment design - ICT handbook/manuals - ICT communication protocols and interfaces - ICT requirements in the LPs - ICT requirements in the CMs
3.2. communication and information technology	- Is the school ICT system adequate to support the various adopted learning delivery modalities? - Is the school ICT infrastructure appropriate to the subjects' needs to attain the Kto12 curriculum standards using the ABDL modalities?	- Appropriateness of ICT infrastructure such as communication and information technology - Availability/Accessibility of ICT infrastructure such as communication and information technology	- Inventory of ICT infrastructure - ICT environment design - ICT handbook/manuals - ICT communication protocols and interfaces - ICT requirements in the LPs - ICT requirements in the CMs
4. Adequate equipment, tools and supplies and appropriate laboratory fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first –	- Are the equipment, tools and supplies in each laboratory adequate for the needs of the programs offered?	- Adequacy of equipment, tools and supplies for the maximum class size - Conformation/	- Size of laboratories - Inventory list of equipment, tools and supplies per

aid kit, shower, etc.) which conform to the minimum requirements of the DepEd and the needs of the programs offered and the various learning delivery modalities adopted by the school in: - Science* - HELE* - Computer*	- Are the equipment, tools and supplies in each laboratory adequate for maximum class size? - Are the equipment, tools and supplies in each laboratory appropriate and current for the programs offered? - Are the equipment, tools and supplies in each laboratory appropriate for the use of the various learning modalities?	Appropriateness of the equipment, tools and supplies, fixtures and other resources for the programs offered and adopted ADBL methodologies	laboratory - List of Acquisition per Laboratory in the last 3 years - Laboratory fixtures - CMs of the Science, HELE and Computer subjects
5. A school facilities development plan that lays out provisions for varied learning and play spaces ICT environment appropriate to the adopted learning delivery approaches and modalities and addresses inherent needs for learner development.	- Is there a Facilities development plan that sets targets for improvement for the different learning spaces? ICT environment?	- Improvement plan for play spaces based on learner developmental needs - Facilities/Physical Development Plan for the improvement of: >learning spaces >ICT infrastructure >learner well-being facilities	- Physical Plant Development Plan - SSIP
6. Adequate provisions for space, equipment and supplies necessary for the conduct of annual medical and dental check-ups and delivery of emergency services and infection control and containment*	- Are there adequate space, equipment and supplies needed for the conduct of annual medical and dental check-ups? - Are there adequate equipment and supplies needed for the delivery of	- Adequacy of space, equipment, tools and supplies needed for conduct of: - medical check-ups - dental check-ups - first aid and emergency care	- Clinic Equipment Tools/ Materials Annual Inventory - Clinic Annual Acquisition List of Equipment/ Tools/ Materials - Clinic Emergency and First Aid Materials and Equipment

	emergency services? - Are there adequate space, equipment and supplies to ensure infection control and containment?	- Adequacy of space, equipment, tools and supplies to ensure infection control and containment	- Clinic Floor Plan - Infection Control and Containment measures and equipment
7. A system for ensuring the safety, health and well-being of the school community through:			
- nutritious and age-recommended food in the canteen or nutrition center*	- Is the canteen food healthy and nutritious? - Is there adequate supply of potable water for the school population?	- Availability of: a. potable drinking water b. healthy and nutritious food c. age-appropriate food	- Drinking fountains - Canteen Menu - Current Health Certificates of Food Handlers - Certificate of Water Potability Test Results
- sanitation 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 - Availability of cleaning water	- Maintenance and sanitation SOPs - Number of maintenance personnel assigned - Garbage disposal SOPs Plan - Sources of water - Rainwater catchments
- safety fixtures, devices and signages wherever needed*	- Are safety fixtures, devices and signages strategically placed according to regulatory and statutory requirements?	- Availability of safety provisions such as: a. fixtures and structures b. devices and c. 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?	- Disaster preparedness plan and protocols - Regular conduct of fire and earthquake drill	- Disaster and Risk-reduction SOPs - Fire/Earthquake/Bomb Threat Evacuation Plan - Fire and Earthquake Compliance Certificates - Schedule of Fire and Earthquake drills - First-Aid Kits - Floor plans
- hazard- free environment*	- Is the school environment hazard-free? - Are the buildings obstruction free?	- Hazard-free campus and building lay-out	- Building lay out - Vicinity map - Site plan - Floor plans
FREQUENCY OF RATING PER COLUMN:			
		MOST DOMINANT LEVEL OF SCHOOL PRACTICE (AREA MODE):	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURENT SCHOOL PRACTICES IN THIS AREA:			

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 learner 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 elementary 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.

QUALITY INDICATORS	FOCUS QUESTIONS:	LOOK-FORS:	EXAMPLES OF SOURCES OF EVIDENCE:
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 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 and other	- Compliance with documentary and procedural requirements of DepEd, SEC, DOLE, BIR,	- DepEd Recognition, DepEd-approved Schedule of Fees, Student Forms (SF 1-9), School Calendar,

school management and operations*	government agencies complied with? - Are records in place?	BOA, PRC and other government agencies	e-BEIs, etc. - GIS and Updated SEC Registration - Audited Financial Statements - Alpha List, etc. - SSS, Phil Health, Pag-Ibig monthly Reports - Others: PRC licenses of teachers, etc.
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*	- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to inform decision-making? - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to engender community support for school programs and activities? - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders towards attainment of PVMGO?	Collaboration and consultation with stakeholders towards: - decision-making - community involvement in school programs and activities - attainment of PVMGO	- School Calendar of Activities - Minutes of General Assemblies and Council meetings, Ad Hoc and Standing Committee meetings - List of Standing and Ad Hoc Committees and their Membership - Minutes of Consultation Meetings with stakeholders - Minutes of Planning and Evaluation meetings with Stakeholders

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 administrators that provides for their academic upgrading and development of their management skills covering the five domains and standards of the Philippine Professional Standards for School Heads*	- Is there a Professional Development Plan for top and mid-level administrators? - Does it include academic studies? Trainings? Etc.	- Plan for Professional Development of Administrators - Inclusion of training on academic developments and educational management	- Professional Development Plan for Administrators - (Proposed) List of Upgrading Activities for Administrators - Provisions/Assistance for Administrators' Upgrading
7. A Plan of Succession and professional preparation for future school leaders and administrators (covering the five domains and standards of the Philippine Professional Standards for School Heads)	- Is there a Succession Plan that forecasts critical positions in management, identifies administrative back-ups and prepares them for future responsibilities?	- Succession planning - Program of professional preparation for potential and succeeding administrators	- Succession Plan
8. Established policies, processes and procedures that ensure:			
a. 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 - Endorsement policies and processes	- Turn-Over SOPs - Personnel Clearance Forms - Endorsement documents

b. confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act*	- Is there a system for ensuring the security and confidentiality of school records and data? - Are there established protocols on the proper management of school data, records and documents?	- System of securing school records and data - Data Management policies and guidelines - Data Management protocols	- Data management SOPs - Administration Manual - Data Privacy policies and Guidelines - 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
c. stewardship through wise and proper use of human and material resources	- Are there established protocols on stewardship of human and material resources?	- Resource Management and Supervisory Plan - Management Protocols for Human and Material Resources	- Resource Management SOPs and measures - Resource Management and Supervisory Plan - Financial School Sustainability Policies and Measures - Minutes of BOT meeting - Administration Manual
9. 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.*	- Is there an established salary scale compliant with existing labor laws and regional wage orders? - Is there an established benefits and privilege package compliant with	- Compliance with legislated salaries /wages - Compliance with legislated benefits	- Salary Scale - Pay Roll - Benefit Package - Administration Manual - Faculty Manual

	recent legislations and promulgations?		
FREQUENCY OF RATING PER COLUMN:			
		MOST DOMINANT LEVEL OF SCHOOL PRACTICE (AREA MODE):	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURENT SCHOOL PRACTICES IN THIS AREA:			
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:			

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, program goals and objectives, scope and enrollment 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 developmentally appropriate programs and services in accordance with DepEd standards. The school maintains accurate records of financial transactions according to legal and ethical standards of accounting practice.

QUALITY INDICATORS/ STANDARDS FOR 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 - Accounting Manual - Administration Manual - Financial policies and procedures
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 - BOT-approved Annual Budget drawn Collaboratively by the different departments/ units	- Department budget proposals and requests - Minutes of department budget hearings or presentations - Consolidated School Budget - BOT-approved budget

- regularly monitored through the quarter budget performance reports which are disseminated according to policy guidelines*	- Is the BOT-approved annual budget monitored quarterly through budget performance reports? - Are the quarter budget performance reports disseminated to the departments concerned?	- Quarterly budget monitoring - Dissemination of quarter budget performance	- Quarter Budget Performance Reports - Quarter Cash Flow Statements - Minutes of Orientation-Dissemination Meetings of the Quarter Budget Performance - Distribution of Quarter Budget Performance Reports to the responsibility centers
- reflective and supportive of the Standards-based School Improvement Plan*	- Does the BOT-approved annual budget include allocations for SSIP initiatives and activities?	- SSIP Budget allocations in the BOT-approved Annual Budget	- Annual Budget - Budget performance reports
3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented	- Are there systematic institutional requisition, selection and procurement protocols? - Are institutional requisition, selection and procurement protocols well-disseminated? Consistently implemented? Properly documented?	Requisition, selection and procurement SOPs and protocols that are: a. Disseminated b. Implemented and properly documented	- Administrative manual, Operations manual, Department manuals or SOPs - Procurement and Construction Flow Chart - Selection, Procurement and Construction Committee, its membership and minutes of 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%)	- Proper utilization of tuition fees - Proper utilization of other /miscellaneous fees	- Annual Budget - Budget performance reports - Statement of Income and Expenditures

	- 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?	collected - Proper acknowledgement and utilization of donations	- 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 in-school incomes - Statement of off-school and other incomes	- Statement of other incomes - Income Generating Centers/Structures - Annual Budget
6. A system of:			
- supervision and management of resources for optimum operational efficiency and developmentally appropriate practices*	- Is there a plan for supervision of staff and department performance towards efficiency and effectiveness of school operations and program sustainability? - Is there a plan for supervision of equipment and materials utilization toward efficiency and effectiveness of school operations and program sustainability?	- Supervision of staff performance: competence, efficiency, productivity, behavior and decorum, professionalism, etc. - Supervision of Department performance: % efficiency, % error, % productivity, % complaints, % inc/dec in energy consumption, % inc/dec in materials consumption, other success indicators, etc. - Supervision of equipment and materials utilization: % waste, % savings in	- Resource Management and Supervisory plan - Resource Management and Supervisory activities - Supervisory Reports - Department Evaluation Results - Staff performance Results

		procurement, incidence of breakdowns and repairs, etc	
- establishment of control systems in budget implementation conducted internally and externally, and their regular submission according to policy guidelines*	- Are there established internal control mechanisms for proper budget implementation? - Are internal and external audits conducted regularly? - Are audit reports submitted regularly according to policy guidelines?	- Internal control mechanisms - Internal and external Audits - Regular submission of audit results on budget implementation	- Internal and External audit calendars - Internal and external audit results - Audited Financial Statements - Cash Flow Management System - Auditing System - Internal Control Policies
- designing financial strategies for sustainability*	- Are there financial strategies toward school and program sustainability?	- Financial sustainability policies and procedures - Financial sustainability measures and initiatives	- Financial policy and procedures manual - SSIP - Minutes of BOT/ Administrative meetings - Savings and investment Portfolio
FREQUENCY OF RATING PER COLUMN:			
		MOST DOMINANT LEVEL OF SCHOOL PRACTICE (AREA MODE):	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURENT SCHOOL PRACTICES IN THIS AREA:			
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:			

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 process for improvement that aligns the school's philosophy, vision-mission, goals and objectives and curriculum goals with its size, function and community expectations for learner development and learning.

QUALITY INDICATORS/ STANDARDS FOR 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*	- Is there on on-going thrust for school improvement? - Is this thrust/drive/program for school improvement towards the attainment of the school V-M and curriculum goals?	- School improvement initiatives aligned with PVMGO - School improvement initiatives aligned with curriculum	- SSIP - Department plans for improvement - Minutes of department meetings - Minutes of Administrative/ BOT meetings
- responds to the school's size, function and community expectations for learner performance*	- Does this thrust/drive/program for school improvement consider school size? Programs offered? Parents and community expectations?	- Data-based School improvement initiatives: enrollment size and program requisites - Stakeholder needs-based improvement initiatives:	- E- BEIS - School assessment/CAI results - Inventory of program needs - Survey of parents'/ community/stakeholders' expectations - Minutes of SSIP

		stages of learner development, parents' expectations, faculty needs, etc	planning meetings
- includes contextualized strategies and interventions towards learning continuity and remediation, and learner's moral, social emotional functioning, mental health and well-being.	- Does this thrust/drive/program for school improvement include interventions towards learning continuity and remediation? - Does this thrust/drive/program for school improvement promote learner's moral, social-emotional functioning, mental health and well-being?	- School improvement initiatives towards learning continuity and recovery - School improvement initiatives towards development of total learner well-being	- SSIP - Learning Continuity and Recovery Plan - Learning Intervention / Remedial Program for Learners with Learning Difficulties - Learning Plans - Curriculum Maps - Homeroom Guidance Program - Guidance and Counseling Program
2. An annual operational plan drawn from the three-year SSIP*	- Is there an existing Three-Year Standards-based School Improvement Plan? - Is there an Annual Operational Plan ? - Is the Annual Operational Plan based on the SSIP?	- Standards-based Three-Year school planning - Annual school planning	- Annual Operational Plan - SSIP - Minutes of the planning meetings
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*	- Is school planning guided by: ^learning assessment results ^learning intervention evaluation results ^school performance indicators	- School Planning based on: - overall school evaluation results - student learning assessment results - intervention evaluation results	- E-BEIS - School performance data/ indicators - Internal Assessment Results - External Assessment Results - Teacher Profile - Administrators'

			Profile - Teacher Performance - Learner performance data/indicators - Learning Assessment Results from equivalent assessment tests - Intervention Evaluation Results - Minutes of SSIP planning meeting
4. A system for collaboratively monitoring and evaluating the - annual operational plan and the standards –based school improvement plan*	- Is there regular monitoring and evaluation of the Annual Operational Plan? - Is there regular monitoring and evaluation of the SSIP? - Is regular monitoring and evaluation of the SSIP a collaborative process that includes administrators, teachers, students, parents, alumni and other partners and support groups?	- Collaborative monitoring and evaluating - Regular monitoring and evaluating of the AOP - Regular monitoring and evaluating of the SSIP	- Monitoring and Evaluation reports of the AOP - Monitoring and Evaluating reports of the SSIP - Minutes of the monitoring and evaluating meetings - Attendance list of the monitoring and evaluating meetings - SSIP and AOP Progress Reports
- learner development and performance	- Is there regular monitoring of learner development and performance? - Is regular monitoring and evaluation a collaborative process?	- Collaborative monitoring and evaluation of learner performance - Regular monitoring and evaluation of learner performance	- Monitoring and evaluation reports of learner development - Monitoring and evaluation results of learner development - Minutes of monitoring and evaluation meetings - Attendance list of monitoring

			and evaluation meetings
5. A system for communicating the - content and over-all effectiveness and impact results of the standards-based school improvement planning	- Are the contents of the SSIP disseminated to the school community? - Are the monitoring and evaluation results of the SSIP disseminated to the School community?	- Dissemination of the contents of the SSIP to the school community - Dissemination of the SSIP monitoring and evaluation results to the school community	- Minutes of the General Assembly meetings - Minutes of the Year-End School Assembly - Minutes of the Semestral- End School Assembly - Attendance list during Year- End/ Semestral – End School Assemblies - Progress Reports
- learner performance and milestones	- Are learner performance and milestones disseminated to the school community?	- Dissemination of learner performance - Dissemination of learner milestones	- School Bulletins/Gazettes - Progress Reports - Bulletin Board announcements - Circulars, etc
FREQUENCY OF RATING PER COLUMN:			
		MOST DOMINANT LEVEL OF SCHOOL PRACTICE (AREA MODE):	
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURENT SCHOOL PRACTICES IN THIS AREA:			
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS AREA:			

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	
Overall Certification Rating	

CLASSROOM OBSERVATION FORM

Name of School:						
Region:						
Address:						
Name of Teacher:						
Subject of Instruction:				Grade Level/Section:		
Name of Observer:				Date of Observation:		
RATING SCALE: 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.						
A. TEACHER ACTIONS						
1.	The teacher communicates clear expectations of pupils' performance in line with the unit standards and competencies	4	3	2	1	0
2.	The teacher utilizes varied and age appropriate learning materials, resources and strategies to enable all pupils to learn and achieve the unit standards and competencies and learning goals.	4	3	2	1	0
3.	The teacher monitors and checks on pupils' 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 pupils attain the unit standards and competencies.	4	3	2	1	0
5.	The teacher manages the classroom environment and time in a way that supports pupils' learning and the achievement of the unit standards and competencies.	4	3	2	1	0

6.	The teacher processes pupils' understanding by asking clarifying or critical thinking questions related to the unit standards or competencies.	4	3	2	1	0
B. PUPILS' LEARNING ACTIONS						
7.	The pupils are active and engaged with the different learning tasks aimed at accomplishing the unit standards and competencies.	4	3	2	1	0
8.	The pupils use different learning materials and resources including technology that are appropriate to their age and enable them to achieve the learning goals of the unit standards and competencies.	4	3	2	1	0
9.	The pupils share their ideas, reflections or solutions to higher-order thinking questions and real life challenges or problems related to the unit standards and competencies.	4	3	2	1	0
10.	The pupils collaborate, plan together and have meaningful interactions with each other to meet the unit standards and competencies.	4	3	2	1	0
11.	The pupils are able to explain how their ideas, outputs or performances accomplish the unit standards and competencies.	4	3	2	1	0
12.	The pupils, 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 pupils are able to relate or transfer their learning to daily life and real world situations.	4	3	2	1	0
14.	The pupils are able to integrate 21 st century skills in their achievement of the unit standards and competencies.	4	3	2	1	0
15.	The pupils are able to reflect on and connect their learning with the school's PVMGO.	4	3	2	1	0
	TOTAL					
	AVERAGE					

Appraisal of Blended/Distance Learning (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.

This form has been adapted as part of the 2025 Updated PEAC SQAIES for Elementary Schools, particularly for Grades 4-6.

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:

- 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	4	3	2	1	0

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
<u>DOMAIN 3: Assessment:</u> 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, polls, surveys) to students regarding their performance	4	3	2	1	0
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
<u>DOMAIN 4: Technology Selection, Access and Support:</u> 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	4	3	2	1	0

	video) for equitable access and ease of use by students					
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 (i.e., links to recordings of online meetings, transcripts, slide decks)	4	3	2	1	0
25.	Compliance with data privacy and confidentiality regulations and protection of learners from erroneous, offensive or harmful content	4	3	2	1	0
<u>DOMAIN 5: Academic Integrity and Digital Citizenship:</u> 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
	TOTAL					
	AVERAGE					