

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

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

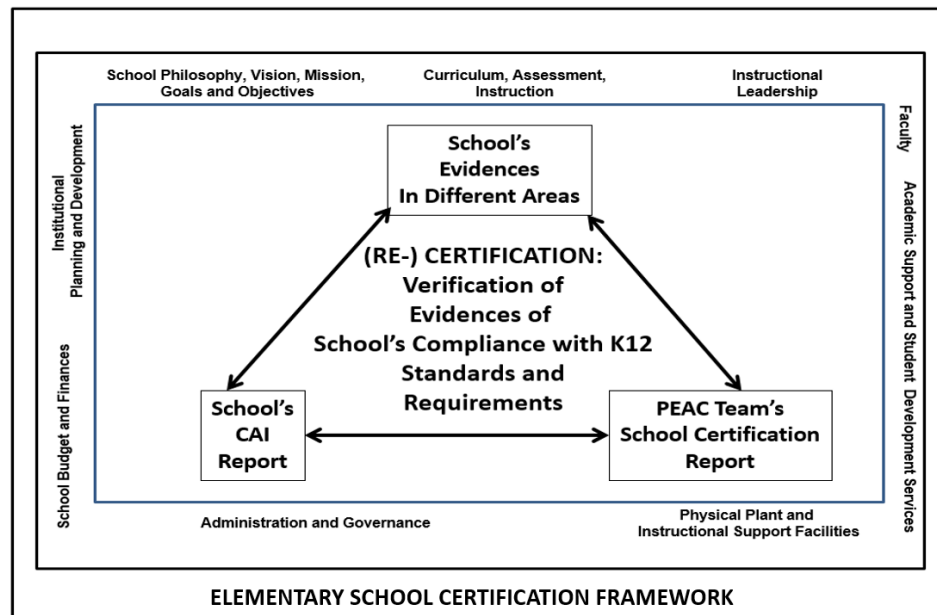
Adapted from source: “Principles-based accreditation: the way forward?” by Lindsay H Heywood

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

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

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:

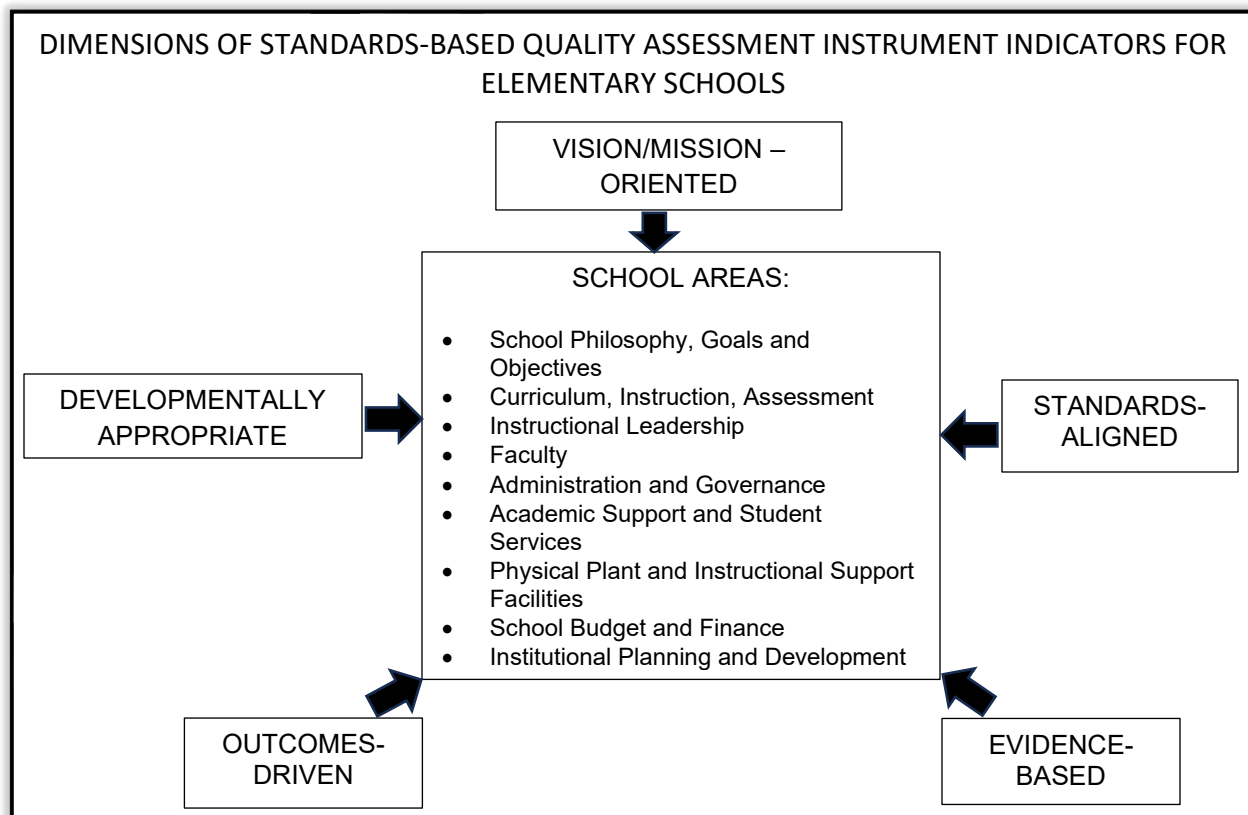


At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Around this center are the participants in the certification process and their respective tasks. Schools applying for certification or re-certification prepare a report of their self-assessment 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/ STANDARD OF COMPLIANCE					
The school in its vision, mission, philosophy of education, goals and objectives shows evidence of the following:	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
1. A clear statement of philosophy, vision, mission, goals and objectives.*	4	3	2	1	0
2. A philosophy that expresses the school community's shared values and beliefs about education and student learning.*	4	3	2	1	0
3. School goals and objectives that are supportive of the Philippine Kto12 Educational program and are consistent with national and global development goals.*	4	3	2	1	0
4. A program that disseminates to and orients the school community on the importance and meaning	4	3	2	1	0

of the PVMGO.*						
5. Participation of various stakeholders in review and revision, when appropriate, of the PVMGO.		4	3	2	1	0
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.*		4	3	2	1	0
7. A system of operationalizing the PVMGO in various areas and aspects of school work.*		4	3	2	1	0
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 SOURCES 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/ STANDARDS OF COMPLIANCE FOR CURRICULUM

IA. The school shows evidence of the following in the design of its curriculum:*	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
1. The curriculum is aligned with the overall goals and objectives of the K12 program of developing holistic Filipinos with 21 st century skills.*	4	3	2	1	0
2. The curriculum integrates key concepts and core values of the school's philosophy of education, vision and mission, goals and objectives.*	4	3	2	1	0
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.	4	3	2	1	0
4. The curriculum allows for the integration of learning experiences across different	4	3	2	1	0

content areas.*					
5. The curriculum at key grade levels establishes specific milestones in the pupils' different domains of development.(e.g., literacy, numeracy, socialization).*	4	3	2	1	0
6. The curriculum identifies learning outcomes in terms of the pupils' knowledge, understanding and transfer of learning to daily life.*	4	3	2	1	0
7. The curriculum integrates experiences in character development and dispositions related to personal discipline, values formation and responsible citizenship.*	4	3	2	1	0
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.*	4	3	2	1	0
2. The curriculum map units show alignment of learning standards and competencies, activities, assessments, resources and integration with the school's philosophy of education, vision, mission and core values.*	4	3	2	1	0
3. The curriculum specifies the learning progression of pupils across grade levels and in the different subject areas.*	4	3	2	1	0
IC. The school shows evidence of the following in its assessment of the curriculum.					
1. The curriculum is systematically and periodically reviewed for its	4	3	2	1	0

content, alignment, effectiveness of chosen activities and assessments , and relevance.*						
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.		4	3	2	1	0
FREQUENCY OF RATING PER COLUMN:	Power					
	Support					
				SECTION MODE: Power Rating with Highest Frequency		
COMMENTS/REALIZATIONS ABOUT RESULTS OF CURRENT SCHOOL PRACTICES IN THIS SECTION:						
ACTIONS TO UNDERTAKE REGARDING CURRENT SCHOOL PRACTICES IN THIS SECTION:						
EXAMPLES OF SOURCES 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					
QUALITY INDICATORS/ STANDARDS OF COMPLIANCE FOR INSTRUCTION					
IIA. The school shows evidence of the following in the design of its system of instruction	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
1. Learning plans are prepared in accordance with the Kto12 pedagogical framework that is pupil-centered, constructivist, problem and inquiry-based, and reflective.*	4	3	2	1	0
2. Learning plans (LP) show the following:					
a. specific Kto12 curriculum standards and competencies that pupils are required to achieve*	4	3	2	1	0
b. alignment with activities, assessments and resources indicated in the subject curriculum maps *	4	3	2	1	0
c. performance indicators of pupils' achievement of standards and competencies*	4	3	2	1	0
d. use of research-based and age-appropriate strategies*	4	3	2	1	0
e. differentiated learning tasks in line with pupils' interests, background, and learning styles*	4	3	2	1	0
f. logical sequencing and progression of pupils' learning from acquisition of knowledge to transfer of learning to daily life*	4	3	2	1	0
g. pertinent learning resources that provide the subject's content and develop pupils' understanding and practice of skills	4	3	2	1	0

h. connections of ideas and concepts with the pupils' daily life experiences	4	3	2	1	0
i. integration of 21 st century skills and the school's PVMGO and core values*	4	3	2	1	0
j. targeted exercises and practice that lead to mastery.*	4	3	2	1	0
k. incorporation of activities that reflect the pupils' cultural background and related to their mother-tongue.*	4	3	2	1	0
3. Guidelines for teaching and learning in various modalities are provided.*	4	3	2	1	0
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.*	4	3	2	1	0
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).*	4	3	2	1	0
3. Teachers provide collaborative learning tasks to develop the pupils' social skills.*	4	3	2	1	0
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.*	4	3	2	1	0
5. The pupils' learning environment is safe, stimulating and adaptable to different kinds of	4	3	2	1	0

individual, group and whole-class learning tasks.*						
6. Teachers provide a balance of organized and unstructured experiences that consider the pupils' development and growth in motor skills.		4	3	2	1	0
7. Teachers in their classroom management train the pupils to observe routine behaviors and follow norms of conduct.*		4	3	2	1	0
8. Teachers obtain and analyze data on the effectiveness of teaching strategies and assessment methods stated in the curriculum maps.*		4	3	2	1	0
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.*		4	3	2	1	0
2. Recommendations for the continuous improvement of the instruction system are implemented and reported.*		4	3	2	1	0
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 SOURCES 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					
QUALITY INDICATORS/STANDARDS FOR COMPLIANCE FOR ASSESSMENT					
IIIA. The school shows evidence of the following in the design of its assessments of student learning:	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
1. School policies and guidelines for the assessment of pupils' learning and preparation of assessments are published and disseminated for teachers' use.*	4	3	2	1	0
2. Assessments are varied and based on and aligned with curriculum standards and learning competencies.*	4	3	2	1	0
3. Assessments formats are appropriately selected in line with the standard or competency being measured. *	4	3	2	1	0
4. Assessments are prepared and conducted to determine the	4	3	2	1	0

pupils' achievement of expected milestones in different developmental areas. *					
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.*	4	3	2	1	0
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.*	4	3	2	1	0
3. Teachers provide timely, specific and frequent feedback to pupils regarding their progress and attainment of proficiency targets.	4	3	2	1	0
4. Teachers provide appropriate interventions for pupils with learning difficulties and track their improvement.*	4	3	2	1	0
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.*	4	3	2	1	0
6. Teachers provide self-assessments where pupils check their work and develop plans and routines to improve their performance or output.	4	3	2	1	0
7. Teachers recognize and commend pupils' achievement in	4	3	2	1	0

appropriate and creative ways.						
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.*		4	3	2	1	0
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. *		4	3	2	1	0
2. Recommendations for the continuous improvement of the preparation and administration of assessments are implemented and their accomplishment is reported.*		4	3	2	1	0
3. Results of evaluations of assessments provide information on the school's attainment of its educational mission.*		4	3	2	1	0
4. Observation of in-person classroom instruction during certification visit (based on results of Classroom Observation form)*		4	3	2	1	0
5. Appraisal of use of varied modalities for delivering instruction (based on Appraisal of Blended/Distance Learning form) in Grades 4-6.		4	3	2	1	0
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 SOURCES 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				

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/ STANDARDS FOR COMPLIANCE	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
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.*	4	3	2	1	0
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	4	3	2	1	0

and objectives and accomplishment of curriculum standards.*					
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.*	4	3	2	1	0
4. A program for ensuring a pupil-friendly, safe, inclusive, positive and healthy learning environment.*	4	3	2	1	0
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*	4	3	2	1	0
b. pupils' accomplishment of expected milestones in different developmental domains*	4	3	2	1	0
c. pupils' performance and improvement in school-initiated interventions (e.g., remedial, tutorial)*	4	3	2	1	0
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.	4	3	2	1	0
7. A development program that equips subject coordinators or department heads with knowledge	4	3	2	1	0

on the latest trends in pedagogy and skills in using research-based strategies.					
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*	4	3	2	1	0
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*	4	3	2	1	0
9. Provision of procedures for timely access to and optimum use of instructional resources, facilities materials and equipment.	4	3	2	1	0
10. A program for collaborating with families in understanding and responding to the developmental needs of pupils.	4	3	2	1	0
11. Networking and linkages with resource persons, organizations and stakeholders in the community to enhance the school's instruction program and help sustain an enabling and supportive learning environment for pupils	4	3	2	1	0
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	4	3	2	1	0

- 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/ STANDARDS FOR COMPLIANCE	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
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*	4	3	2	1	0
b. assigning teachers' loads compliant with their qualifications and other DepEd requirements	4	3	2	1	0
c. disseminating latest DepEd and PRC memos, circulars and orders.	4	3	2	1	0
d. updating the faculty's license and credentials in line with required continuing professional development credits	4	3	2	1	0

2. A Faculty Manual defining faculty functions, duties and responsibilities, benefits and privileges that is accepted, published and well-disseminated*	4	3	2	1	0
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*	4	3	2	1	0
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*	4	3	2	1	0
c. recognize and reward outstanding teacher performance, initiative and creativity	4	3	2	1	0
d. equip teachers with the knowledge and skills needed for the effective delivery of instruction in various modalities	4	3	2	1	0
e. update teachers on research-based strategies for pupils' learning and achievement of developmental milestones*	4	3	2	1	0
f. enable teachers to integrate the school's vision and mission in teaching and learning*	4	3	2	1	0
4. Regular conduct of faculty performance appraisal as basis for promotion and clinical	4	3	2	1	0

supervision*						
5. Faculty's membership in educational professional organizations and attendance in their professional development activities		4	3	2	1	0
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/ STANDARDS FOR COMPLIANCE	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.
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I. General

1. Key non-teaching personnel that provide academic support services are licensed or qualified according to national standards: - qualified Registrar*	4	3	2	1	0
- qualified and licensed Librarian*	4	3	2	1	0
- qualified and licensed Guidance *	4	3	2	1	0
- qualified and licensed Medical staff*	4	3	2	1	0
- qualified and licensed Dental staff *	4	3	2	1	0
2. The number of personnel assigned is adequate to the size of the population*	4	3	2	1	0
3. A handbook or manual of the different policies and operations in each academic support unit	4	3	2	1	0
4. A professional development program that provides for opportunities for growth and advancement of the staff of the different academic support offices*	4	3	2	1	0

II. Registrar's Office

1. Established policies and procedures for safekeeping, retrieval, retention and disposal of students' records according to the Data Privacy Act*	4	3	2	1	0
2. Admission and enrollment procedure is well-disseminated and consistently implemented	4	3	2	1	0

3. Updated and complete school MIS*	4	3	2	1	0
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*	4	3	2	1	0
1.2 Non-text-based materials like tools, devices, equipment and manipulatives, digitized learning materials, video-lessons, radio-based lessons, etc*	4	3	2	1	0
- suitable learning development requisites	4	3	2	1	0
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.*	4	3	2	1	0
3. Adequate space, holdings, fixtures and operational dynamics that comply with established Library – IMC management standards*	4	3	2	1	0
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*	4	3	2	1	0

<i>IV. Laboratories</i>					
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: - Science*	4	3	2	1	0
- HELE Laboratories*	4	3	2	1	0
- Computer Laboratories*	4	3	2	1	0
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	4	3	2	1	0
- HELE Laboratories	4	3	2	1	0
- Computer Laboratories	4	3	2	1	0
<i>V. Guidance and Counseling</i>					
1. A holistic, responsive and differentiated guidance and counseling program that addresses the learners' academic, moral, social-emotional , and career development collaboratively implemented with parents and teachers*	4	3	2	1	0
2. A developmental career guidance program that provides learners with adequate introduction to potential careers*	4	3	2	1	0
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*	4	3	2	1	0
4. A program for regular monitoring and follow-up of pupil progress and mental health and well-being *	4	3	2	1	0

5. A Homeroom Guidance Program that - responds to varying needs and developmental levels of learners in the promotion of their well-being*	4	3	2	1	0
- optimizes home-school paradigms and interactions*	4	3	2	1	0
6. A system for maintaining confidentiality of learners' data and information*	4	3	2	1	0
<i>VI. Health Services</i>					
1. Annual medical and dental check- ups*	4	3	2	1	0
2. Updated and well-kept medical and dental records of students*	4	3	2	1	0
3. Provisions for adequate and immediate emergency care*	4	3	2	1	0
4. Structures, protocols for infection control and containment that are well-disseminated and consistently implemented.	4	3	2	1	0
<i>VII. Student Activity Program</i>					
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*	4	3	2	1	0
2. A system for collaborative review and updating of the student handbook consistent with school's vision-mission and with the latest legal provisions	4	3	2	1	0
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*	4	3	2	1	0
<i>VIII. Student Discipline</i>					
1. School discipline policy firmly rooted on the PVMGO and learner welfare according to Children Protection Policy and Anti – Bullying Act*	4	3	2	1	0
2. Practice of disciplinary interventions that are positive and fair to all	4	3	2	1	0

concerned.						
3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*		4	3	2	1	0
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 SOURCES OF EVIDENCE: - Notarized Contracts of Key Non-Teaching Personnel - Key Non-Teaching Personnel 201 File - Personnel profile - Number of Key Non-Teaching Personnel - Enrollment Statistics - Personnel Statistics - Personnel-Student Ratio *Guidance Counsellor – 1:500 *Librarian – 1:1000 - Academic Support Unit Manuals or Handbooks or their equivalent - Administration Manual - Professional Development Plan for Non-Teaching Personnel - Calendar of Professional Development Activities for Non-Teaching personnel - Forms of Assistance for: a. Graduate Studies b. Skills Training c. Coaching and mentoring - Registrar's Office SOPs/Handbook/Manual - Data Privacy Policies and Protocols						

- Announcements and Bulletin Board postings of Registrar's Office Admission and Enrollment SOPs
- Admission and Enrollment Brochures/Flyers
- Admission and Enrollment flowchart, etc.
- Updated and current MIS
- School Forms
- Library – IMC Development Program
- Library-IMC Accession and Inventory Records
- SSIP
- Library Budget
- Annual School Budget
- School map
- Calendar of Activities of the Library
- Library Activities for Students and Teachers
- Library Schedule
- List of Library services and programs
- Library Floor Plan
- Accession Record and Inventory List
- Actual number of seats
- Library Collection Program
- Number of Titles per area per copyright date
- IMC and digital collection
- Library Committee membership, functions, schedule of meetings and minutes
- Inventory list per laboratory
- List of Laboratory Activities per subject
- List of Laboratory Experiments/Activities
- Laboratory Handbook/Manual/SOPs
- Postings of Laboratory SOPs
- Laboratory Orientation Program
- Minutes of laboratory Orientation
- Laboratory Calendar of Activities
- Guidance and Counseling Program
- Guidance and Counseling Program Mechanics, Activities and Schedule
- List of Guidance and Counseling Program Resources
- Parents Facilitators
- Peer Facilitators
- Developmental Career Guidance Program
- Inventory and Testing Program
- List of Testing Materials Available
- Student Individual Inventory Records/Student Cumulative Records

- Testing Program Schedule
- Student Follow-up Service Program
- Student Follow-up service activities
- Student's anecdotal records
- Homeroom Guidance Program
- Homeroom Guidance Activities
- Homeroom Guidance Schedule
- Student Information and Records Management SOPs
- Guidance Center Handbook/Manual
- Schedule of medical and dental check – ups
- Student Health records
- Assigned staff to provide emergency care
- Trainings of assigned staff
- Emergency Care SOPs/Clinic
- Student Handbook/Manual
- First aid and emergency care SOPs
- Student Orientation Program
- Minutes of the Orientation meetings
- Minutes of the meeting on the review and revision of the Student Handbook
- Attendance list meeting on the review and revision of the Student Handbook
- Membership of Student Handbook Review and Revision Committee
- Student Activity Program
- Calendar of Co-Curricular and Extra-Curricular Activities
- List of Clubs
- Student Discipline policies
- Disciplinary measures and interventions
- Disciplinary processes and protocols
- Minutes of discipline Committee meetings
- Discipline Committee Membership
- Child Protection Policy
- Social Media Policy
- Student Records Management Policies and protocols
- Student Disciplinary Records and Files

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/ STANDARDS FOR COMPLIANCE

Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.

ICT Environment

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.*	4	3	2	1	0
2. Accessible and adequate provisions for space with due consideration for maximum class size and total population requirements*	4	3	2	1	0
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	4	3	2	1	0
3.2. communication and information technology	4	3	2	1	0
4. Adequate equipment, tools and supplies and appropriate laboratory fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first – aid kit, shower, etc.) which conform to the minimum requirements of the DepEd and the needs of the programs offered	4	3	2	1	0

and the various learning delivery modalities adopted by the school in: - Science*						
- HELE*		4	3	2	1	0
- Computer*		4	3	2	1	0
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.		4	3	2	1	0
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*		4	3	2	1	0
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*		4	3	2	1	0
- sanitation and hygiene in the canteen, drinking stations, comfort rooms, play areas and school grounds, classrooms and buildings*		4	3	2	1	0
- safety fixtures, devices and signages wherever needed*		4	3	2	1	0
- disaster and risk reduction protocols and regular conduct of drills*		4	3	2	1	0
- hazard- free environment*		4	3	2	1	0
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:

EXAMPLES OF SOURCES OF EVIDENCE:

- Approved As-Built Plan
- Approved School Electrical Plan
- Local Engineering Unit Inspection Visit Results
- Energy Management Board Clearance Certificate
- Fire Department Clearance Certificate
- Calibrated school map
- Number of classrooms for student population
- Number of seats per classroom
- Size of classrooms
- Size of laboratories
- Inventory list per Laboratory
- List of Acquisition in the last 3 years
- Laboratory fixtures
- Physical Plant Development Plan
- SSIP
- Clinic Equipment Tools/Materials Annual Inventory
- Clinic Annual Acquisition List of Equipment /Tools/Materials
- Clinic Emergency and First Aid Materials and Equipment
- Emergency Care Policies and Procedures
- Drinking fountains
- Canteen menu
- Current Health Certificates of Food Handlers
- Certificate of Water Potability/Results
- Maintenance and sanitation SOPs
- Number of maintenance personnel assigned
- Preventive Maintenance Plan
- Sources of water
- Rainwater catchments
- 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 SOPs
- Fire/Earthquake/Bomb Threat Evacuation plan
- Fire and Earthquake Compliance Certificates
- First-Aid Kits
- Building lay out
- Vicinity Map
- Site plan

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/ STANDARDS FOR COMPLIANCE	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
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*	4	3	2	1	0
2. Qualified School Principal with MA Degree in Education*	4	3	2	1	0
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 school management and operations*	4	3	2	1	0
4. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider	4	3	2	1	0

community towards informed decision-making, significant community support for learning continuity and recovery, learner well-being and attainment of the PVMGO*						
5. An Administration Manual on school policies, processes and a procedure that is accepted, published and well-disseminated*		4	3	2	1	0
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*		4	3	2	1	0
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)		4	3	2	1	0
8. Established policies, processes and procedures that ensure:						
a. smooth transfer of responsibilities, properties and documents during changes in management*		4	3	2	1	0
b. confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act*		4	3	2	1	0
c. stewardship through wise and proper use of human and material resources		4	3	2	1	0
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.*		4	3	2	1	0
	Power					

FREQUENCY OF RATING PER COLUMN:	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 SOURCES OF EVIDENCE: - School Organizational Chart - 201 File of the Principal - OTR of the Principal & Notarized Contract - DepEd Recognition, DepEd –approved Schedule of Fees, Student Forms (SF 1-9), School Calendar, 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. - 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 - Administration Manual - Minutes of the General Assemblies on discussions of the Administration Manual - Records of Distribution of the Administration Manual - Professional Development Plan for Administrators - (Proposed) List of Upgrading Activities for Administrators - Provisions/Assistance for Administrators' Upgrading						

- Turn-Over SOPs
- Personnel Clearance Forms
- Data Management SOPs
- Resource Management policies and SOPs
- Financial School Sustainability Policies and Measures
- Minutes of BOT meeting
- Salary Scale
- Pay Roll
- Benefit Package
- Faculty Manual
- Succession Plan

Others:

- Community Survey
- Community Profile
- List of Community Linkages and Partners
- List of Community Project/Activity Involvement of Teachers, Parents, Students and Alumni
- List of Community Activities Held in the School
- School Calendar of Activities

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	Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.				
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*	4	3	2	1	0
2. An annual budget approved by the Board of Trustees that is:					
- collaboratively prepared by the various offices and responsibility centers*	4	3	2	1	0
- regularly monitored through the quarter budget performance reports which are disseminated according to policy guidelines*	4	3	2	1	0
- reflective and supportive of the Standards-based School Improvement Plan*	4	3	2	1	0
3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented	4	3	2	1	0
4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized	4	3	2	1	0

according to the purposes they are collected*						
5. A system for generating revenue and raising funds from school and outside school sources for sustainability*		4	3	2	1	0
6. A system of:						
- supervision and management of resources for optimum operational efficiency and developmentally appropriate practices*		4	3	2	1	0
- establishment of control systems in budget implementation conducted internally and externally, and their regular submission according to policy guidelines*		4	3	2	1	0
- designing financial strategies for sustainability*		4	3	2	1	0
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 SOURCES OF EVIDENCE: - Financial policy and procedures Manual - Accounting Manual - Administration Manual - Department budget proposals and requests						

- Minutes of department budget hearings
- Consolidated School Budget
- BOT-approved budget
- 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
- Minutes of Orientation-Dissemination meetings
- Annual Budget
- Budget performance reports
- 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
- Statement of Income and Expenditures
- Income Generating Centers/Structures
- Deed of Donations/List of Donations
- Supervisory plan
- Supervisory Reports
- Department Evaluation Results
- Internal and External Audit calendars
- Internal and external Audit results
- Audited Financial Statements
- Cash Flow Management System
- Auditing System
- Internal Control Policies
- Financial policy and procedures manual
- SSIP
- Minutes of BOT/Administrative meetings
- Savings and investment portfolio

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

Encircle the number that reflects your school's level of practice of the quality indicator/standard of compliance.

1. A system of on – going process for improvement that:

- is aligned with the school vision – mission and curriculum goals*	4	3	2	1	0
- responds to the school's size, function and community expectations for learner performance*	4	3	2	1	0
- includes contextualized strategies and interventions towards learning continuity and remediation, and learner's moral, social emotional functioning, mental health and well-being.	4	3	2	1	0
2. An annual operational plan drawn from the three-year SSIP*	4	3	2	1	0
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*	4	3	2	1	0
4. A system for collaboratively monitoring and evaluating the - annual operational plan and the standards –based school improvement plan*	4	3	2	1	0

- learner development and performance	4	3	2	1	0
5. A system for communicating the - content and over-all effectiveness and impact results of the standards-based school improvement planning	4	3	2	1	0
- learner performance and milestones	4	3	2	1	0
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 SOURCES OF EVIDENCE: - SSIP - Department plans for improvement - Minutes of department meetings - Minutes of Administrative meetings/ BOT meetings - E-BEIS - Inventory of program needs - Survey of parents'/community/ stakeholders' expectations - Minutes SSIP planning meetings - Annual Operational Plan - Minutes of the planning meetings - School performance Data /Indicators (3 –years) - Teacher Profile (3years) - Teacher Performance (3 years) - Student performance Data/indicators (3 years) - Minutes of SSIP planning meetings - 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
- 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

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

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 culminating with transfer of learning to real-life situations	4	3	2	1	0
5.	Varied graphic organizers, outlines, bullet points, illustrations, charts, pictures, videos, real life examples, glossaries, and summaries to enable students to recall, process, and apply content	4	3	2	1	0
6.	Differentiated in-person and online practice exercises and questions that enable students to gain mastery of the specified learning standards and competencies	4	3	2	1	0
7.	A writing style that addresses the students in a conversational way and provides explicit	4	3	2	1	0

	and detailed procedures in accomplishing tasks and accessing resources					
8.	Specific time allocations for accomplishing in-person and online learning tasks	4	3	2	1	0
9.	A weekly work plan or schedule of in-person and online sessions and their corresponding tasks and requirements for students to follow, do and submit	4	3	2	1	0
10.	Explanations of how different in-person and online learning tasks are connected to and build on each other and lead students to the attainment of the desired learning outcomes	4	3	2	1	0
DOMAIN 2: Learner Engagement: The teacher facilitates students' active engagement in learning the curriculum unit standards and competencies through the following:						
11.	A system of recording and monitoring the students' accomplishment of in-person and online learning tasks, requirements, and assignments	4	3	2	1	0
12.	Varied opportunities for students' interaction with learning material and resources, the subject teacher, classmates, community resources, and content experts	4	3	2	1	0
13.	Differentiated activities that address the learners' diverse backgrounds, interests, and multiple learning styles	4	3	2	1	0
14.	Learning activities that elicit critical thinking, creativity, reflection, dialogue, and collaboration	4	3	2	1	0
15.	Implementation of specific procedures for students' participation in class recitation, check-up exercises, discussions, posts, and presentations in various modalities (e.g., routines on how to conduct one's self in synchronous and asynchronous sessions or blended models like station-rotation)	4	3	2	1	0

DOMAIN 3: Assessment: 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
DOMAIN 4: Technology Selection, Access and Support: The teacher selects and makes accessible technology resources that support students' attainment of the curriculum unit standards and competencies through the following:						
21.	A system of selection or curation of digital learning tools and resources aligned with curriculum unit standards and learning competencies	4	3	2	1	0
22.	Varied media and digital resources in different formats or versions (e.g., text with video) for equitable access and ease of use by students	4	3	2	1	0
23.	Specific information on minimum technical requirements, detailed assistance on troubleshooting technical problems and means of obtaining technical support	4	3	2	1	0

24.	A system for recording and archiving discussions and presentations and retrieving learning materials and resources when needed (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					