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For permission requests, write to PEAC at the details provided below: Rhodora Angela F. Ferrer
PEAC Executive Director

Office Address:
Units 2505-2507 Philippine AXA Life Centre 25th Floor
1286 Sen. Gil Puyat Ave. cor. Tindalo St., Makati City

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SHS CERTIFICATION ASSESSMENT INSTRUMENT USER'S GUIDE

Background and Rationale

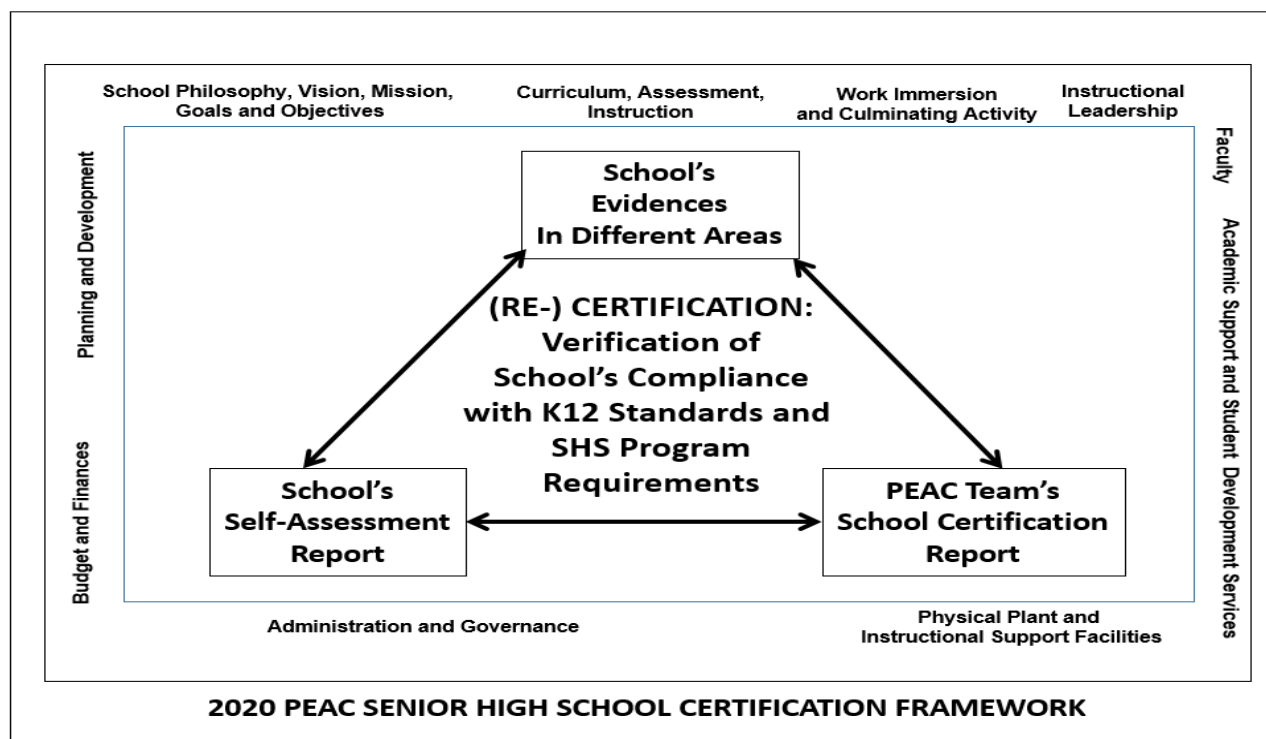
A Senior High School participating in the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational programs and services in line with the goals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

Through this assessment instrument, The SHS school is assisted to determine its strength and potentials for becoming a more effective educational institution. The government, through the Department of Education, has looked into the facilities and physical resources of the school prior to the granting of permits for establishing the school. Therefore, this assessment instrument focuses more on the functional use of these facilities and resources, rather than the provision thereof.

Standards in an Evidence-based Framework

A basic framework of a quality educational system is one that succeeds in meeting its own goals; relevant to the needs of students, communities and society; and fosters the ability of students to acquire knowledge and critical learning skills. Quality is not the only factor keeping students out of school but it is when effective learning is not taking place, that parents are more likely to withdraw their children from school early or not send them at all. Improving the school's quality is therefore essential to achieving the goal of universal access to and completion of basic education. These standards contain specific criteria which ensure that the school is functional and engaged in self-assessment for continuous school improvement.

This is a quality assurance tool aimed at building effective and high performing Senior High Schools through continuous focused improvement efforts that are aligned with Kto12 standards. Area items for evaluation as well as the rating scale prompt the school and certifiers to search for evidences in the school system that are in line with the standards for compliance. On the next page is a diagram of the role these evidences play in the entire certification process:



At the center of the diagram is the emphasis of obtaining evidence of the school’s compliance with the minimum standards of the K12 and Senior High School program requirements. The framework follows the research concept of triangulation where data from several sources are examined to obtain a consistent picture of school performance. There are then three sources for such evidences – the school’s self-assessment report, the school’s exhibits of documents and other related materials and the PEAC Certification Team’s Certification report. The school’s assessment is based on their evidence for the items in these ten different areas which are found on the outer frame of the diagram above. The school also puts together the different evidences that support their self-rating. Thus, instead of ascertaining the school’s level of meeting the standards based on their perception, this instrument prompts certifiers to verify in concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers’ guidance, a section on Examples of Compliance Evidence is found at the end of every area. The school is not expected to produce each of the evidences listed in the section. The school determines which evidences from the list support their performance rating.

Instrument Areas

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

- A. School Philosophy, Vision, Mission, Goals and Objectives
- B. Curriculum, Assessment and Instruction
- C. Work Immersion and Culminating Activity
- D. Instructional Leadership
- E. Faculty
- F. Academic Support and Student Development Services
- G. Physical Plant and Instructional Support Facilities
- H. Administration and Governance
- I. School Budget and Finances
- J. 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 Philosophy, Vision, Mission, Goals and Objectives, Curriculum, Assessment and Instruction; Work Immersion and Culminating Activity, Instructional Leadership; Faculty; and Administration and Governance. These areas determine the direction of the Support group of areas. The Support group of areas includes Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; School Budget and Finance; and Institutional Planning and Development. Observation of Classroom Instruction is a significant aspect in the area of Curriculum, Assessment and Instruction.

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

Format of the Survey Instrument and the Rating Process

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

Rating	Description
4	Evidence of compliance with standard and enhancements is presented
3	Evidence of compliance with standard is presented
2	Partial evidence of compliance with standard is presented
1	No evidence of compliance with standard is presented but plan of action in line with compliance is presented
0	No evidence of compliance with standard nor plan of action is presented
NA	Not Applicable

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

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

A. PHILOSOPHY, VISION, MISSION, GOALS AND OBJECTIVES

Description

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

Basis of Evaluation

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

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
1. An orientation program of the goals and requirements of the SHS program and its alignment with the school's philosophy, vision, mission, goals and objectives or PVMGO is conducted on a regular basis.*	- Is there a program that informs and disseminates to members of the school community and stakeholders the goals and requirements of the SHS program and their alignment with the school's PVMGO?	- Orientation program activities relating to information and dissemination of SHS goals and requirements and alignment with school's PVMGO to school sectors and stakeholders	- Orientation programs on SHS goals and requirements and alignment with school's PVMGO to various sectors - Minutes of meetings with various sectors about SHS program and alignment with the school's PVMGO - Student Handbook - Administrators' Manual - Faculty Manual - Faculty Development plan or program

<p>2. Information materials citing published DepEd documents and guidelines on the goal and implementation requirements of the SHS program and its alignment with the school's PVMGO are provided.</p>	<p>- Is there a set of information materials on SHS program and alignment with school's PVMGO that can be distributed to the school community, stakeholders and partners?</p>	<p>- Set of information materials and guidelines (print, non-print, electronic/digital) on SHS program and alignment with school's PVMGO</p>	<p>- Reference materials on DepEd Orders and memos on SHS goals and program - Copy of the school's PVMGO - Campus board displays of PVMGO - Student Handbook - Administrators' Manual - Faculty Manual</p>
<p>3. Varied activities that ensure a common understanding and consistent accomplishment of the goals and requirements of the school's PVMGO and the SHS program are conducted among different members of the school community. *</p>	<p>- Are various activities promoting a common understanding of the SHS goals and programs vis-à-vis the school;s PVMGO done and coordinated with various sectors of the school community? - Is there a glossary of terms that provide standard definitions of key terms in the school's PVMGO?</p>	<p>- Activities done with various school community sectors and stakeholders related to the common understanding of the SHS program and school's PVMGO - Glossary of terms used in the school's PVMGO</p>	<p>- Orientation program activities related to SHS goals and programs vis-à-vis the school's PVMGO - Minutes of meetings of various sectors and stakeholders regarding SHS goals and programs vis-à-vis the school's PVMGO - Glossary of terms used in PVMGO - Pictures of activities Conducted - Records of attendance by different school sectors in orientation activities</p>
<p>4. An evaluation of the orientation program and follow-up activities on the school's PVMGO and the goals and objectives of the Senior High School</p>	<p>- Is there an evaluation of the orientation program and activities related to</p>	<p>- Evaluation of orientation program</p>	<p>- Evaluation program or study or report on SHS orientation and</p>

<p>is done and participated in by various members of the school community.*</p>	<p>the communication and understanding of the SHS goals and programs and alignment with school's PVMGO?</p>		<p>alignment with PVMGO to various sectors</p> <ul style="list-style-type: none"> - Minutes of meetings with various sectors about SHS program and school's implementation in line with school's PVMGO - Administrators' Manual - Faculty Manual - SSIP Area on PVMGO
<p>5. Others</p>			

B. CURRICULUM, ASSESSMENT AND INSTRUCTION

Description

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

With the passage of the Enhanced Basic Education Act of 2013, the Department of Education mandates that schools work towards the holistic development of the Filipino child with 21st century skills to enable him or her to be locally and globally competitive through the implementation and teaching of the Kto12 standards-based curriculum. In particular, instruction in the Senior High School consisting of Grades 11 and 12 is specifically geared towards enabling the students to be college and career ready and meet the challenges of the four exits of the Kto12 program, namely pursuit of university/college degree, employment, entrepreneurship and middle level skills development. The SHS program consists of different tracks, strands and specializations that learners may choose from depending on their aptitude, interests, and school capacity.

Basis of Evaluation

The implementation of the Kto12 standards-based curriculum is evident in the school when various instructional and assessment practices are aligned with the standards and competencies found in the various subject curriculum guides. The unpacking and use of these standards as well as their alignments with instruction and assessment is consistently done in Grades 11 and 12 and in various subjects in the various tracks and presented in different documents such as the school's curriculum map and teaching guides or learning plans. The connection of the different subjects in a particular strand is also clearly articulated in terms of observable skills and is related to the performance of 21st century skills.

Qualitative and quantitative data and evidences of student attainment of the standards are actively gathered, analyzed and used to evaluate and improve student learning, curriculum effectiveness, instructional practices, professional development, and support services. Progress, as well as achievements in student learning and their development and performance of 21st century skills, is undertaken in both formative and summative assessments. Because the Senior High School program has tracks that prepare students for either college or the workplace, assessments are done to ascertain students' readiness for college or industry work. The use of the DepEd grading system with much weight given to performance tasks underlines this goal of assessment. Results of such assessments are accurately, clearly, and systematically reported to the school community and actively utilized. Appropriate interventions are identified and undertaken in response to student's learning difficulties.

Instruction is well-designed using the standards. Instructional time is spent in enabling students to achieve the learning goals of the standards and acquiring mastery of the competencies. Various research-based and learner-centered teaching strategies are utilized to ensure student success and performance of 21st century skills and college or career-related competencies. Much effort and attention is also given in the specialized subjects to the students' transfer of learning; consequently, the integration of authentic performance tasks and the workplace context is a vital part of instructional design. The students' experience of these instructional practices in the classroom become the primary subject of inquiry in the classroom observation form.

Instructional materials and the use of technology are available and support the goals of instruction. The criteria for the selection, acquisition or preparation of these materials or resources is aligned with the requirements and attainment of the curriculum standards. Different learning resources are selected to address varied learning styles among students.

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
<u>CURRICULUM:</u>			
1. A curriculum map is prepared in the various tracks and is based on the subjects' Kto12 curriculum guides and standards.*	<ul style="list-style-type: none"> - Are there curriculum maps prepared for various tracks and strands - Are the curriculum maps aligned with the DepED SHS curriculum guides, standards and competencies? 	<ul style="list-style-type: none"> - Prepared curriculum maps for various tracks and strands - Inclusion of content and performance standards and competencies from DepEd Curriculum Guides in curriculum maps 	<ul style="list-style-type: none"> - Subject Curriculum Maps in different tracks - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating
2. Curriculum maps show the alignment of Kto12 standards, competencies activities, assessments and learning resources.*	<ul style="list-style-type: none"> - Do the curriculum maps contain entries related to Kto12 standards, competencies activities, assessments and learning resources? - Is there horizontal alignment of entries consisting of standards, competencies, assessment, instruction and resources in each learning unit or topic of the curriculum map? 	<ul style="list-style-type: none"> - Entries in curriculum maps related to Kto12 standards, competencies activities, assessments and learning resources - Alignment of standards, competencies, assessment, activities and resources/ materials in curriculum maps 	<ul style="list-style-type: none"> - Subject Curriculum Maps in different tracks - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating - Use of mapping codes that show horizontal alignment and correspondence of above entries

<p>3. The school's curriculum program is aligned with the school's philosophy, vision, mission goals and objectives.*</p>	<ul style="list-style-type: none"> - Does the curriculum map have entries related to the school's PVMGO? - Is there alignment between the curriculum map's standards, competencies, assessments, activities and learning resources with the stated PVMGO? 	<ul style="list-style-type: none"> - Inclusion of aspects or school's PVMGO in the curriculum map's different topics or units - Alignment between the curriculum map's standards, competencies, assessments, activities and learning resources with the stated PVMGO in the curriculum map's different topics or units 	<ul style="list-style-type: none"> - Subject Curriculum Maps in different tracks - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating
<p>4. The school's curriculum program aims for and provides varied opportunities for the students' holistic development of 21st century skills.*</p>	<ul style="list-style-type: none"> - Do the curriculum maps of the different subjects unpack the Kto12 standards and competencies and related 21st century skills? - Is the development of 21st century skills holistic covering physical, cognitive, and socio-emotional aspects? 	<ul style="list-style-type: none"> - Inclusion of activities and assessments related to the development of 21st century skills in the curriculum maps - Activities and assessments cover physical, cognitive, and socio-emotional aspects 	<ul style="list-style-type: none"> - Subject Curriculum Maps in different tracks - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating
<p>The school curriculum:</p>			
<p>5.1 (For Academic tracks) ...makes specific links of subjects' content with tertiary course content and CHED's College Readiness Standards and competencies.*</p>	<ul style="list-style-type: none"> - Do the curriculum maps indicate linkages between SHS subjects' content and related tertiary course subjects' content? 	<ul style="list-style-type: none"> - Information or curriculum development notes on linkages between SHS subjects' content and related tertiary course subjects' content 	<ul style="list-style-type: none"> - Subject Curriculum Maps in Academic track - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP)

	<ul style="list-style-type: none"> - Do the curriculum maps indicate the teaching of College Readiness standards and competencies as listed in and required by the CHED's list of College Readiness standards and competencies? 	<ul style="list-style-type: none"> - Inclusion of CHED's list of College Readiness standards and competencies in the curriculum maps of different strands of academic track 	<ul style="list-style-type: none"> - System of or procedures for Curriculum Development and Updating
5.2. (For TVL tracks)...makes specific links of subjects' content with industry practices and vocational and technical standards.*	<ul style="list-style-type: none"> - Do the curriculum maps indicate linkages between SHS subjects' content and related vocational and technical standards? - Do the curriculum maps incorporate industry practices? 	<ul style="list-style-type: none"> - Information or curriculum development notes on linkages between SHS subjects' content and related vocational and technical standards - Inclusion of industry competencies and practices in the curriculum maps of different strands of vocational track 	<ul style="list-style-type: none"> - Subject Curriculum Maps in TVL track - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating
5.3 (For Special tracks)...makes specific links of subjects' content with the demands of specialized disciplines.*	<ul style="list-style-type: none"> - Do the curriculum maps indicate linkages between SHS subjects' content and related specialized disciplines? - Do the curriculum maps incorporate professional practices of specialized disciplines? 	<ul style="list-style-type: none"> - Information or curriculum development notes on linkages between SHS subjects' content and related specialized disciplines - Inclusion of professional competencies and practices of specialized disciplines in the curriculum maps of 	<ul style="list-style-type: none"> - Subject Curriculum Maps in Special track - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating

		different strands of special track	
6. (For all tracks) that the schools offers ...makes specific links of subjects' content with the track's related careers and job opportunities.*	<ul style="list-style-type: none"> - Do the curriculum maps indicate linkages between subjects' content and career and job opportunities? - Are there activities and assessments in the curriculum map which develop students' understanding and appreciation of career and job opportunities? 	<ul style="list-style-type: none"> - Inclusion of career and job opportunities in the curriculum maps of different tracks or strands - Inclusion of activities and assessments in the curriculum map which develop students' understanding and appreciation of career and job opportunities 	<ul style="list-style-type: none"> - Subject Curriculum Maps in different tracks - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - System of or procedures for Curriculum Development and Updating with career orientation for students - Career Orientation programs
7. The school curriculum makes connections or shows a learning progression among a strand's different subjects.	<ul style="list-style-type: none"> - Is a vertical learning progression articulated in the curriculum maps of the different subjects in each strand? - Does the sequencing of a strand's subjects show a logical progression; that is, the sequence enables students to be prepared and equipped with competencies for succeeding subjects? 	<ul style="list-style-type: none"> - Vertical competency-based learning progression across subjects in each strand - A logical progression of subjects where the sequence enables students to be prepared and equipped with competencies for succeeding subjects 	<ul style="list-style-type: none"> - Subject competency-based vertical learning progression guides or maps - Classroom Instruction Delivery Alignment Map (CIDAM) - Flexible Instruction Delivery Plan (FIDP) - Minutes of curriculum meetings on articulation of student skills across grade levels - List and description of Curriculum Development Activities - Subject Curriculum Maps in different tracks - System of or procedures

			for Curriculum Development and Updating
8. The school implements on a regular basis with relevant tertiary institutions, technical centers or community/industry partners a system of consultation, review and updating of the subjects' content and design of performance task applications.*	<ul style="list-style-type: none"> - Is there a periodic review and updating by the school of the subjects' content and design of performance task applications ? - Does the school review, revise and update the curriculum maps in consultation with a higher education unit or an external institution or partners and conduct consultation meetings with them regarding the content, teaching, and application of subjects? 	<ul style="list-style-type: none"> - Schedule of periodic review and updating by the school of the subjects' content and design of performance task applications with either college, vocational-tech center, or specialized disciplines partners - Results of curriculum review with tertiary institution, vocational-tech center or specialized disciplines - Citation of latest versions of DepEd Curriculum Guide and CHED College Readiness competencies in the curriculum maps of the different subjects 	<ul style="list-style-type: none"> - Minutes of Meetings with concerned tertiary institution or technical center or community/industry partners - Subject competency-based vertical learning progression guides or maps - Minutes of curriculum meetings on articulation of student skills across grade levels - Schedule of strand's subject offerings
9. The school conducts an evaluation of the effectiveness of the school's curriculum design and track offerings.*	<ul style="list-style-type: none"> - Are there evaluations done regarding the effectiveness of school's curriculum design and track offerings? - Is the evaluation supported by reports on students' performance or achievement of the curriculum standards and competencies? 	<ul style="list-style-type: none"> - Curriculum Evaluation Report - Reports on Students' Achievement of Curriculum Standards and Competencies in different tracks 	<ul style="list-style-type: none"> - Curriculum Evaluation of different tracks - Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates - System of or procedures for Curriculum Development

			<ul style="list-style-type: none"> and Updating - List and description of Curriculum Development Activities - Subject Curriculum Maps - System of citation of versions of DepEd Curriculum Guide - File copy of latest versions of DepEd Curriculum Guides - Performance report of students' achievement of standards and competencies - Minutes of Meetings with concerned tertiary institution or technical center or community/ industry partners
<p>10. The school utilizes curriculum evaluation results and produces corresponding plans for curriculum improvement and development.*</p>	<ul style="list-style-type: none"> - Are there intervention plans for curriculum improvement based on the curriculum evaluation? - Are there evaluations of the effectiveness of the improvements or intervention plans? 	<ul style="list-style-type: none"> - Curriculum Improvement Plans - Reports on the results and effectiveness of improvements or interventions 	<ul style="list-style-type: none"> - Curriculum Evaluation Study - Curriculum Improvement Plans - Curriculum evaluation and recommendations - Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates

			<ul style="list-style-type: none"> - System of or procedures for Curriculum Development and Updating - List and description of Curriculum Development Activities - Subject Curriculum Maps - Report on Students' Achievement of Curriculum Competencies
<u>ASSESSMENT:</u>			
<p>11. The school conducts various assessments at different times to obtain evidence of students' accomplishment of the subject standards, competencies and requirements, the practice of 21st century skills and the transfer of learning to real-world or career related situations.*</p>	<ul style="list-style-type: none"> - Are there established policies on the formulation and utilization of a variety of assessments to measure student performance of the Kto12 standards and competencies? - Transfer of learning in learning plans/teaching guides? - Development of 21st Century skills in learning plans/teaching guides? - Career skills in learning plans/teaching guides? 	<ul style="list-style-type: none"> - Provision of summative and formative assessments in curriculum map and learning plans/teaching guides that measure students' achievement of standards and competencies - Provision of performance tasks in curriculum map and learning plans/teaching guides that measures students' achievement of performance standard and transfer of learning - Provision of assessments in learning plans/teaching guides of students' development of 21st century 	<ul style="list-style-type: none"> - Sample Summative Assessments - Sample Formative Assessments - Assessments in <i>LP/TG</i> - Assessments in Curriculum Maps - Unit Performance Tasks - Assessments in Work Immersion - Assessments in Culminating Activities - Assessments in Career Guidance Program - Table of Specifications

		skills - Provision of assessments in learning plans/teaching guides or in career guidance program of students' career-related skills	
12. Criteria in performance-based assessments (e.g., rubric and portfolios) are aligned with subject standards and competencies.*	<ul style="list-style-type: none"> - Are the criteria in performance-based assessments related to or derived from unit standards and competencies? - Are the criteria in performance-based assessments made available to students such as in the form of rubrics or portfolios? 	<ul style="list-style-type: none"> - Criteria in Unit Performance Task Rubrics aligned with Unit Performance Standards and Competencies - Criteria in Portfolio Assessments aligned with Unit Performance Standards and competencies - Criteria in Skills Demonstration Assessments aligned with Unit Performance Standards and competencies 	<ul style="list-style-type: none"> - Performance Task Rubrics - Portfolio Rubrics - Skills Demonstration Assessments
13. A system of obtaining students' feedback regarding the curriculum, instruction and assessment is implemented on a regular basis.	<ul style="list-style-type: none"> - Are students' evaluation and comments obtained regarding the curriculum, instruction and assessment? - Are such evaluations and comments done on a regular basis? 	<ul style="list-style-type: none"> - Students' Evaluation of Curriculum, Instruction and Assessment - Schedule of Students' Evaluation showing frequency of evaluations in a schoolyear 	<ul style="list-style-type: none"> - Focus Group Discussion reports on students' evaluation of curriculum, instruction and assessment - Survey reports on student feedback of curriculum, instruction and assessment - Subject evaluation comments by students

<p>14. Criteria and descriptors drawn from industry or a relevant community of practice are incorporated in the assessment of student outputs or performance in specialized subjects of different tracks.</p>	<ul style="list-style-type: none"> - Are criteria and rubric descriptors related to actual practices of industry or related discipline found in the assessments of student outputs or performance tasks in specialized subjects? - Are these criteria and rubric descriptors also aligned with the unit standards of the specialized subjects? 	<ul style="list-style-type: none"> - Industry or work-related criteria and rubric descriptors in assessments of outputs or rubrics of performance tasks in specialized subjects - Alignment of specialized subjects' unit standards and industry or work-related criteria and rubric descriptors 	<ul style="list-style-type: none"> - Specialized subjects' rubrics - LPs of specialized subjects - Samples of student outputs in specialized subjects
<p>15. Teachers provide timely feedback and interventions to ensure students' progress towards and achievement of the standards.*</p>	<ul style="list-style-type: none"> - Do teachers provide feedback to students in their accomplishment of unit standards? - Aside from feedback, are interventions given for students' improvement? 	<ul style="list-style-type: none"> - Teacher feedback in formative assessments - Teacher Intervention Reports 	<ul style="list-style-type: none"> - Teacher Intervention reports - Consultation meetings of students with teachers - Remedial instruction programs - Records and results of academic interventions
<p>16. Grades of students' performance in the different subjects are determined in line with DepEd mandated components and their corresponding weights.*</p>	<ul style="list-style-type: none"> - Is there a common system of grading that teachers in all tracks and strands observe? - Is the system of computing the students' grades aligned with DepEd mandated components and their respective percentage weights? 	<ul style="list-style-type: none"> - Standardized system of grading observed by teachers in all tracks and strands - Policy on computation of students' grades aligned with DepEd assessment and grading guidelines 	<ul style="list-style-type: none"> - Student Handbook - Teachers' record books - Grade composite reports - Student report cards - Student promotion reports

<p>17. The rationale, components and system of computing grades is communicated to students and parents in different ways.</p>	<ul style="list-style-type: none"> - Are the rationale, components and system of computing grades explained, published and disseminated to the students and parents? - Is there a format for the publication of the grading system done? 	<ul style="list-style-type: none"> - School's orientation to students and parents regarding the grading system's rationale, components and computation method - School's publication and dissemination of grading system format 	<ul style="list-style-type: none"> - Student Handbook - Orientation program to students - Orientation program to Parents - Policy on grading system
<u>INSTRUCTION:</u>			
<p>18. The school determines in different ways the readiness of students for tackling the academic and/or technical requirements of a track's subjects,</p>	<ul style="list-style-type: none"> - Are diagnostic assessments done to determine students' background knowledge and proficiency skills in different track subjects? - Are results of diagnostic tests used in the design of instructional activities? 	<ul style="list-style-type: none"> - Sample diagnostic assessments - Utilization of results of students' performance in diagnostic tests, achievements tests or occupational interests surveys 	<ul style="list-style-type: none"> - Diagnostic Test Results - Proficiency Test Results - Junior High School Curriculum Maps - Junior High School Academic Achievement Reports - Occupational Interest Inventories
<p>19. Learning plans/teaching guides are prepared by faculty teaching the subject.</p>	<ul style="list-style-type: none"> - Are learning plans/teaching guides done by the faculty teaching the subject? - Is there a system or format for preparing learning plans/teaching guides? 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - System or format for preparation of learning plans/teaching guides 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - Format of subject learning plans/teaching guides
<p>Learning plans/teaching guides show the following: 19.1 Coverage of the required content, standards and competencies in the teaching of the different subjects.*</p>	<ul style="list-style-type: none"> - Are learning plan/ teaching guide objectives or targets consistent with the performance and content 	<ul style="list-style-type: none"> - Inclusion of curriculum map unit content and performance standards in learning plans/ teaching guides 	<ul style="list-style-type: none"> - Subject learning plans/ teaching guides - System of Learning Plan/ Teaching Guide Preparation - Instructional Supervisory

	<p>standards prescribed in the curriculum maps?</p> <p>- Are learning plan/ teaching guide objectives or targets consistent with the competencies prescribed in the curriculum maps?</p>	<p>- Inclusion of curriculum map unit competencies in learning plans/teaching guides</p>	<p>Reports</p>
<p>19.2. Connection of the content and requirements with the school's philosophy, vision, mission, goals and objectives.*</p>	<p>- Is there PVMGO integration in the learning plans/teaching guides and learning activities?</p> <p>- Are the PVMGO activities and assessments in the learning plans/teaching guides aligned with the entries about PVMGO in the curriculum map?</p>	<p>- Inclusion of PVMGO integration in learning plans/teaching guides</p> <p>- Alignment of PVMGO integration in learning plans/teaching guides with curriculum map entries about PVMGO</p>	<p>- Subject Learning Plans</p> <p>- System of Learning Plan Preparation</p>
<p>19.3 A systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning.*</p>	<p>- Is there a logical and sequential organization of the lesson to facilitate skills development?</p> <p>- Does the process of skills development end in the application and transfer of skills in real life problems and situations?</p>	<p>- Provision in learning plans/teaching guides of activities and assessments that show a sequence from lower to higher-order thinking</p> <p>- Provision in learning plans/teaching guides of activities and assessments leading to and preparing the students for transfer in the unit performance task</p>	<p>- Subject learning plans/teaching guide</p> <p>- System of Subject learning plans/teaching guides preparation</p> <p>- Instructional Supervisory Reports</p> <p>- Classroom Observation Form</p>

<p>19.4 The use of learner-centered and research-based strategies.*</p>	<ul style="list-style-type: none"> - Are research-based strategies/activities used to improve student participation during classroom encounters? - Are learner-centered strategies/activities used to generate student participation during classroom encounters? 	<ul style="list-style-type: none"> - Inclusion of research-based strategies in learning plans/teaching guides in activities and classroom procedures - Inclusion of learner-centered strategies in learning plans/teaching guides activities and classroom procedures 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - System of learning plans/teaching guides Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and Workshops - Classroom Observation Form
<p>19.5 Provision of opportunities for applying learning in real-world and career-related situations.*</p>	<ul style="list-style-type: none"> - Are there real-world/authentic transfer tasks in the learning plans/teaching guides and in the learning encounters? - Are there career-related situations in the learning plans/teaching guides and in the learning activities? 	<ul style="list-style-type: none"> - Provision in learning plans/teaching guides for discussion of or encounters with real-world challenges or issues - Provision in learning plans/teaching guides for discussion of career-related situations 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - System of learning plans/teaching guides - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and Workshops - Classroom Observation Form - Integrated Performance

			<p>Tasks</p> <ul style="list-style-type: none"> - Community Awareness, Exposure or Immersion Activities related to Unit Topic
<p>19.6 Integration of the development of 21st century skills in the teaching and learning activities.*</p>	<ul style="list-style-type: none"> - Are there 21st century skills development activities in the learning plans/teaching guides and learning activities? - Are these 21st century skills development activities in the learning plan/teaching guides aligned with the curriculum map entries about 21st century skills development? 	<ul style="list-style-type: none"> - Inclusion in learning plans/teaching guides of activities related to development of 21st century skills - Alignment of 21st century skills development activities in the learning plan/teaching guides aligned with the curriculum map entries about 21st century skills development 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - System of learning plans/teaching guides Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and Workshops - Classroom Observation Form - Integrated Performance Tasks
<p>20. The different needs, learning styles, career paths and interests of students are addressed in the learning plans/teaching guides and activities and provision of learning resources.</p>	<ul style="list-style-type: none"> - Are there provisions/ activities that meet the learners' varied interests, styles or multiple intelligences? - Are students given choices in learning tasks based on their strand interest? 	<ul style="list-style-type: none"> - Inclusion of differentiated activities in learning plans/teaching guides - Opportunities for student choice in learning tasks related to their strand interest 	<ul style="list-style-type: none"> - Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom activities

			<ul style="list-style-type: none"> - Faculty Development Training Seminars and Workshops - Classroom Observation Form
<p>21. The development of dispositions related to college work and/or employment is incorporated in various learning activities.</p>	<ul style="list-style-type: none"> - Are there provisions in learning plans/teaching guides that discuss attitudes and habits students need to show in work or career-related problem situations? - Are there Career Guidance Program modules on work attitudes, dispositions and habits? 	<ul style="list-style-type: none"> - Provision in learning plans/teaching guides of tasks and activities related to the development of college or work-related attitudes and habits - Career Guidance Program modules on students' development of work attitudes, dispositions and habits 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - System of learning plans/teaching guides Preparation - Instructional Supervisory Reports - Career Guidance Program
<p>22. Technology is utilized along with other varied learning resources and materials that enable students to accomplish subject standards and requirements.*</p>	<ul style="list-style-type: none"> - Is technology used to support classroom instruction and student achievement of learning outcomes? - Are other varied learning resources and materials used to support classroom instruction and student achievement of learning outcomes? 	<ul style="list-style-type: none"> - Provision in learning plans/teaching guides for use of technology in class activities or assessments - Provision in learning plans/teaching guides of other varied learning resources and materials in class activities or assessments 	<ul style="list-style-type: none"> - Subject learning plans/teaching guides - System of learning plans/teaching guides - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and Workshops - Classroom Observation Form

			<ul style="list-style-type: none"> - Integrated Performance Tasks - Community Awareness, Exposure or Immersion Activities related to Unit Topic - System of Technology Integration - Technology Platforms or Learning Management Systems - Report on use of school technology integration platforms or Learning Management Systems (LMS)
23. Student research papers are integrated with community and real-world issues or with work immersion or a strand's culminating activity.*	<ul style="list-style-type: none"> - Are real-world or work problem situations integrated in and examined and answered by students in their research papers? - When applicable, is the work immersion or strand's culminating activity integrated in the students' research paper? 	<ul style="list-style-type: none"> - Provision in students' research papers of real-world problem situations - When applicable, provision in students' research papers of work immersion or strand's culminating activity 	<ul style="list-style-type: none"> - Sample Research Works - Sample Culminating Activity Outputs - Manual on Students' Culminating Activity - Research Subjects' Learning Plans/Teaching Guides
24. Students are trained in research work to follow protocols related to intellectual honesty and integrity, the ethical treatment of research subjects, subject privacy and data confidentiality.*	<ul style="list-style-type: none"> - Are research protocols established for students to follow in the accomplishment of their research projects or papers? 	<ul style="list-style-type: none"> - Provision of research protocols on intellectual property and copyright and ethical treatment of subjects 	<ul style="list-style-type: none"> - School Research Protocols - Intellectual Property and Copyright guidelines - Data Privacy Policies - Data Confidentiality

	<ul style="list-style-type: none"> - Are there policies and guidelines on data privacy and confidentiality? - Are there policies on academic integrity? 	<ul style="list-style-type: none"> - Data privacy policies and confidentiality guidelines - Policies on academic integrity and against plagiarism 	<p>Guidelines</p> <ul style="list-style-type: none"> - Policies against Plagiarism - Student Handbook
25. A system of flexible instruction is provided to direct the preparation, use and evaluation of instructional materials and the teaching and learning process in different modalities.	<ul style="list-style-type: none"> - Is there a system for designing, using and evaluating instructional materials for flexible learning? - Is there a system for engaging and teaching students in different modalities? 	<ul style="list-style-type: none"> - Guidelines for the design, use and evaluation of instructional materials for flexible learning - Guidelines for engaging and teaching students in different modalities 	<ul style="list-style-type: none"> - Guidelines for flexible learning - Instructional materials or modules designed for different modalities (e.g., printed modules, blended, fully online)
26. Classroom Observation Result*			- Classroom Observation Form

C. WORK IMMERSION AND CULMINATING ACTIVITY

Description

Work immersion and culminating activity are among the unique features of the Senior High School program. The purpose of the course on work immersion is to introduce the student to the workplace of his or her chosen profession and gain skills that enhance his or her competence and readiness for a specific career. The culminating activity is done by students in an academic or special track. The culminating activity may differ for each strand (examples indicated in DO 21 s. 2019 are the following: Business Enterprise Simulation for ABM, Research/Capstone Project for STEM, Performing Arts Production or Exhibit for Arts and Production in Arts and Design, and Apprenticeship for Sports). In a track’s culminating activity, students are expected to apply the various theories and processes taught in the specialized subjects and demonstrate the subjects’ core competencies. Both work immersion and culminating activity examine the extent of the students’ ability to transfer learning in applied and real world settings.

Basis of Evaluation

The Senior High School program provides for different models of delivering the work immersion program in line with the students’ development of skills in the Technology-Vocational-Livelihood track. The school evaluates the implementation of the chosen delivery model by examining components such as compliance with a model’s required number of hours, the authenticity and legitimacy of work immersion sites, partners and experts, the suitability of the immersion with the students’ needs and interests, the conditions of the students’ immersion, the practical skills students gain and work habits they develop, the terms of engagement or collaboration of the school with partners, the manner of supervision of students in the workplace and the feedback given to and rating of their performance. This area also looks into the students’ performance of expected competencies and work habits.

Similarly, in the culminating activity, evaluation inquires into the form of culminating activity outputs, the guidance given by the faculty to the students in the selection, design and implementation of their project, the suitability of the activity with the students’ needs and interests, the students’ demonstration of the track’s core competencies, the students’ range of relevant research skills, and the use of and integration of professional or industry trends and practices. This area also examines how students receive feedback from practitioners regarding their culminating activity work or output.

When answering this section, the school may choose to answer only the Work Immersion part or only the Culminating Activity part or both depending on the school’s implementation.

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
<u>WORK IMMERSION:</u>			
1. The school articulates a particular work immersion delivery model or program that is aligned with the goals of the K12 curriculum and the school’s philosophy,	- Are the work immersion delivery models that the school adopts or adapts in line with a particular model	- Type of work immersion delivery model in line with DO 30 s. 2017 and DO 21 s. 2019	- Manual or Handbook of the School’s Work Immersion Program - Descriptions of school’s

<p>vision, mission, goals and objectives. *</p>	<p>as described in DO 30 s. 2017?</p> <p>- Does the school integrate the school's PVMGO in its adopted or adapted work immersion program?</p>	<p>- Integration of school's PVMGO in its work immersion program</p>	<p>work immersion program in communications sent to industry partners</p> <p>- Student Handbook</p> <p>- Curriculum Maps</p>
<p>2. The school prepares relevant documents with partners and stakeholders specifying the terms of agreement and partnership and following DepEd school partnership guidelines.*</p>	<p>- Are there documented terms of agreements and partnerships between the school and work immersion partners?</p> <p>- Are the guidelines in the documentations aligned with DepEd school partnership guidelines?</p>	<p>- School's MOUs, MOAs, and the like stipulating terms of agreement and partnership with work immersion partners</p> <p>- Consistency and alignment of documents' guidelines with DepEd school partnership directions</p>	<p>- School's MOUs, MOAs and the like</p> <p>- Manual or Handbook of the School's Work Immersion Program</p> <p>- Descriptions of school's work immersion program in communications sent to industry partners</p>
<p>3. Appropriate and legitimate immersion partners and stakeholders are selected in line with the school's work immersion delivery model.*</p>	<p>- Is there a fit between the work immersion site and the students' training requirements?</p> <p>- Are the school's work immersion partners legally-established entities?</p>	<p>- Consistency between the learner's training requirements and choice of work immersion site</p> <p>- Documents pertaining to the legal identity of the industry or work immersion partners</p>	<p>- School's MOUs, MOAs and the like</p> <p>- Manual or Handbook of the School's Work Immersion Program</p> <p>- Descriptions of school's work immersion program in communications sent to industry partners</p> <p>- Communications sent by industry partners to school regarding the nature and scope of students' immersion</p> <p>- Company's SEC Registration</p> <p>- Curriculum Maps</p>

<p>4. A system of placement and coordination is established with relevant partners and stakeholders who provide opportunities for the school's students to engage in work immersion.*</p>	<ul style="list-style-type: none"> - Is there a system of placement of students in work immersion sites? - Is there an appointed coordinator who implements a system of placement of students in work immersion sites and acts as the school's liaison for concerns related to work immersion? 	<ul style="list-style-type: none"> - Guidelines/criteria for and schedule of placement of students in work immersion sites - Assignment of work immersion coordinator 	<ul style="list-style-type: none"> - School's MOUs, MOAs and the like - Manual or Handbook of the School's Work Immersion Program - Descriptions of school's work immersion program in communications sent to industry partners - Communications sent by industry partners to school regarding the nature and scope of students' placement and immersion - Official memo of appointment of work immersion coordinator with stipulations on functions, duties and responsibilities - Schedule of placement of students in work immersion sites
<p>5. The school provides a class schedule of work immersion activities that is consistent with the declared delivery model's number of required hours, flexible and appropriate for the student's learning of a track's competencies.*</p>	<ul style="list-style-type: none"> - Is there a class schedule of work immersion activities? - Do the hours in the class schedule fulfil the requirements of school's declared work immersion delivery model? - Are students able to attend and do their work immersion training in the class schedule's given time slots? 	<ul style="list-style-type: none"> - Class Schedule of Work Immersion Activities - High student attendance in work immersion sites - Alternative schedules and activities for work immersion requirements 	<ul style="list-style-type: none"> - Class Schedule of Work Immersion Activities - Records of students' attendance in work immersion sites - Manual or Handbook of the School's Work Immersion Program - Descriptions of school's work immersion program in communications sent to industry partners - Student Handbook - Communications sent by

	<ul style="list-style-type: none"> - Are alternatives given to students so that they can fulfil the required hours of training or work immersion? 		<p>industry partners to school regarding the nature and scope of students' immersion</p>
<p>6. The school assesses the interests and readiness of the students for work immersion and provides adequate orientation to students regarding the conditions and demands of work immersion and its system of performance evaluation.*</p>	<ul style="list-style-type: none"> - Does the school assess the students' interests and readiness for work immersion? - Is the Orientation Program based on results of diagnostic assessments regarding students' interests and readiness - Does the school orient the students regarding the conditions and demands of work immersion and its system of performance evaluation? for work immersion? 	<ul style="list-style-type: none"> - Types of diagnostic tests assessing students' interests and readiness for work immersion - Use of diagnostic test results in design of Orientation Program - Orientation program inputs that discuss work immersion regarding work conditions, demands and performance evaluation systems 	<ul style="list-style-type: none"> - Orientation for Students on Work Immersion Program - Results of Diagnostic Tests or Occupational Interest surveys - Career Guidance Program - Manual or Handbook of the School's Work Immersion Program - Descriptions of school's work immersion program in communications sent to industry partners - Communications sent by industry partners to school regarding the nature and scope of students' immersion
<p>7. Parents undergo an orientation program regarding the work immersion program and their consent for the students' participation in the program is formally obtained.</p>	<ul style="list-style-type: none"> - Does the school orient the parents regarding the conditions and demands of work immersion and its system of performance evaluation? - Is there a system for securing parental consent regarding the student's participation in the work 	<ul style="list-style-type: none"> - Orientation program inputs that discuss parental consent and work conditions, demands and performance evaluation systems - Accomplished parental consent forms 	<ul style="list-style-type: none"> - Orientation for Parents on Work Immersion Program - Manual or Handbook of the School's Work Immersion Program - Parental Consent Form - Student Handbook - Descriptions of school's work immersion program in communications sent to industry partners

	immersion program?		
8. The work immersion sites and facilities are accessible to students and focal persons.*	<ul style="list-style-type: none"> - Is there a location map that shows the distance of work immersion sites and facilities from the school? - Do parents and students give positive feedback about the accessibility and facilities of the work immersion sites? 	<ul style="list-style-type: none"> - Location map of work immersion sites in relation to the school - Students/parents' assessment of and feedback on accessibility and facilities of work immersion sites 	<ul style="list-style-type: none"> - Students'/parents' evaluation of work immersion program - Descriptions of school's work immersion program in communications sent to industry partners - Locator map of work immersion sites - Students' journals or portfolios of activities and outputs in work immersion sites
9. Relevant materials and equipment are provided for or made available in the work immersion site for the students and teachers' use.	<ul style="list-style-type: none"> - Are materials and equipment provided for or made available in the work immersion site? - Do students give positive feedback about their access to materials and equipment needed for their training or work immersion? 	<ul style="list-style-type: none"> - Documentation on availability of materials and equipment students need and use in work immersion site - Students' assessment of and feedback on facilities of and materials available in work immersion sites 	<ul style="list-style-type: none"> - Manual or Handbook of the School's Work Immersion Program - Descriptions of school's work immersion program in communications sent to industry partners - Communications sent by industry partners to school regarding the nature and scope of students' immersion - Students' journals or portfolios of activities and outputs in work immersion sites - Pictures of students' areas in work immersion site - Tool for Students' Evaluation of Work Immersion Site's

			Equipment and Facilities
10. The school publishes and disseminates guidelines and protocols that ensure the safety of students in workplace immersion sites and compliance with pertinent legal requirements.*	<ul style="list-style-type: none"> - Are there published and disseminated guidelines and protocols regarding the safety of students in training venues and work immersion site? - Are these guidelines and protocols consistent with established workplace safety standards? 	<ul style="list-style-type: none"> - Published safety guidelines and protocols for students in work immersion site - School's guidelines to students on their compliance with workplace safety standards 	<ul style="list-style-type: none"> - Manual or Handbook of the School's Work Immersion Program - Descriptions of school's work immersion program in communications sent to industry partners - Communications sent by industry partners to school regarding the nature and scope of students' immersion - Students' journals or portfolios of activities and outputs in work immersion sites - Pictures of students' areas in work immersion site
11. The school assigns qualified coordinators as focal persons and other personnel and lists their specific duties and responsibilities in relation to the monitoring and evaluation of students' performance in workplace immersion sites.*	<ul style="list-style-type: none"> - Is there a qualified coordinator assigned to the work immersion program? - Does the coordinator also serve as the school's focal person liaising with work immersion partners on implementation concerns and procedures? - Is there a job description for the coordinator regarding his or her duties and responsibilities? 	<ul style="list-style-type: none"> - Official appointment of work immersion program coordinator - Qualifications and job description of work immersion program coordinator to include liaising with partners and the monitoring and evaluation of students' performance in the workplace immersion site 	<ul style="list-style-type: none"> - Manual or Handbook of the School's Work Immersion Program - Appointment papers of Work Immersion Program Coordinator - Organizational Chart - System of tracking students' attendance and performance in worksite - Duties and Responsibilities of Work Immersion Program Coordinator

	- Do the responsibilities of the coordinator cover the monitoring and evaluation of students' performance in the workplace immersion site?		
12. The school implements a program of activities that engages <i>community partners</i> and concerned stakeholders in supporting and sustaining work immersion arrangements.	<ul style="list-style-type: none"> - Is there a program of activities that involves community partners and stakeholders to support and sustain the school's work immersion program? - Do community partners and stakeholders attend and participate in the program's activities? 	<ul style="list-style-type: none"> - Program of activities involving the support of stakeholders and community partners in the implementation and sustainability of the work immersion program - Records of attendance, participation or support by community partners and stakeholders in program 	<ul style="list-style-type: none"> - Minutes of meetings of school with community partners and stakeholders regarding work immersion program's sustainability - Strategic Plan - Manual or Handbook of the School's Work Immersion Program - Minutes of meetings of stakeholders' associations (e.g., Parents' Association, Alumni Association) - Activities in school linkage programs that show school efforts to engage technical centers or community/ industry partners in supporting the school's work immersion program
13. The school conducts a periodic review of the school's terms of partnership with the concerned community-or industry partners, particularly in the fulfillment of their respective obligations as written in documented agreements.*	- Is there a periodic review scheduled by the school and concerned partners on the accomplishment of each group's obligations and agreed requirements?	<ul style="list-style-type: none"> - Schedule and frequency of review - Feedback on the school and the partners' accomplishment of obligations and 	<ul style="list-style-type: none"> - Minutes of meetings by the school with partners regarding terms of agreements for work immersion program - Reports by Work Immersion Program Coordinator - Manual or Handbook of the

	- Are the feedback given during the review recorded and documented?	requirements as stated in documented agreements	School's Work Immersion Program
14. The program provides materials and documents containing policies, guidelines and learning modules on work immersion for the teachers and students' use.*	- Is there a manual or handbook stipulating work immersion program's policies, guidelines and learning modules? - Are learning modules on work immersion available for students and teachers' use?	- Policies and guidelines in – Manual or Handbook of the School's Work Immersion Program - Learning plans/teaching guides or modules on Work Immersion	- Manual or Handbook of the School's Work Immersion Program - Curriculum Maps on Work Immersion - LP or modules on Work Immersion
15. Work immersion experiences are integrated in lessons of related subjects	- Do learning plans/teaching guides of subjects discuss work immersion expectations and experiences? - Do students in these activities share their reflections about their work immersion experiences?	- Discussions of Work Immersion expectations and experiences in learning plans/teaching guides or modules - Students' reflections of their work immersion experiences in activities related to discussion of work immersion experiences	- Manual or Handbook of the School's Work Immersion Program - Curriculum Maps on Work Immersion - LP or modules on Work Immersion or in subjects related to Work Immersion
16. The program monitors and obtains evidence of students' learning and skills development in work immersion sites (e.g., journals, portfolios, certificates, workplace supervisor's evaluation).*	- Are students required to produce, submit or show evidences of learning and skills development in work immersion sites? - Are there sample student works that illustrate their learning and skills	- Students' outputs showing achievement of expected learning competencies in work immersion experiences - Evaluations of students' performance by workplace supervisor or by testing	- Manual or Handbook of the School's Work Immersion Program - Students' journals or portfolios of activities and outputs in work immersion sites - System of tracking and monitoring students'

	<p>development in work immersion sites?</p> <ul style="list-style-type: none"> - Are there evaluation reports of students' performance by the workplace supervisor? 	center	<p>performance in work immersion sites</p> <ul style="list-style-type: none"> - Evaluations by workplace supervisor or testing center - Work Immersion Program Coordinator's report on students' performance
<p>17. The school gathers feedback on and obtains validation from industry or tertiary partners regarding its work immersion program.*</p>	<ul style="list-style-type: none"> - Does the school meet and consult with external partners in the community or industry and other stakeholders to get feedback on the design and effectiveness of their work immersion program? - Is the program of regular consultation with external partners in the community or industry and other stakeholders done on a regular and periodic basis? 	<ul style="list-style-type: none"> - Evaluation report by external partners in the community or industry and other stakeholders regarding design and effectiveness of the school's work immersion program - Program of consultations showing regular and periodic meetings with external partners in the community or industry and other stakeholders 	<ul style="list-style-type: none"> - Manual or Handbook of the School's Work Immersion Program - Minutes of meetings of school with community partners and stakeholders regarding work immersion program's effectiveness - Communications sent by industry partners to school regarding the nature and scope of students' immersion - Evaluation forms of work immersion by external evaluators from tertiary level or industry - Schedule of consultations showing regular and periodic meetings with external partners in the community or industry and other stakeholders
<u>CULMINATING ACTIVITY:</u>			
<p>18. The culminating activity is aligned with the standards and competencies of a particular strand.*</p>	<ul style="list-style-type: none"> - Are culminating activities required? - Does the school align the culminating activities of 	<ul style="list-style-type: none"> - Strand descriptions of required culminating activities 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - Curriculum Map - LP of Culminating Activity

	different strands with the subject's standards and competencies?	- Inclusion and alignment of culminating activity with subject's standards and competencies in the activity's development and output	- Samples of students' outputs in culminating activity
19. The culminating activity in the different tracks and strands provides opportunities for students to do independent learning (e.g., determine the topic, establish the research design, relate the study to industry trends or social issues).*	<ul style="list-style-type: none"> - Are students required to do independent work for their culminating activity? - Are guidelines for independent work given to students? 	<ul style="list-style-type: none"> - Strand description of nature, scope and schedule of students' independent work - Guidelines for students' independent work in accomplishing a strand's culminating activity 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - LP of Culminating Activity - Samples of students' outputs in culminating activity - Student Handbook guidelines on culminating activity
20. The school provides materials and documents containing policies, guidelines and learning modules on the culminating activity for the teachers and students' use.*	<ul style="list-style-type: none"> - Is there a manual or handbook stipulating culminating activities' policies, guidelines and learning modules? - Are learning modules on culminating activity available for students and teachers' use? 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - Learning/plans/teaching guides or modules on Culminating Activities 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - LP or modules on Culminating Activities - Curriculum Maps on Culminating Activities - Student Handbook guidelines on culminating activity - System of tracking and Monitoring student's performance in culminating activities
21. Students' accomplishment of the culminating activity is scaffolded and supported by a feedback system at each stage of development.	- Is there a system that assists students in the accomplishment of their culminating activity?	- Scaffold of activities for developing output of culminating activity	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - LP or modules on Culminating Activities

	<ul style="list-style-type: none"> - Are students able to receive feedback at identified stages of development of the culminating activity's output? 	<ul style="list-style-type: none"> - System of feedback for students' accomplishment of the culminating activity 	<ul style="list-style-type: none"> - Curriculum Maps on Culminating Activities - System of tracking and monitoring students' performance in culminating activities
<p>22. The school provides opportunities for students to present their culminating activity in public or professional gatherings or settings (e.g., forum, conference, gallery, trade fair, industry expo). In turn, students receive feedback from practitioners or industry professionals regarding the quality and value of their work.*</p>	<ul style="list-style-type: none"> - Are students able to present their culminating activity in a public or professional gathering or setting? - Is there a panel of reactors from the school, community or industry that gives feedback to students during their presentation? 	<ul style="list-style-type: none"> - Schedules of students' public presentations of their culminating activity output - List of reactors who are practitioners or have industry experience related to the culminating activity - Copies of comments by reactors regarding quality of students' culminating activity output 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - LP or modules on Culminating Activities - Curriculum Maps on Culminating Activities - Pictures and other publications/materials of public presentations of students' outputs in Culminating Activity - Student Handbook guidelines on culminating activity - System of tracking and monitoring students' performance in culminating activities - Reactors' comments form
<p>23. The school obtains students' reflections on and evaluation of their performance in the culminating activity.*</p>	<ul style="list-style-type: none"> - Are students required to self-assess their own output and reflect on their performance in the culminating activities? - Are there examples of students' self-assessment of and reflections on their culminating activity 	<ul style="list-style-type: none"> - System of obtaining students' reflections on and evaluation of their performance in the culminating activity - Samples of students' self-assessment of and reflections on their culminating activity 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks <i>and strands</i> - Students' journals or portfolios of activities and outputs in culminating activities - System of tracking and monitoring students'

	performance and output	performance and output	performance in culminating activities
24. Criteria used in the teacher's assessment of students' works in the culminating activity are aligned with the strand's competencies.*	<ul style="list-style-type: none"> - Are the criteria used in the assessments of students' outputs in the culminating activity aligned with the strand's standards and competencies? - Are the criteria published and explained to the students? 	<ul style="list-style-type: none"> - Alignment of criteria used in examining student outputs in culminating activities with strand's standards and competencies - Sample rubrics or checklists or similar assessment tools showing criteria used in examining student outputs in culminating activities 	<ul style="list-style-type: none"> - Manual or Handbook of Culminating Activities in different tracks and strands - Samples of rubrics or checklists or similar assessment tools used in examining student outputs in culminating activities - Students' journals or portfolios of activities and outputs in culminating activities - System of tracking and monitoring students' performance in culminating activities
25. The program gathers feedback and obtains validation from industry or tertiary partners on the quality of the students' outputs in the culminating activity.*	<ul style="list-style-type: none"> - Does the school meet and consult with industry or tertiary partners to get feedback on the quality of the students' outputs in the culminating activities? - Is there a program of regular consultation with industry or tertiary partners? 	<ul style="list-style-type: none"> - Feedback by external partners and stakeholders regarding the quality of the students' outputs in the culminating activities - Program of consultations showing regular and periodic meetings with industry or tertiary partners 	<ul style="list-style-type: none"> - Activities in school linkage programs that show school efforts to engage tertiary partners in supporting the school's culminating activity program - Evaluation forms of culminating activity by external evaluators from practitioners, tertiary level or industry partners - School evaluation of the culminating activities of different tracks and strands
26. The school conducts a comprehensive evaluation of the culminating activity in terms of its design, relevance, instruction, supervision, and outputs.*	<ul style="list-style-type: none"> - Is there an evaluation of the different tracks' culminating activities program? 	<ul style="list-style-type: none"> - Sample evaluation report on the different tracks' culminating activities 	<ul style="list-style-type: none"> - School evaluation of the culminating activities of different tracks and strands - Students' journals or

	<p>- Does the evaluation cover the design, relevance, instruction, supervision and production of outputs in the different tracks' culminating activities?</p>	<p>program</p> <p>- Evaluation report covering design, relevance, instruction, supervision and production of outputs in the different tracks and strands' culminating activities</p>	<p>portfolios of activities and outputs in culminating activities</p> <p>- System of tracking and monitoring students' performance in culminating activities</p>
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D. INSTRUCTIONAL LEADERSHIP AND SUPERVISION

Description

As the designated leader of the school, the principal works to ensure that the learning goals of the Kto12 standards-based curriculum and objectives of the Senior High School program are achieved. Thus, as part of the domains of a school head's work in the 2020 Philippine Professional Standards for School Heads, the principal functions primarily as an instructional leader who continuously seeks ways to improve the school's teaching-learning processes and environments and improve student performance. In the Senior High School, the principal focuses on the students' acquisition of competencies related to college and career readiness and actively provides opportunities for students to gain, practice and demonstrate these competencies in real world settings.

Basis of Evaluation

As stated in the 2020 Philippine Professional Standards for School Heads or PPSSH, 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, the desired learning outcomes of the Kto12 standards-based curriculum program and the specific objectives of the Senior High School program. In collaboration with designated academic supervisors, 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 Senior High School's various tracks. The principal supervises the faculty's delivery of instruction and initiates changes in instructional and assessment practices to make learning more relevant, meaningful and evident for all students. The principal with the assistance of academic supervisors actively monitors and provides feedback to different sectors on their implementation of and contributions to the accomplishment of a track's learning outcomes. 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.

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
1. The school prepares a schedule of class meetings and learning activities that gives sufficient time for students in the different subject areas to accomplish subject standards and competencies.*	<ul style="list-style-type: none"> - Does the schedule of class meetings and learning activities provide for the following: <ul style="list-style-type: none"> a. contact time of teachers with students b. expected hours of students' preparations and work for different subjects 	<ul style="list-style-type: none"> - Total hours of face-to-face contact time of teachers with students - Total expected hours of students' preparation and work for different subjects - Total hours for independent study 	<ul style="list-style-type: none"> - Master school schedule - Curriculum Maps - Learning plans

	c. time for independent study		
2. The principal provides guidance and feedback to the faculty on the preparation of curriculum maps, learning plans/teaching guides and assessments.*	<ul style="list-style-type: none"> - Does the principal establish monitoring and evaluation processes or guidelines on the faculty's preparation of curriculum maps, learning plans/teaching guides and assessments? - Is there a system of assistance given to faculty (particularly part-timers) on the preparation of curriculum maps, learning plans/teaching guides and assessments? 	<ul style="list-style-type: none"> - Policies on and procedures for faculty's preparation of curriculum maps, learning plans/teaching guides and assessments - Coordinators' consultation system and schedule for assisting faculty regarding preparation of curriculum maps, learning plans/teaching guides and assessments 	<ul style="list-style-type: none"> - Administrators' Manual - Faculty Manual - Guidelines for preparation of curriculum maps, learning plans and assessments - Minutes of Professional Learning Community (PLC) meetings - Minutes of departmental meetings - Records of consultation by faculty with department coordinators - Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings
3. The principal ensures the preparation and alignment of learning plans/teaching guides with-track and strand standards and competencies.*	<ul style="list-style-type: none"> - Does the principal publish guidelines for teachers' preparation and submission of learning plans/teaching guides? - Does the principal establish monitoring and evaluation processes on the alignment of learning plans/teaching guides with track and strand standards and competencies? 	<ul style="list-style-type: none"> - Guidelines for teachers' preparation and submission of learning plans/teaching guides - Monitoring and evaluation reports that indicate the alignment of learning plans/teaching guides with track and strand standards and competencies 	<ul style="list-style-type: none"> - Faculty Manual - Guidelines for preparation of curriculum maps, learning plans and assessments - Curriculum Maps - Minutes of Professional Learning Community (PLC) meetings - Minutes of departmental meetings - SSIP Area in Curriculum, Assessment and Instruction - SSIP Performance Report

			<p>in Area of Curriculum, Assessment and Instruction</p> <ul style="list-style-type: none"> - Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings
<p>4. The principal conducts faculty meetings on the articulation and integration of the school curriculum with tertiary level content and/or industry standards relevant to a particular track and strand.*</p>	<ul style="list-style-type: none"> - Does the principal facilitate meetings on curriculum articulation and integration conducted in line with tertiary level content and/or industry standards relevant to a particular track and strand? - Is there a program of regular meetings for these articulation and integration with tertiary level content and/or industry standards relevant to a particular track and strand 	<ul style="list-style-type: none"> - Records of principal's meetings and discussions of and feedback on alignment of curriculum with tertiary level content and/or industry standards relevant to a particular track and strand. - Program of regular consultation meetings for these articulation and integration with tertiary level content and/or industry standards relevant to a particular track and strand 	<ul style="list-style-type: none"> - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Curriculum evaluation and Recommendations - Curriculum Maps - Minutes of Professional Learning Community (PLC) meetings
<p>5. The principal ensures the alignment of instruction with the school's philosophy, vision, mission, goals and objectives.*</p>	<ul style="list-style-type: none"> - Does the principal publish guidelines for the alignment of instruction with the school's PVMGO? - Does the principal establish monitoring and evaluation processes on the alignment 	<ul style="list-style-type: none"> - Published guidelines for the alignment of instruction with the school's PVMGO - Monitoring and evaluation reports about the alignment of learning plans/teaching guides with school's 	<ul style="list-style-type: none"> - Curriculum Maps - Minutes of meeting of Academic Council or Subject Coordinators' Council or department Meetings - Minutes of Professional Learning Community (PLC)

	of instruction with the school's PVMGO?	PVMGO and curriculum goals	meetings - SSIP Area in Curriculum, Assessment and Instruction - SSIP Performance Report in Area of Curriculum, Assessment and Instruction
6. The principal conducts periodic classroom observations of the performance of both teachers and students.	<ul style="list-style-type: none"> - Does the principal conduct periodic classroom observations? - Do the classroom observations cover the performance of both teacher and students? 	<ul style="list-style-type: none"> - Principal's schedule of classroom observations - Principal's accomplishment of classroom observations where items cover both teacher and students' performance 	<ul style="list-style-type: none"> - Principal's schedule of classroom observations - Records of classroom observations done by principal, subject coordinators and other academic supervisors - Instructional Supervisory Program - Minutes of subject department meetings - Minutes of year level PLC meetings - Records of post-classroom observation conference by principal or subject coordinator with teacher - Annual interview by principal of teacher
7. The principal holds varied post classroom observation conferences or interviews with teachers and dialogues with them on the effectiveness of the teaching strategies they employed.*	<ul style="list-style-type: none"> - Does the principal hold post-classroom observation conferences? - Do the principal's conferences or interviews provide feedback to faculty 	<ul style="list-style-type: none"> - Schedule of principal's post-classroom observations conferences or interviews - Records of principal's feedback to teachers in 	<ul style="list-style-type: none"> - Instructional Supervisory Program - Faculty Professional Development Program and seminars-workshops involving coaching and mentoring

	on their use of teaching strategies?	post-classroom observation conferences regarding their use of teaching strategies	<ul style="list-style-type: none"> - Records of post-classroom observation conference by principal or subject coordinator with teacher - Annual interview by principal of teacher
8. The school establishes a system for gathering and reporting data and collects evidences on students' progress and achievement of subject standards and performance in college/university admissions exams or vocational/technical certifications.*	<ul style="list-style-type: none"> - Are data on students' achievement collected regularly? - Are data on students' performance in college/university admissions exams or vocational/technical certifications collected regularly? - Is there regular dissemination of these data on student performance to key administrators to guide school improvement? 	<ul style="list-style-type: none"> - Data on students' achievement of program standards and competencies - Data on student performance in college/university admissions exams or vocational/technical certifications - System of gathering, reporting and disseminating data on student achievement to various administrators 	<ul style="list-style-type: none"> - Subject Reports on Student Performance of Program Standards and Competencies - Data on student achievement of program standards and competencies - Data on student performance in college/university admissions exams or vocational/technical certifications - System of or procedures for Curriculum Development and Updating - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Results of standards-based achievement tests - Portfolio of students' Outputs

<p>The Principal... 9.1 (For Academic Tracks) ...utilizes results of students' performance in college or university entrance or admissions exams for continuous curriculum development and improvement of teaching and learning.*</p>	<ul style="list-style-type: none"> - Does the principal develop protocols for the utilization of data on student performance to key administrators to guide decision-making? - Are the collected data used to make decisions regarding curriculum development and updating? - Does the principal with concerned academic supervisors develop intervention plans in response to the results of students' performance in college or university entrance or admissions exams? 	<ul style="list-style-type: none"> - Protocols for utilization of data on students' performance in college or university entrance or admissions exams - Data on graduates' performance in college/university entrance or admissions exams - Intervention plans in response to the results of students' performance in college or university entrance or admissions exams 	<ul style="list-style-type: none"> - Protocols for utilization of data on students' performance in college or university entrance or admissions exams - Intervention plans in response to the results of students' performance in college or university entrance or admissions exams - System of or procedures for Curriculum Development and Updating - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings
<p>9.2 (For TVL Track) ...utilizes results of certification of students' performance for continuous curriculum development and improvement of teaching and learning.*</p>	<ul style="list-style-type: none"> - Does the principal develop protocols for the utilization of data on student performance to key administrators to guide decision-making? - Are the collected data used to make decisions regarding curriculum development and 	<ul style="list-style-type: none"> - Protocols for utilization of data on students' performance in certification exams or proficiency tests - Data on graduates' performance in certification exams - Intervention plans in response to the results of 	<ul style="list-style-type: none"> - Protocols for utilization of data on students' performance in certification exams or proficiency tests - Intervention plans in response to the results of students' performance in certification exams or proficiency tests - System of or procedures for Curriculum Development

	<p>updating?</p> <ul style="list-style-type: none"> - Does the principal with concerned supervisors develop intervention plans in response to the results of students' performance in certification exams or proficiency tests? 	<p>students' performance in certification exams or proficiency tests</p>	<p>and Updating</p> <ul style="list-style-type: none"> - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings
<p>9.3 (For Special Track) ...utilizes the results of students' apprenticeship or its equivalent for continuous curriculum development and improvement of teaching and learning.*</p>	<ul style="list-style-type: none"> - Are apprenticeship evaluation results or its equivalent gathered, interpreted and analyzed? - Are the data used to make decisions regarding curriculum development and updating? - Does the principal develop protocols for the utilization of data on student performance to key administrators to guide decision-making? - Does the principal with concerned supervisors develop intervention plans in response to the results of students' apprenticeship? 	<ul style="list-style-type: none"> - Data on graduates' performance in apprenticeship evaluations or its equivalent - Protocols for utilization of data on students' performance in apprenticeships - Intervention plans in response to the results of students' performance in students' apprenticeship 	<ul style="list-style-type: none"> - Protocols for utilization of data on students' performance in students' apprenticeship - Intervention plans in response to the results of students' performance in students' apprenticeship - System of or procedures for Curriculum Development and Updating - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings

<p>10. The school gathers reports from teachers on the accomplishment of curriculum topics, standards and requirements.</p>	<ul style="list-style-type: none"> - Do teachers submit reports on the accomplishment of curriculum topics, standards and requirements? - Are there published guidelines on the preparation and submission of these teachers' reports? 	<ul style="list-style-type: none"> - Reports submitted by teachers regarding the accomplishment of curriculum topics, standards and requirements - Guidelines on the preparation and submission of teachers' reports 	<ul style="list-style-type: none"> - Reports submitted by teachers regarding the accomplishment of curriculum topics, standards and requirements - Evaluation of curriculum - Minutes of meetings of PLC - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Faculty Manual - Administrators' Manual
<p>11. The school obtains and reviews formative and/or summative reports from teachers on the progress and achievement of students.*</p>	<ul style="list-style-type: none"> - Do teachers make formative reports on the progress of students? - Do teachers make submit summative reports on the achievement of students? 	<ul style="list-style-type: none"> - Faculty records/reports on students' difficulties in subject, performance in formative assessments or corresponding interventions for students' improvements - Faculty records/reports on students' achievements in summative tests 	<ul style="list-style-type: none"> - Formative assessment reports submitted by teachers regarding students' response to interventions - Summative reports submitted by teachers regarding the accomplishment of curriculum topics, standards and requirements - Evaluation of curriculum - Minutes of meetings of PLC - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Faculty Manual

			- Administrators' Manual
12. The principal organizes teachers into professional learning teams, schedules their meetings, and provides direction to their discussion to focus on the improvement of student performance, ways of collaborating to accomplish instruction and assessment requirements and sharing of effective teaching practices.*	<ul style="list-style-type: none"> - Does the principal provide protected time during school hours for meetings of teachers' professional learning teams (PLT)? - Does the principal provide directions for teachers regarding their discussions in PLT meetings? Do the directions cover plans for improvement of student performance, ways of collaborating to accomplish instruction and assessment requirements and sharing of effective teaching practices? 	<ul style="list-style-type: none"> - Records of schedules of PLT meetings - Principal's directions or guidelines to teachers regarding their discussion in PLT meetings that cover plans for improvement of student performance, ways of collaborating to accomplish instruction and assessment requirements and sharing of effective teaching practices 	<ul style="list-style-type: none"> - School Schedule of PLT meetings - Minutes of PLT meetings showing discussion of data on student learning and effectiveness of interventions - Minutes of PLT meetings showing discussion of relevant career-related exposure or immersion activities
13. The school oversees the proper implementation of the grading system.*	<ul style="list-style-type: none"> - Are there policies and guidelines on the proper implementation of the grading system? - Are the policies and guidelines aligned with the minimum requirements of DepEd grading system? 	<ul style="list-style-type: none"> - Policies and guidelines on the proper implementation of the grading system - Alignment of grading system with minimum requirements of DepEd grading system 	<ul style="list-style-type: none"> - Policies and guidelines on the proper implementation of the grading system - Minutes of meetings of PLC - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Faculty Manual - Administrators' Manual
14. The principal provides technical assistance or coaching to faculty in	<ul style="list-style-type: none"> - Is there a program where the principal provides 	<ul style="list-style-type: none"> - Principal's activities or program for technical 	<ul style="list-style-type: none"> - Coaching and mentoring program for faculty in

<p>techniques on effective teaching strategies and classroom management.</p>	<p>technical assistance or coaching and mentoring on effective teaching strategies and classroom management?</p> <p>- Is the program for coaching done on a regular basis?</p>	<p>assistance or coaching and mentoring program for faculty on teaching and learning</p> <p>- Schedule of principal's activities related to coaching and mentoring faculty</p>	<p>faculty development program</p> <ul style="list-style-type: none"> - Schedule of principal's activities related to coaching and mentoring faculty - SSIP Area on Instructional Leadership - Minutes of meetings of PLC - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Faculty Manual - Administrators' Manual - Faculty Development seminars and workshops on effective teaching strategies and classroom management
<p>15. The school recognizes exemplary faculty performance in classroom teaching and/or professional practice in disciplines related to one's track and strand.</p>	<p>- Does the school have a program for recognizing exemplary faculty performance in classroom teaching?</p> <p>- Does the school have a program for recognizing exemplary faculty performance in professional practice in disciplines related to a particular track and strand?</p>	<p>- Program for faculty recognition of exemplary faculty performance related to classroom teaching</p> <p>- Program for faculty recognition of exemplary faculty performance related to professional practice in disciplines related to one's track and strand</p>	<ul style="list-style-type: none"> - Faculty Development Program - Faculty Manual - Administrators' Manual - Salary Scale - Faculty Recognition programs

<p>16. The school establishes and implements a system of incentives for teachers' performance, retention, promotion and professional growth.</p>	<ul style="list-style-type: none"> - Is there a system of incentives for teachers' performance, retention, promotion and professional growth? - Are there reports of implementing the system of incentives for teachers' performance, retention, promotion and professional growth? 	<ul style="list-style-type: none"> - System of incentives for teachers' performance, promotion and professional growth - Reports of implementation of system of incentives for teachers' performance, retention, promotion and professional growth 	<ul style="list-style-type: none"> - Faculty Development Program - Faculty Manual - Administrators' Manual - Salary Scale - School Budget - SSIP Area on Instructional Leadership - Reports of implementation of system of incentives for teachers' performance, retention, promotion and professional growth
<p>17. The principal provides varied professional development activities that update the teachers on the latest research techniques, trends in teaching and learning and industry and professional practice.*</p>	<ul style="list-style-type: none"> - Does the principal provide a professional development program for faculty regarding the latest research techniques and trends in teaching and learning? - Does the principal provide a professional development program for faculty regarding the latest industry and professional practices? 	<p>Professional development program for faculty in different subject areas regarding the following:</p> <ul style="list-style-type: none"> - a. latest research techniques, - b. trends in teaching and learning and - c. trends industry and professional practice 	<ul style="list-style-type: none"> - Faculty Development Program - Faculty Manual - Administrators' Manual - School Budget - SSIP Areas on Instructional Leadership and Faculty - Certificates of faculty attendance in professional development seminars-workshops - Support for faculty's advanced or graduate studies
<p>18. The principal elicits suggestions from teachers and support services for the improvement of teaching and student learning.</p>	<ul style="list-style-type: none"> - Does the principal provide various venues and/or channels for faculty's suggestions and feedback for the improvement of teaching and student 	<ul style="list-style-type: none"> - Minutes of principal's consultations with track coordinators and faculty for the improvement of teaching and student learning 	<ul style="list-style-type: none"> - Minutes of Principal's meeting with the faculty - Minutes of Principal's meeting with the support staff - Minutes of meetings of

	<p>learning?</p> <ul style="list-style-type: none"> - Does the principal provide various venues and/or channels for support staff's suggestions and feedback for the improvement of teaching and student learning? 	<ul style="list-style-type: none"> - Minutes of principal's consultations with support staff for the improvement of teaching and student learning 	<ul style="list-style-type: none"> - Academic Council or Principal's Council - Principal's annual interviews with teachers - Faculty Manual - Administrators' Manual
<p>19. The school employs a system of selection of instructional materials and makes available for teachers a system of obtaining learning resources and materials pertinent to one's subject.*</p>	<ul style="list-style-type: none"> - Is there a system of selection of instructional materials as prescribed by the curriculum map? - Is there a process of procuring instructional materials as prescribed by the curriculum map? 	<ul style="list-style-type: none"> - System of selection of instructional materials prescribed by the curriculum - System of procurement of instructional materials or learning resources 	<ul style="list-style-type: none"> - School Budget for instructional materials or learning resources - Library policies and system for selection of instructional materials and learning resources - Curriculum Maps
<p>20. The principal initiates and establishes linkages with relevant tertiary or industry partners or institutions to develop the faculty's competence and students' skills.*</p>	<ul style="list-style-type: none"> - Does the principal develop a system of linkages with relevant tertiary or industry partners? - Does this system provide opportunities for faculty to upgrade their competence? - Does this system provide opportunities for students to develop and practice their skills? 	<ul style="list-style-type: none"> - School linkage program with external partners - Provision of opportunities for faculty development in the linkage program - Provision of opportunities for students' development in the linkage program 	<ul style="list-style-type: none"> - School linkage program with external partners - Provision of opportunities for faculty and student development in the said program - Minutes of meetings of school with external partners - Faculty Development program - Student Handbook - Administrators' Manual - Curriculum Maps

<p>21. The school formulates and provides a learning continuity plan that articulates the delivery of instruction in different modalities and in response to disruptions, crises or disasters.</p>	<ul style="list-style-type: none"> - Is there a Learning Continuity Plan? - Does the Learning Continuity Plan discuss in detail how instruction will be delivered in different modalities, esp. during disruptions, crises or disasters? 	<ul style="list-style-type: none"> - Learning Continuity Plan - Protocols for teaching and learning in different modalities and during disruptions, crises or disasters 	<ul style="list-style-type: none"> - Learning Continuity Plan/SRRP - Administration Manual - Student Handbook
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E. 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 and coaching 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. Due to the nature of the Senior High School curriculum and varied exit outcomes, the Senior High School faculty's practice of disciplines related to a particular strand is valued and serves as the source of the faculty's mentoring of the student in college or career work. Thus, there has to be evidence of the faculty's continuous professional practice in his or her area of expertise.

	TEACHING ASSIGNMENT		MASTERS DEGREE HOLDERS	LICENSURE EXAM FOR TEACHERS (LET) BOARD PASSERS	OTHER LICENSES
NO. OF FULL TIME (FT) TEACHERS: _____%	FT handling Core Subjects: _____ / _____% FT handling Applied Subjects: _____ / _____% FT handling Specialized Subjects: _____ / _____%	FT handling Specialized Subjects in line with their major: _____%	FT with completed Masters degree: _____%	FT who are LET Board passers: _____%	FT with other non-Education licenses _____ / _____%
NO. OF PART-TIME (PT) TEACHERS: _____%	PT handling Core Subjects: _____ / _____% PT handling Applied Subjects: _____ / _____% PT handling Specialized Subjects: _____ / _____%	PT handling Specialized Subjects: _____%	PT with completed Masters degree: _____%	PT who are LET Board passers: _____%	PT with other non-Education licenses _____ / _____%
TOTAL NO. OF TEACHERS: _____					

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
1. The school for its faculty ensures the following:			
1.1 recruitment, screening and hiring of licensed and qualified teachers*	<ul style="list-style-type: none"> - Are there established SOPs/policies for recruiting, screening and hiring? - Are the teachers licensed and qualified? 	<ul style="list-style-type: none"> - Recruiting, screening and hiring protocols - Professional licenses of Teachers 	<ul style="list-style-type: none"> - Recruitment, Selection, Hiring/Placement Policies and Procedures - Notarized Teachers' Contracts - Teachers' profile - Teacher's 201 File - Diploma - PRC license - PRC Rating and Transcript of Records/OTR - Training Certificates
1.2 assignment of teachers' loads compliant with their qualifications and other DepEd requirements*	<ul style="list-style-type: none"> - Are there protocols on assigning teachers' loads and other responsibilities? - Do the protocols base teacher loads and assignments on the teachers' fields of concentration? 	<ul style="list-style-type: none"> - Protocols on assigning teachers' loads and other responsibilities - Teachers' loads and assignments are in line with their degrees 	<ul style="list-style-type: none"> - Teachers' Program - Summary of Faculty Loads and Assignments - Teachers' Contracts
1.3 dissemination of latest DepEd, TESDA and PRC memos, circulars and orders.	<ul style="list-style-type: none"> - Is there a system of regular dissemination of DepEd, TESDA, PRC and government orders, memos and circulars, etc.? 	<ul style="list-style-type: none"> - System of announcements and postings of DepEd, TESDA, PRC and other government orders, memos and circulars 	<ul style="list-style-type: none"> - Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders, etc.

	<ul style="list-style-type: none"> - Does the system indicate school venues for posting or dissemination of latest DepEd, TESDA, PRC and government orders, memos and circulars, etc.? 	<ul style="list-style-type: none"> - School venues for posting or dissemination of latest DepEd, TESDA, PRC and government orders, memos and circulars, etc 	
2. The Faculty Manual:			
2.1 defines faculty functions, duties and responsibilities, benefits and privileges*	<ul style="list-style-type: none"> - Is there a Faculty Manual that defines functions, duties and responsibilities, benefits and privileges, and school policies involving faculty service? - Is there documentation showing process of developing the Faculty Manual (e.g. consultation with faculty on the Faculty Manual's various provisions)? 	<ul style="list-style-type: none"> - Faculty Manual that includes faculty functions and responsibilities, benefits and privileges and school policies - Documentaiton on development of Faculty Manual 	<ul style="list-style-type: none"> - Faculty Manual - Minutes of the Faculty meetings where the contents of the Faculty Manual were discussed
2.2 is accepted, published and well-disseminated*	<ul style="list-style-type: none"> - Is this manual published and distributed? - Are the manual contents discussed and well-disseminated? - Are teachers asked to sign a form that shows their acceptance of the contents of the Faculty Manual 	<ul style="list-style-type: none"> - Faculty Manual that is published and distributed - Records of orientation or dissemination to faculty regarding contents of Faculty Manual - Records of teachers' signed acceptance of contents of Faculty Manual 	<ul style="list-style-type: none"> - Faculty Manual - Minutes of the Faculty meetings where the contents of the Faculty Manual were discussed

3. The Faculty Development plan is designed to:			
<p>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers*</p>	<ul style="list-style-type: none"> - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? - Are all the 7 domains of the 2017 PPST reflected in the Faculty Development Plan? 	<ul style="list-style-type: none"> - Faculty Development Plan - Inclusion of the 7 domains prescribed by the 2017 PPST, namely: <ul style="list-style-type: none"> - Content Knowledge and Pedagogy - Learning Environment - Diversity of Learners - Curriculum and Planning - Assessment and Reporting - Community Linkages and Professional Engagement - Personal Growth and Professional Development 	<ul style="list-style-type: none"> - Faculty Development Plan - Faculty Development Plan Evaluation Instruments, Results and Summaries - Faculty Performance Evaluation Instruments, Results and Summaries - Calendar of Faculty Development Activities - List of Faculty Development Activities Conducted
<p>3.2 assist teachers in acquiring required credentials</p>	<ul style="list-style-type: none"> - Does the Faculty Development Plan provide various forms of assistance to teachers for acquiring required credentials? - Does the Faculty Development Plan provide various forms of assistance to teachers for updating faculty's credentials? 	<ul style="list-style-type: none"> - Faculty Development plan or program's assistance for acquiring faculty credentials - Faculty Development plan or program's assistance for updating faculty credentials 	<ul style="list-style-type: none"> - Faculty Development plan or program - Faculty Manual
<p>3.3 enable teachers to organize and participate in Professional Learning Team meetings where they discuss improvement of student performance,</p>	<ul style="list-style-type: none"> - Does the school provide protected and regular time for faculty to organize and participate in Professional 	<ul style="list-style-type: none"> - Schedules and frequency of faculty PLT meetings - Minutes of teachers' 	<ul style="list-style-type: none"> - Schedule and List of PLT Activities - Minutes of the PLT meetings

<p>ways of collaborating to accomplish instruction and assessment requirements and sharing of effective teaching practices *</p>	<p>Learning Team (PLT) meetings?</p> <ul style="list-style-type: none"> - Do faculty in PLT meetings discuss the improvement of student performance, ways of collaborating to accomplish instruction and assessment requirements and effective teaching practices and interventions? 	<p>discussions in PLT on improvement of student performance, ways of collaborating to accomplish instruction and assessment requirements and sharing of effective teaching practices and interventions</p>	<ul style="list-style-type: none"> - Attendance Sheets during the PLT meetings - Faculty Evaluation reports by Peers
<p>3.4 recognize and reward outstanding teacher performance, initiative to improve student learning, creativity in preparation of instructional materials and innovation in teaching strategies</p>	<ul style="list-style-type: none"> - Are there provisions to recognize outstanding teacher performance? - Does the recognition for teacher performance include the teacher's initiative to improve student learning, creativity in preparation of instructional materials and innovation in teaching strategies? 	<ul style="list-style-type: none"> - Recognition for outstanding faculty performance - Criteria for recognizing teacher's initiative to improve student learning, creativity in preparation of instructional materials and innovation in teaching strategies 	<ul style="list-style-type: none"> - Faculty Awards and Recognition Package - List of Recipients of Faculty Awards - Faculty performance appraisal instruments and results
<p>4. The faculty in their preparation of learning plans/teaching guides show the following:</p>			
<p>4.1 updated knowledge of the subjects they are teaching.*</p>	<ul style="list-style-type: none"> - Do the learning plans/teaching guides of the faculty show updated knowledge of the subjects' content and competencies? - Do the learning 	<ul style="list-style-type: none"> - Learning plans/teaching guides show updated references and learning resources - Learning plans/teaching 	<ul style="list-style-type: none"> - Subject of learning plans/teaching guides - Curriculum Maps - Policies and Guidelines on the development of learning plans - Policies and guidelines on

	plans/teaching guides of the faculty show updated knowledge of strategies in teaching the subjects' content and competencies?	guides show updated strategies in teaching	the selection of references, instructional materials or learning resources
4.2 (in specialized subjects) integration of industry standards and professional practices	<ul style="list-style-type: none"> - Do the learning plans/teaching guides in the specialized subjects integrate professional industry standards and practices? - Do the learning plans/teaching guides in the specialized subjects show updated knowledge of the subjects' content and competencies? 	<ul style="list-style-type: none"> - Specialized Subjects' learning plan/teaching show updated trends in industry and professional practices - Specialized Subjects' learning plan/teaching show updated references and learning resources 	<ul style="list-style-type: none"> - Subject of learning plans/teaching guides - Curriculum Maps - Policies and Guidelines on the development of learning plans - Policies and guidelines on the selection of references, instructional materials or learning resources
5. Faculty performance appraisal:			
5.1 is used as a basis for the faculty's retention, promotion and clinical supervision*	<ul style="list-style-type: none"> - Is faculty performance utilized as basis for promotion/recognition? - Clinical supervision? 	<ul style="list-style-type: none"> - Use of performance results in promotion, salary upgrading, and recognition - Use of performance results in clinical supervision 	<ul style="list-style-type: none"> - Summary of Faculty Performance Appraisal results - Promotion Policies - Salary Scale - Program of Clinical Supervision
5.2 is regularly and systematically done.*	<ul style="list-style-type: none"> - Is faculty performance appraisal conducted regularly? 	<ul style="list-style-type: none"> - Program of regular faculty performance appraisal - System of faculty performance appraisal 	<ul style="list-style-type: none"> - Supervisory Plan/Clinical Supervision Plan - Records of Classroom Observations - Minutes of meeting of department coordinators

	- Is the faculty performance appraisal conducted systematically?		with faculty - Faculty Manual - Administrators' Manual
5.3 assesses the teachers' performance in classroom teaching and the delivery of the K12 program.*	<ul style="list-style-type: none"> - Are classroom observation forms used to determine the performance of the faculty? - Does the assessment of faculty performance in the Classroom Observation form examine classroom teaching and delivery of the standards and competencies of the K12 program subjects? - Is the teachers' performance in classroom observation included as a component in the annual faculty performance evaluation? 	<ul style="list-style-type: none"> - Classroom Observation Forms rating Teacher and Students' Performance - Inclusion in Classroom Observation Form of Criteria related to the Teaching and Delivery of K12 Curriculum Requirements - Percentage of Classroom Teaching Performance in Annual Faculty Performance Evaluation form 	<ul style="list-style-type: none"> - Supervisory Plan/Clinical Supervision Plan - Classroom Observation Form - Records of Classroom Observations - Minutes of meeting of department coordinators with faculty - Annual Faculty Performance Evaluation form in Faculty Manual - Administrators' Manual - Salary Scale
5.4 covers the teachers' attendance and participation in professional development activities*	<ul style="list-style-type: none"> - Does the assessment of faculty performance give weight to faculty's attendance and participation in professional development activities? - Are teachers required to submit documents of their 	<ul style="list-style-type: none"> - Percentage of Faculty' Professional Development Activities in Annual Faculty Performance Evaluation form - Teachers' documentation of their attendance and participation in 	<ul style="list-style-type: none"> - Supervisory Plan/Clinical Supervision Plan - Faculty Development plan or program - Minutes of meeting of department coordinators with faculty - Annual Faculty Performance Evaluation form in Faculty

	attendance and participation in professional development activities?	professional development activities	Manual - Administrators' Manual - Salary Scale - Teachers' documentation of their attendance and participation in professional development activities
6. Faculty teaching in specialized subjects are members of professional organizations related to their area of specialization or expertise.	<ul style="list-style-type: none"> - Are faculty (esp. those handling specialized subjects) members of professional organizations related to their area of specialization or expertise? - Are teachers required to submit documents of their attendance and participation in the activities of their professional organizations related to their area of specialization or expertise? 	<ul style="list-style-type: none"> - List of faculty's memberships in professional organizations in line with their subject assignment, degree programs, specialization or expertise - Teachers' documentation of their attendance and participation in the activities of their professional organizations related to their area of specialization or expertise 	<ul style="list-style-type: none"> - List of faculty's memberships in professional organizations - Faculty Development plan or program - Certificates of attendance in assemblies, meeting, forums or seminars-workshops conducted by professional organization
7. Faculty conduct, engage or participate in research projects or professional activities in line with their area of specialization or expertise.	<ul style="list-style-type: none"> - Are faculty engaged in action research or part of collaborative research teams? - Are faculty engaged in professional activities in line with their area of specialization or expertise? 	<ul style="list-style-type: none"> - List of faculty research publications, presentations in forums or conferences, or projects and status of completion - List of faculty's professional activities related to one's area of specialization or expertise 	<ul style="list-style-type: none"> - List of faculty research projects and status of completion - List of faculty's professional activities related to one's area of expertise - Faculty Development plan or program - Certificates of completion of research or presentation of

			research in various conferences and forums - Portfolio of faculty's professional activities related to one's area of expertise
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F. 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.

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.

The Laboratories include the Sciences Laboratories: (Biology, Chemistry and Physics), Computer Laboratories and the Technology and Livelihood Education Laboratories. They are venues that promote inquiry, discovery and research, and application of theories and principles covered in the different tracks and strands. Specialized Classrooms simulate industry workplaces and facilitate development of work skills unique to the tracks and strands offered.

Student Development Services assist in the growth and development of the school community. Student Discipline, Health Programs promote the physical and social well-being, and the total development of the learners.

Career Guidance and Counseling includes orientation for students 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 growth needs, individual and group counseling in the learners' effective understanding of themselves, developmental career guidance so learners may be assisted in making career choices, and placement and follow-up procedures to ensure instructional differentiation and learner assistance.

Basis of Evaluation

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

The Library- Instructional Media Center serves as an integral part of every learners' educational experience. Accessibility and adequacy in scope, quantity, timeliness and relevance are measures of quality.

The provisions of the Laboratories are adequate to meet DepEd requirements defined by the enrolment and programs/tracks/strands 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.

Carrer Guidance and Counseling lead to the development of life and work skills and career preparation of learners through understanding of self, exposure to various careers and wise career decision-making. This is established by licensed Guidance personnel and well-trained staff.

The Health Services provide for primary medical and dental processes and procedures that ensure the well-being of the learners while they are in school.

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

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
General			
I. Registrar's Office			
1.1 Established policies and procedures for safekeeping, retrieval, retention and disposal of students' records according to the Data Privacy Act*	- Do the records management SOPs comply with the Data Privacy Act?	Compliance with Data Privacy in records management particularly in: - Safekeeping - Retrieval - Retention - Disposal	- Registrar's Office SOPs/ Handbook/Manual - Administration Manual - Data Privacy Policies and Protocols
1.2 Admission and enrollment procedure is well - disseminated and consistently implemented	- Are the Admission and Enrollment procedures posted? Published? Consistently implemented?	- Announcements and Postings of Admission and Enrollment procedures - Consistent Implementation of the Admission and Enrollment procedures	- Announcements and Bulletin Board postings of Registrar's Office Admission and Enrollment SOPs - Registrar's Office Handbook - Admission and Enrollment Brochures/Flyers - Admission and Enrollment flowchart, etc.
1.3 Qualified Registrar*	- Is the Registrar a graduate of a 4-year course?	- Qualified Registrar	- TOR - Diploma

II. Library-Instructional Media Center			
<p>2.1 Varied and accessible Library Services responsive to classroom instruction needs such as library instruction and orientation, leisure reading, individual study and research, etc.*</p>	<ul style="list-style-type: none"> - Is the library and its services accessible? Centrally-located? Open through-out the day/ Whole-Day schedule? - Does the library provide a variety of services that support instruction such as: <ul style="list-style-type: none"> a. Library orientation? b. Leisure Reading? c. Individual Study and Research? d. Instructional Program 	<ul style="list-style-type: none"> - Accessibility of library and its services - Variety of the library services 	<ul style="list-style-type: none"> - School map - Calendar of Activities of the Library - Library Activities for Students and Teachers - Library Schedule - List of library services and Programs
<p>2.2 Adequate space, holdings, fixtures and operational dynamics that comply with established Library – IMC management standards*</p>	<ul style="list-style-type: none"> - Is the library floor space adequate for the school population size? - Is the seating capacity adequate for the school population size? - Are the number of books adequate for the school population size? (4-5 reference books per area) (4000 initial collection) - Does the library have the following: 	<ul style="list-style-type: none"> - Compliance of Lib-IMC space (72 sq.m./500 students + 8% of enrollment in excess) - Compliance of seating capacity (12% of population for sm; 15% of population for big) - Compliance with minimum number of holdings, fixtures and operational structures (4-5 reference books per area; 4000 initial collection) (fixtures and structures a-j) 	<ul style="list-style-type: none"> - Library Floor Plan - Accession record and inventory list - Actual number of seats - Library Collection Matrix - IMC Collection Matrix

	<ul style="list-style-type: none"> a. Charging table? b. Professional/Faculty section c. Technical Area d. Card Catalogues? OPAC? e. Circulation Area f. Periodicals Area g. Filipiniana Area h. Study and Research Area i. Internet Area j. Library tools: Dewey Decimal System, AACR II, Sear's List 		
<p>2.3 Wide and balanced collection of students 'references and professional books in the different subjects and disciplines and other print and non-print instructional materials collaboratively selected by the students, teachers & academic teams*</p>	<ul style="list-style-type: none"> - Is there a wide and balanced collection of: <ul style="list-style-type: none"> a. Print and non-print? b. Professional and student references? c. Books and Periodicals? d. General References, Yearbooks, dictionary and almanacs? - Are the various academic areas involved in maintaining the balance of library collection? Selection and 	<ul style="list-style-type: none"> - Library Collection Program with a wide and balanced: <ul style="list-style-type: none"> a. Print materials b. IMC c. Digital materials - Library Committee that represents the various academic sectors and guides in selection and prioritization of library acquisition 	<ul style="list-style-type: none"> - Library Collection Program - Accession Record and Inventory List - Number of Titles per area per copyright date - IMC and digital collection - Library Committee membership, functions, schedule of meetings and minutes

	Prioritization of acquisition?		
2.4 Licensed Librarian*	- Is the librarian licensed?	- Professional Librarian	- PRC license - PRC rating and TOR
III. Laboratories and Specialized Classroom			
3.1 Adequate and appropriate provisions for support of the various laboratory instructional activities offered in the: - GAS* - HUMSS* - ABM* - STEM* - Pre – Baccalaureate Maritime* - TVL Agri-Fishery Arts* - TVL Home Economics* - TVL-Maritime* - Information and Communication Technology* - Sports* - Arts and Design*	- Are the laboratory supplies, tools and equipment appropriate for the laboratory activities prescribed by the curriculum maps? - Are the laboratory supplies, tools and equipment adequate for the average class size?	- Adequacy of Laboratory/ Special Classroom provisions per track/strand/ specialization - Appropriateness of laboratory supplies, tools and equipment needed by the prescribed laboratory activities	- Inventory List per Laboratory - List of Instructional Activities per subject - List of Laboratory Experiments/Activities per subject/track/strand/ specialization
3.2. 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. - Biology - Chemistry - Physics - TVL Laboratories - Computer Laboratories	- Are there established policies and procedures on systematic and sustainable management of the laboratories? Written and disseminated? - In the Laboratories, is there consistent and proper implementation of SOPs for Requisition? Procurement? Inventory?	- Written and disseminated laboratory SOPs and protocols - Consistent and proper implementation of laboratory management SOPs such as requisition, procurement, inventory, storing, labeling and display, dispensing, repair and maintenance	- Laboratory Handbook/ Manual/SOPs - Postings of Laboratory SOPs - Laboratory Orientation Program - Minutes of Laboratory Orientation - Laboratory Calendar of Activities

	<p>Storing, Labeling and Display?</p> <p>- Dispensing? Repair and Maintenance?</p>		
IV. Career Guidance			
<p>4.1. A responsive and developmental career guidance program that:</p> <p>4.1.1 Addresses the students' aptitudes and guides students towards becoming productive and contributing individuals through informed career choices and potential careers*</p>	<p>- Does the responsive and developmental career guidance program address the student's aptitudes and guides them to make informed career choices?</p>	<p>Provision For:</p> <ul style="list-style-type: none"> - Career Aptitude Profiling - Career Guidance and Development 	<ul style="list-style-type: none"> - Career Guidance Program - Career Aptitude Test Results - Career Aptitude Dissemination Conferences - Conference Schedules
<p>4.1.2 Provides students with adequate knowledge and experience about life and work*</p>	<p>- Does the responsive and developmental career guidance program provide learners with information and exposure/experience on the various careers?</p>	<p>Provision for:</p> <ul style="list-style-type: none"> - Orientation/Career Information on Life in the Different Careers - Exposure/Simulated Experience on Work in the Different Careers 	<ul style="list-style-type: none"> - Career Guidance Program - Career Guidance Activities - Orientation/Exposure Activities - Schedule of Orientation/Activities - Integration of life and skills development in curriculum and instruction
<p>4.1.3 Equips the students with life skills and work</p>	<p>- Does the responsive and developmental career guidance program pursue development of life and work skills?</p>	<p>Provision for:</p> <ul style="list-style-type: none"> - Life Skills Development Activities - Work Skills Development Activities 	<ul style="list-style-type: none"> - Career Guidance Program Activities - Career Skills Development Activities - Career Immersion Activities - MOA on Immersion between School and Industry Partner - Development of life and work skills in curriculum

			and instruction
4.1.4. Delegates career advocates and peer facilitators who have undergone appropriate capability-building programs to conduct career advocacy activities.	<ul style="list-style-type: none"> - Are there provisions for participation of career advocates/peer facilitators in the Career Guidance Program? - What is the extent of Participation of these Career Advocates/peer facilitators in the Program? - Are there provisions for the preparation of career advocates/peer facilitators ? 	<ul style="list-style-type: none"> - Provisions for the Participation of Career Advocates/Peer Facilitators in the Career Development Program - Participation Guidelines in Career Development Activities - Capability-building Program for Career Advocates and Peer Facilitators 	<ul style="list-style-type: none"> - Career Development Program - Schedule of Work of Career Advocates - Participation Activities of Peer Facilitators - Roles and Responsibilities of Career Advocates/Peer Facilitators - List or development activities for Career Advocates and Peer Facilitators
4.2 Career advocacy activities that involve career information and exposure, advising, coordinating and making referrals which may include, but not limit to, career talks, career and job fairs parents' orientations and seminar-workshops on career decision-making*	- Does the responsive and developmental career guidance program include career advocacy activities?	<p>Career Advocacy Activities that provide:</p> <ul style="list-style-type: none"> - Career Information - Career Exposure - CareerAdvising - Referrals <p>toward career preparation and decision-making</p>	<ul style="list-style-type: none"> - Career Talks and Lectures - Career and Job Fair - Parents' Orientation - Attendance Sheets - Career Guidance Program Activities - Career Guidance Program Calendar - Attendance Sheets
4.3 Licensed and qualified Guidance personnel*	- Are the Guidance personnel licensed or qualified?	- Professional Guidance personnel	<ul style="list-style-type: none"> - PRC licenses - PRC rating and TOR

V. Health			
5.1. Annual medical and dental check-ups*	<ul style="list-style-type: none"> - Are medical and dental check-ups conducted annually? 	<ul style="list-style-type: none"> - Annual medical check-ups - Annual dental check-ups 	<ul style="list-style-type: none"> - Schedule of medical and dental check-ups - Student Health records - Calendar of Health Service activities
5.2. Adequate and immediate emergency care*	<ul style="list-style-type: none"> - Is there a trained staff available to give first-aid and emergency care when needed? - Are there adequate provisions for first aid and emergency care? 	<ul style="list-style-type: none"> - Adequacy of provisions for first-aid and emergency care - Availability of first and emergency care 	<ul style="list-style-type: none"> - Inventory of Clinic Supplies and Equipment - Assigned staff to provide emergency care - Trainings of assigned staff - Inventory of Clinic Equipment and Supplies - Student Handbook/Manual - First aid and emergency care SOPs
5.3 Licensed and qualified Medical and Dental personnel*	<ul style="list-style-type: none"> - Are the Medical and Dental personnel licensed and qualified? 	<ul style="list-style-type: none"> - Professional Medical and Dental staff - Trained Medical Clinic In-Charge 	<ul style="list-style-type: none"> - PRC Licenses - PRC Rating and TOR - Certificates of trainings, etc
VI. Student Discipline			
6.1 A Student Handbook stipulating Students' rights, responsibilities, decorum, school provisions and discipline policies that is published, distributed and well-disseminated*	<ul style="list-style-type: none"> - Is there a Student Handbook containing policies pertinent to student life in school? - Is the Student Handbook published? Distributed? Well-disseminated? 	<ul style="list-style-type: none"> - A Handbook/Manual or guide on student rights, responsibilities, proper decorum and discipline policies - Publication, dissemination and distribution of the Student Handbook and its 	<ul style="list-style-type: none"> - Student Handbook/Manual - Student Orientation Program - Minutes of the Orientation Meetings

		Contents	
6.2 Restorative discipline and welfare policies according to Children Protection Policy and Anti – Bullying Act.	<ul style="list-style-type: none"> - Are disciplinary interventions just and fair? - Are disciplinary interventions humane and transformative? - Are the disciplinary processes and protocols collaborative to ensure wide and comprehensive perspective? 	<ul style="list-style-type: none"> - Disciplinary interventions that are just, fair and transformative - Disciplinary interventions and protocols that are collaboratively drawn and implemented 	<ul style="list-style-type: none"> - Disciplinary measures and interventions - Disciplinary processes and protocols - Minutes of Discipline Committee meetings - Discipline Committee Membership - Child Protection Policy - Social Media Policy
6.3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*	<ul style="list-style-type: none"> - Are disciplinary records kept secure and confidential? - Are disciplinary records complete? 	<ul style="list-style-type: none"> - Secure and confidential filing of disciplinary records - Available and complete school records 	<ul style="list-style-type: none"> - Student Records Management Policies and protocols - Data Privacy policies and protocols - Student Disciplinary Records and Files

G. PHYSICAL PLANT AND INSTRUCTIONAL SUPPORT FACILITIES

Description

The physical plant comprises the educational environment covering land, building and building fixtures, classroom, work immersion and other learning spaces providing for a conducive atmosphere. It is appropriate and adequate to attain the DepEd Kto12 requirements and the school vision-mission and program goals and objectives.

Instructional facilities, equipment and materials are appropriate and adequate to programs, tracks and strands offered towards student skill proficiency and adequate career preparation.

Basis of Evaluation

The physical environment supports robust teaching and promotes optimal student learning and growth. The physical plant facilities and buildings must conform with DepEd requirements and the National Building Code requisites. It clearly provides for the needs of the size and scope of school programs/tracks/strands/specializations while upholding the learner's well-being such as health, safety and security, sanitation and hygiene.

The campus facilities are adequate for prescribed learning activities. School buildings and classrooms are appropriate for educational purposes. Work immersion and exposure spaces provide career experience and promote student well-being. Inspections to ensure health and safety code requirements are regularly conducted.

Instructional facilities, equipment and materials are functional and adequate to deliver the curriculum of the tracks and strands offered.

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
I. Physical Plant 1. A system that ensures the design, development, construction and maintenance of different school buildings and facilities in line the regulatory and statutory requirements like the National Building Code standards for size, safety and security, environment protection, etc.*	- Do the buildings and building fixtures comply with regulatory and statutory requirements and standards for size, safety and security, environment protection, etc.? - Are the school facilities designed and constructed to provide a conducive set-up for learning?	Compliance with regulatory and statutory requirements for design, construction and development standards for: -size -safety and security -environment protection	- Approved As-Built Plan - Approved School Electrical Plan - Local Engineering Unit Inspection Visit Results - Energy Management Board Clearance Certificate - Fire Department Clearance Certificate

<p>2. Accessible and adequate classroom spaces with due consideration for maximum class size, total population and school operation requirements</p>	<ul style="list-style-type: none"> - Are the learning spaces accessible? - Are the learning spaces adequate in size to meet maximum class size and total school population? 	<ul style="list-style-type: none"> - Accessibility of classrooms and learning areas - Adequacy of spaces for learning areas (Number of classrooms for student population; Number of seats per classroom) 	<ul style="list-style-type: none"> - Calibrated school map - Number of classrooms for student population - Number of seats per classroom - Size of classrooms
<p>3. A School Facilities Development Plan/ Campus Development and Landscaping Plan that lays out provisions for different learning spaces, addresses varied needs of learners and the various tracks/ strands/specialization needs*</p>	<ul style="list-style-type: none"> - Is there a Facilities Development Plan that sets targets for improvement for the different learning spaces? 	<p>Facilities/Physical Plant Improvement Plan for:</p> <ul style="list-style-type: none"> - learning spaces: classrooms, laboratories, etc. - campus and school grounds - learner welfare units 	<ul style="list-style-type: none"> - Physical Plant Development Plan - SSIP
<p>4. Adequate space and basic equipment and supplies necessary for the conduct of annual medical and dental check-ups and delivery of emergency services*</p>	<ul style="list-style-type: none"> - Are there adequate space, equipment and supplies needed for the conduct of annual medical and dental check-ups? - Are there adequate equipment and supplies needed for the delivery of emergency services? 	<ul style="list-style-type: none"> - Adequacy of space, equipment, tools and supplies needed for conduct of medical and dental check-ups - Adequacy of space, equipment, tools and supplies for emergency care 	<ul style="list-style-type: none"> - Clinic Equipment Tools/ Materials Annual Inventory - Clinic Annual Acquisition List of Clinic Equipment/ Tools/Materials - Clinic Emergency and First Aid Materials and Equipment - Emergency Care Policies and Procedures
<p>5. A system that ensures the health and well-being of the school community through:</p>			
<p>5.1 Available potable water for drinking and water for cleaning*</p>	<ul style="list-style-type: none"> - Is there adequate supply of potable water for the school population? 	<ul style="list-style-type: none"> - Availability of potable drinking water 	<ul style="list-style-type: none"> - Drinking fountains/stations - Certificate of Water Potability/Results

	- Is there adequate supply of water for everyday use?	- Availability of water for everyday use	- Water sources/stations - Water catchments
5.2 healthy and nutritious food in the canteen or nutrition center*	- Is the canteen food healthy and nutritious?	- Availability of healthy food (absence of junk food and beverages) - Availability of nutritious food	- Canteen menu - List of Canteen Food and Food Products
5.3 sanitation and hygiene in the canteen, drinking stations, comfort rooms, school grounds, buildings, classrooms and other ancillary learning areas*	- Is cleanliness observable in the canteen, drinking stations, comfort rooms, play areas and grounds, classroom and buildings?	Cleanliness in the: - canteen - drinking stations - comfort rooms - school grounds - buildings - classrooms - other school areas: academic support units	- Maintenance and sanitation SOPs and Activities - Current Health Certificates of Food Handlers - Number of maintenance personnel assigned - Preventive Maintenance SOPs
5.4 safety fixtures, devices and signages wherever needed*	- Are safety fixtures, devices and signages strategically placed according to regulatory and statutory requirements?	Availability of: - safety fixtures - devices - signages wherever needed	- Fire escapes/exits - fire Extinguishers - fire alarm - sand bags, water hoses, etc. - Hand rails - non-slip rubber or metal strips, etc. on stairways - Directions and signages, warning signals, etc. - Covered walks - Floor plans
6. Disaster and risk reduction requirements such as: 6.1. emergency exits* 6.2. emergency evacuation plan*	- Are disaster and risk-reduction protocols established and disseminated?	Disaster preparedness protocols and requirements such as: - emergency exits	- Disaster and Risk-reduction SOPs - Fire/Earthquake/Bomb Threat Evacuation plan

<p>6.3 disaster management plan* and 6.4 regular conduct of fire and earthquake drills*</p>	<p>- Is there a regular conduct of fire and earthquake drills?</p>	<p>- emergency evacuation plan -disaster management plan -regular conduct of fire and earthquake drills</p>	<p>- Fire and Earthquake Compliance Certificates - First-Aid Kits - Floor plans</p>
<p>7. Hazard-free environment sufficiently far from gaming dens, recreation centers, funeral parlors and cemeteries, alcohol drinks-serving alleys, etc and obstruction-free exits</p>	<p>- Is the school environment hazard-free? - Are the buildings obstruction free?</p>	<p>- Hazard-free school vicinity and environment - Obstruction-free alleys, corridors and exit ways</p>	<p>- Building lay out - Vicinity map - Site plan - Floor plans</p>
<p>II. Program Learning Spaces 1. Provisions for adequate space, and appropriate structures and fixtures according to program curriculum needs of the offered tracks/strands/specialization in: 1.1 Classrooms/Instructional rooms* 1.2 Laboratories/Workshop/Studios/Computer* 1.3 Immersion Centers 1.4 Library/ IMC* 1.5 Athletic Facilities 1.6 Ancillary Service Units 1.7 School Grounds</p>	<p>- Are the space provisions adequate for: 1.1 Classrooms/Instructional rooms 1.2 Laboratories/Workshop/Studios/Computer 1.3 Immersion Centers 1.4 Library/ IMC 1.5 Athletic Facilities 1.6 Ancillary Service Units 1.7 School Grounds - Are there provisions for appropriate structures and fixtures in: 1.1 Classrooms/Instructional rooms 1.2 Laboratories/Workshop/Studios/Computer 1.3 Immersion Centers 1.4 Library/ IMC 1.5 Athletic Facilities</p>	<p>- Adequacy of space for 1.1 Classrooms/ Instructional rooms 1.2 Laboratories/ Workshop/ Studios/ Computer 1.3 Immersion Centers 1.4 Library/ IMC 1.5 Athletic Facilities 1.6 Ancillary Service Units 1.7 School Grounds - Appropriateness of Structures and Fixtures in 1.1 Classrooms/ Instructional rooms 1.2 Laboratories/ Workshop/Studios/ Computer 1.3 Immersion Centers 1.4 Library/ IMC</p>	<p>- School Map - Floor Plans - Size of Learning Support Spaces - List of Fixtures and structures in the different Program Learning Support Spaces - List of Available Learning Spaces - Size of</p>

	1.6 Ancillary Service Units 1.7 School Grounds	1.5 Athletic Facilities 1.6 Ancillary Service Units 1.7 School Grounds	
2.Safe and conducive environment for learning activities and responsive to the cultural context and the geographical conditions of the community it serves.	- Is the school environment safe and conducive for learning activities? - Is the school environment responsive to the culture and geographic location of the community it serves?	- Safe and conducive environment for learning - Conducive environment responsive to culture and geographical location.	- Building Safety Fixtures and Services - Safety School Structures
III. Instructional Facilities and Equipment 1. Prescribed equipment, tools and materials, and appropriate fixtures (demonstration tables, electrical and water fittings, fume hoods where needed first-aid kit, shower, internet connection etc.) which conform to the minimum requirements of DepEd and the needs of subjects under the tracks/strands/ specializations offered in the following: 1.1 Biology* 1.2 Chemistry* 1.3 Physics* 1.4 Pre-Baccalaureate Maritime* 1.5 Agri-Fishery* 1.6 Home Economics* 1.7 Industrial Arts* 1.8 Computer* 1.9 Speech* 1.10 Sports* 1.11. Music* 1.12. Dance*	- Are the equipment, tools and supplies in each laboratory applicable and suitable for the needs of the programs/tracks strands offered? - Are the equipment, tools and supplies in each laboratory appropriate and current current for the programs/tracks/strands offered?	- Suitability/applicability of fixtures, equipment, tools and supplies for the needs of the programs/ tracks/strands offered - Appropriateness of the fixtures, equipment, tools and supplies for the needs of the programs/tracks/ strands offered	- Size of laboratories - Inventory list of equipment, tools and supplies per laboratory and specialized classroom - List of Acquisitions per Laboratory/Specialized Classroom in the last 3 years - List of Laboratory/Specialized Classroom fixtures

1.13. Studios/Workshops*			
2. Adequate number of equipment, tools and materials with due consideration for maximum class size and total population requirements*	- Is the number of equipment, tools and materials needed by the maximum classroom/ population size?	- Adequacy of equipment, tools and materials for the needs of the population - Adequacy of equipment, tools and materials for maximum class size	- Inventory List of Equipment, Tools and Materials per Laboratory per Track/Strand/ Specialization - Laboratory Acquisition Records - Program Population - Program class size
3. Adequate, appropriate and up-to-date technology and equipment in the industry immersion centers	- Is the equipment in the industry immersion center adequate, appropriate and up-to-date? - Is the technology in the industry immersion center adequate appropriate and up-to-date?	- Adequacy, appropriateness and updatedness of equipment in the industry immersion center - Adequacy, appropriateness and updatedness of technology in the industry immersion center	- Number of Equipment/Tools Available in the Immersion/ Practicum Centers - Technology Programs and Applications Used in the Immersion/Practicum Centers

H. ADMINISTRATION AND GOVERNANCE

Description

Administration and governance commits to the attainment of DepEd Kto12 standards and requirements and 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 relevant and conducive learning climate towards productive professional and student development, and (4) cultivates collegial, collaborative and dynamic relationships with its stakeholders and the wider community supportive of quality student learning.

The Senior High School, in educating students toward preparation for collegiate career programs, business opportunities and gainful employment, recognizes the role of the community in the wholistic formation. A school that is grounded on the realities of the community and optimizes its resources provides responsive and functional delivery of the programs, tracks and strands it offers. Linkage with the community shows the students community expectations and industry perspectives in their discernment of life career options.

Basis of Evaluation

The school's Senior High School Program must have been granted Permit to Operate by the Department of Education. The school's administrative organization is responsible for compliance with DepEd and other legislated requirements towards attaining its Recognition. Its governing policies and system mechanisms are defined in a published and well-disseminated Manual of Operations or Administrative Manual. The evaluation of the school head's functions and performance is guided by the various domains in the 2020 Philippine Professional Standards for School Heads. Administrative leadership is manifest in the areas of operations management, human resource development, resource management and program sustainability and community extension. 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, stakeholder participation in school management and decision-making.

Productive partnership with the community is evident in the structures and forms of support agreed between the school and the community. Community support is manifested in availability for collaboration and consultation, technical support in exposure and immersion activities and career education.

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
I. Operations Management			
1. The principal establishes and implements a program that ensures the alignment of administrative decisions and work in the Senior High School with the school's	- Does the principal formulate a specific program or activities that check on the alignment of	- Program or activities that check on the alignment of administrative decisions and work in the Senior	- Guidelines for or program of alignment of administrative decisions and work in the Senior High School with the

PVMGO	<p>administrative decisions and work in the Senior High School with the school's PVMGO?</p> <p>- Does the principal implement and monitor the accomplishment of a specific program or activities that check on the alignment of administrative decisions and work in the Senior High School with the school's PVMGO?</p>	<p>High School with the school's PVMGO</p> <p>- Report on the accomplishment of the program</p>	<p>school's PVMGO</p> <p>- Report on the accomplishment of the guidelines or program</p>
2. 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.	<p>- Is the organizational chart rationalized? Functional?</p> <p>- Does the organizational chart depict actual school organization relationship dynamics?</p>	<p>- Functionality and rationality of the Organizational Chart</p> <p>- Clarity of school organization relationship dynamics</p>	<p>- School Organizational Chart</p>
3. Qualified School Principal/Coordinator with: 3.1 An MA Degree in Education* and a	<p>- Is the Principal qualified with a Masteral degree in Education?</p>	<p>- MA degree of the Principal</p>	<p>- 201 File of the Principal</p> <p>- OTR</p> <p>- Diploma</p>
3.2 Professional License*	<p>- Does the Principal have a Professional Teachers License?</p>	<p>- Professional Teachers' License of Principal</p>	<p>- PRC License of Principal</p> <p>- Certificate of Board Rating</p>
4. A system of compliance with DepEd, SEC, DOLE, BIR, BOA, PRC and other legislated requirements and established policies, processes and procedures towards	<p>- Are the documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC and other</p>	<p>- Compliance with documentary and procedural requirements of:</p>	<p>- DepEd Recognition, DepEd-approved Schedule of Fees, Student Forms (SF 1-9), School Calendar,</p>

<p>effective and efficient school management and operations.*</p>	<p>government agencies complied with?</p> <p>- Are records in place and accessible?</p>	<p>-DepEd - SEC - DOLE, - BIR - BOA - PRC - Other government Agencies - Records or reports of compliance</p>	<p>e-BEIs, etc. - GIS and Updated SEC Registration - Audited Statements - Alpha List, etc. - SSS, Phil Health, Pag-Ibig monthly Reports - Others: PRC licenses of teachers, etc. - School system of record keeping</p>
<p>5. Accessible and retrievable records of the required application and recognition-supporting documents such as:</p> <p>5.1 SHS Certificate of Permit to Operate/ Recognition/ Accreditation*</p> <p>5.2 Annual Budget and Expenditures*</p> <p>5.3 Tuition Fees and Other Fees*</p> <p>5.4 Curricular Guides of Tracks / Strands / Specializations offered*</p> <p>5.5 Profile of Academic and Non-Academic Personnel, including educational qualifications (TOR, Diploma and PRC license /TESDA Cert), job descriptions, teaching loads, working hours per week, etc.*</p> <p>5.6 Inventory of Instructional Tools and Equipments according to track/strand / Specializations*</p> <p>5.7. Memoranda of Agreements/ Memorandum of Understandings with Program Implementation Partners which includes engagement dynamics, laboratories- workshop equipments, work immersion SOPs,</p>	<p>- Are the records of SHS application and recognition-supporting documents accessible?</p> <p>- Are the records of SHS recognition-supporting documents retrievable and updated?</p>	<p>- Accessibility of SHS application and recognition-supporting documents</p> <p>- Retrievability of SHS application and recognition-supporting documents</p>	<p>- SHS Certificate of Permit to Operate/Recognition/ Accreditation</p> <p>- Annual Budget and Expenditures</p> <p>- Tuition Fees and Other Fees</p> <p>- Curricular Guides of Tracks /Strands / Specializations Offered</p> <p>- Profile of Academic and Non- Academic Personnel, including educational qualifications (TOR, Diploma and PRC license /TESDA Cert), job descriptions, teaching loads, working hours per week, etc.</p> <p>- Inventory of Instructional Tools and Equipments according to track/strand / Specializations</p> <p>- Memoranda of Agreements/</p>

<p>career guidance, etc*</p> <p>5.8. Documents of ownership of school sites under the school*</p> <p>5.9. Articles of Incorporation*</p> <p>5.10. Audited Financial Statements*</p> <p>5.11. Board resolution indicating purpose, school year of intended operation and SHS curriculum offered*</p> <p>5.12. School Calendar*</p> <p>5.13. Class Program*</p> <p>5.14 <i>For Unique/ Special Tracks:</i> Recent studies relative to the proposed program citing job opportunities, social demands, trends and issues, potential enrollees and the 5Cs (community, child interest, curriculum, culture and commercial viability), identified partners and experts, MOU / MOC / MOA, potential resources (manpower, references, equipment and tools, financial sustainability and availability of funds) and written curriculum*</p>			<p>Memorandum of Understandings with Program Implementation Partners which Include engagement dynamics, laboratories-workshop equipments, work immersion SOPs, career guidance, etc</p> <ul style="list-style-type: none"> - Documents of ownership of school sites under the school - Articles of Incorporation - Audited Financial Statements - Board resolution indicating purpose, school year of intended operation and SHS curriculum offered - School Calendar - Class Program* - <i>For Unique/ Special Tracks:</i> Recent studies relative to the proposed program citing job opportunities, social demands, trends and issues, potential enrollees and the 5Cs (community, child interest, curriculum, culture and commercial viability), identified partners and experts, MOU / MOC / MOA, potential resources (manpower, references, equipment and tools, financial sustainability and availability of funds) and written curriculum - School system of record keeping
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<p>6. A system of records-keeping built around a set of policies, processes and procedures that ensure confidentiality, security, accessibility and retrievability of school data, records, and documents according to Data Privacy Act</p>	<ul style="list-style-type: none"> - Is there a system of records keeping that ensure confidentiality and security? - Accessibility and retrievability of school records,data and documents according to DPA? 	<p>SOPs of Records - Keeping according to DPA:</p> <ul style="list-style-type: none"> - confidentiality - security - accessibility - retrievability 	<ul style="list-style-type: none"> - Administrative Manual - Registrar’s Office Manual - Rules and Guidelines on Records Keeping
<p>7. An Administration Manual on school policies, processes and procedures that is accepted, published and well-disseminated</p>	<ul style="list-style-type: none"> - Is there an Administration Manual or Manual of Operations, or its equivalent, that contains the school policies, processes and procedures that is published? - Is the Manual discussed with key administrators and personnel? - Is the Manual well-disseminated and distributed to key administrators and personnel? 	<ul style="list-style-type: none"> -Administration Manual on school policies, processes and procedures - Publication, dissemination and distribution of the Administration Manual 	<ul style="list-style-type: none"> - Administration Manual - Minutes of the General Assemblies on discussions of the Administration Manual Records of Distribution of the Administration Manual
<p>II. Resource Management</p>			
<p>1. A professional development plan for school leaders and administrators that provides for their academic upgrading and development of their management Skills development*</p>	<ul style="list-style-type: none"> - Is there a Professional Development Plan for top and mid-level administrators? - Does it include academic 	<p>Professional Development Plan for Top and Mid-Level administrators Which includes:</p> <ul style="list-style-type: none"> - academic upgrading - management skills training 	<ul style="list-style-type: none"> - Professional Development Plan for Administrators - List of Upgrading Activities for Administrators - Provisions/Assistance for Administrators’ Upgrading

	studies? Trainings?		
2. Established policies, processes and procedures that ensure:			
2.1 smooth transfer of responsibilities, properties and documents during changes in management	<ul style="list-style-type: none"> - Are there protocols for transfer of responsibilities? - Are there established protocols on the proper turn-over of properties and documents during management changes? 	<ul style="list-style-type: none"> - Turn-over policies during management changes - Turn-over protocols and measures for implementation during management changes 	<ul style="list-style-type: none"> - Turn-Over SOPs - Personnel Clearance Forms
2.2 confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act*	<ul style="list-style-type: none"> - Are there management policies with regards to school data aligned with provisions of the Data Privacy Act or DPA? - Are there established protocols on the proper implementation of the management policies covering school data, records and documents? 	<ul style="list-style-type: none"> - Data management policies aligned with the Data Privacy Act or DPA - Data management protocols and measures for implementation to ensure confidentiality, security, accessibility, and retrievability of school data, records and documents according to DPA 	<ul style="list-style-type: none"> - Data privacy and management SOPs - Administration Manual
2.3 stewardship through wise and proper use of human and material resources	<ul style="list-style-type: none"> - Are there established protocols on stewardship of human resources? - Are there established protocols on stewardship of materials resources? 	<ul style="list-style-type: none"> - Human Resource Management Policies and Practices - Materials Management Policies, Processes and protocols 	<ul style="list-style-type: none"> - Resource Management SOPs and measures - Financial School Sustainability Policies and Measures - Minutes of BOT meeting - Administration Manual
2.4 continuity of school operations during times of disruptions, crises and disasters	<ul style="list-style-type: none"> - Is there a continuity plan that is published and 	<ul style="list-style-type: none"> - Continuity plan of school operations during 	<ul style="list-style-type: none"> - Administration Manual - Minutes of Administrative or

	<p>disseminated?</p> <ul style="list-style-type: none"> - Are there established protocols for implementation regarding the continuity of school operations during disruptions, crises and disasters? 	<p>disruptions, crises and disasters</p> <ul style="list-style-type: none"> - Protocols for implementation of continuity of school operations during disruptions, crises and disasters 	<p>Operations Council</p> <ul style="list-style-type: none"> - SOPs for School Operations during disruptions, crises and disasters
<p>3. A compensation policy that provides salaries and benefits compliant with existing labor laws and recent legislations and promulgations such as Regional Wage Orders, Magna Carta for Women, Leave for Victims of Violence Against Women and their Children, etc.*</p>	<ul style="list-style-type: none"> - Is there an established salary scale compliant with existing labor laws and regional wage orders? - Is there an established benefits and privilege package compliant with recent legislations and promulgations? 	<ul style="list-style-type: none"> - Compliance with legislated salaries /wages - Compliance with legislated benefits 	<ul style="list-style-type: none"> - Salary Scale - Pay Roll - Benefit Package - Administration Manual - Faculty Manual
<p>4. A Plan of Succession and preparation for future school leaders and administrators</p>	<ul style="list-style-type: none"> - Is there a Succession Plan that forecasts critical positions in management, identifies administrative back-ups and prepares them for future responsibilities? -Is there a program that implements the Succession Plan covering the manner of preparing and training of candidates? 	<ul style="list-style-type: none"> - Succession planning - Succession preparation 	<ul style="list-style-type: none"> - Succession Plan - Succession preparation and training program

III. Community Linkages

<p>1. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider community towards informed decision-making, significant community support and attainment of the PVMGO*</p>	<ul style="list-style-type: none"> - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to inform decision-making? - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to engender community support for school programs and activities? - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders towards attainment of PVMGO? 	<ul style="list-style-type: none"> - Opportunities and venues for school's collaboration and consultation with internal stakeholders - Opportunities and venues for school's collaboration and consultation with external stakeholders - Discussions with stakeholders covering: <ul style="list-style-type: none"> - decision-making - community involvement in school programs and activities - attainment of PVMGO 	<ul style="list-style-type: none"> - 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
<p>2. Consultations and agreements with government agencies but not limited to, DOLE, PRC, CHED, TESDA, MARINA, Chambers of Commerce and other industry associations on curriculum implementation and relevant partnerships*</p>	<ul style="list-style-type: none"> - Are there consultations conducted between the school and gov't agencies and industry on curriculum implementation? 	<ul style="list-style-type: none"> - Partnership and system of consultation between government agencies and industry - Agreements between school and concerned 	<ul style="list-style-type: none"> - Minutes of consultation Conferences - MOAs and MOUs between school and government and/or industry - Collaboration Structures/dynamics

	- Are there agreements between the school and gov't agencies and industry on curriculum implementation?	government agencies and industry partners on matters related to curriculum implementation	
<p>3. MOA/MOU/MOCs that define partnership arrangements on:</p> <p>3.1. Stakeholder engagement in localization of the curriculum*</p> <p>3.2. Work immersion*</p> <p>3.3. Apprenticeship*</p> <p>3.4. Facilities, equipment, materials and technology use *</p> <p>3.5. Career guidance and youth formation activities*</p> <p>3.6. Student safety and security*</p> <p>3.7. Student Immersion Performance evaluation*</p>	<p>- Are there specifics in MOA/MOU/MOCs regarding:</p> <ul style="list-style-type: none"> *extent of engagement *immersion *apprenticeship *use of facilities, materials, technology etc. *student safety and security *evaluation of student Performance 	<p>MOA/MOU/MOCs with specifics on:</p> <ul style="list-style-type: none"> - extent of partnership - work immersion - apprenticeship - career guidance collaboration - student safety and security - student performance evaluation 	<ul style="list-style-type: none"> - MOA and MOUs - Collaborative Structures and/or Mechanics - Contracts - Collaboration/Partnership specifics - Student Immersion Performance Evaluation Forms - Career Guidance Program

I. BUDGET AND FINANCE

Description

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

Basis of Evaluation

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

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

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

<p>2.2 regularly monitored through the quarter budget performance reports which are disseminated according to policy guidelines*</p>	<ul style="list-style-type: none"> - Is the BOT-approved annual budget monitored quarterly through budget performance reports? - Are the quarter budget performance reports disseminated to the departments concerned? 	<ul style="list-style-type: none"> - Quarterly budget monitoring - Dissemination of quarter budget performance 	<ul style="list-style-type: none"> - 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
<p>2.3 reflective and supportive of the Standards - based School Improvement Plan*</p>	<ul style="list-style-type: none"> - Does the BOT-approved annual budget include allocations for SSIP initiatives and activities? 	<ul style="list-style-type: none"> - SSIP Budget allocations in the Annual Budget 	<ul style="list-style-type: none"> - Annual Budget - Budget performance reports - List of Expenditures/ Disbursements
<p>3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented</p>	<ul style="list-style-type: none"> - Are institutional requisition, selection and procurement protocols systematic? - Are institutional requisition, selection and procurement protocols well-disseminated? Consistently implemented? Properly documented? 	<ul style="list-style-type: none"> - Requisition, selection and procurement SOPs - Dissemination, consistent implementation and documentation of requisition, selection and procurement processes 	<ul style="list-style-type: none"> - Administrative manual, Operations manual, Department manuals or SOPs - Selection, Requisition, Procurement and Construction SOPs/ Flow Chart - Requisition, Selection, Procurement Forms and Records - Minutes of Orientation meetings - Minutes of Monitoring Meetings

<p>4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized according to the purposes they are collected*</p>	<ul style="list-style-type: none"> - Are incomes from tuition fees utilized properly according to DepEd specifications? (70%) - Are the incomes from miscellaneous and other fees utilized for the development of the specific departments collecting them? - Are donations properly documented and utilized for the specific purposes they were made? 	<ul style="list-style-type: none"> - Revenue Utilization Policies - Proper utilization of fees collected - Proper acknowledgement and utilization of donations 	<ul style="list-style-type: none"> - Revenue Utilization Policies and SOPs - Annual Budget - Budget performance reports - Statement of Income and Expenditures - Deed of Donations/List of Donations - Minutes of meetings
<p>5. A system for generating revenue and raising funds from school and outside school sources for sustainability</p>	<ul style="list-style-type: none"> - Are there other ways revenue is generated inside the school? - Are there other ways revenue is generated from outside school sources? 	<ul style="list-style-type: none"> - Statement of other incomes from within the school - Statement of other incomes from outside the school 	<ul style="list-style-type: none"> - Statement of other incomes - Income Generating Centers/Structures - Annual Budget
<p>6. A system of:</p>			
<p>6.1 supervision and management of resources for optimum operational efficiency*</p>	<ul style="list-style-type: none"> - Is there a plan for supervision of staff and department performance towards efficiency and effectiveness of school operations and program sustainability? - Is there a plan for 	<ul style="list-style-type: none"> - Supervision and management of staff performance: % efficiency, % productivity, % complaints, success indicators, etc. - Supervision and management of Department 	<ul style="list-style-type: none"> - Supervisory plan - Supervisory Reports - Department Performance Evaluation Results

	<p>supervision of equipment and materials utilization toward efficiency and effectiveness of school operations and program sustainability?</p>	<p>performance: % efficiency, % error, % productivity, % complaints, % inc/dec in energy consumption, % inc/dec in materials consumption, etc.</p> <p>- Supervision of equipment and materials utilization: % waste, % savings in procurement, incidence of breakdowns and repairs, etc.</p>	
<p>6.2 establishment of internal control systems in budget implementation and*</p>	<ul style="list-style-type: none"> - Are there established internal control mechanisms for proper budget implementation? - Are internal and external audits conducted regularly? - Are audit reports submitted regularly according to policy guidelines? 	<ul style="list-style-type: none"> - Internal control mechanisms: Internal and external audits - Regular submission of audit results on budget implementation 	<ul style="list-style-type: none"> - Internal and External Audit protocols - Internal and external audit calendars - Internal and external audit results - Audited Financial Statements - Cash Flow Management System - Auditing System - Internal Control Policies
<p>6.3 designing financial strategies for sustainability*</p>	<ul style="list-style-type: none"> - Are there financial strategies toward school and program sustainability? 	<ul style="list-style-type: none"> - Financial sustainability policies, procedures, measures - Financial sustainability initiatives 	<ul style="list-style-type: none"> - Financial policy and procedures manual - SSIP - Minutes of BOT/ Administrative meetings - Savings and investment portfolio

J. 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 DepEd Kto12 goals with its size, function, community expectations and student career options.

Standards of Compliance	Focus Questions:	Look-Fors:	Examples/Sources of Compliance Evidence:
1. A system of on – going process for improvement that:			
1.1 is aligned with the school vision – mission and curriculum goals*	<ul style="list-style-type: none"> - Is there on on-going thrust for school improvement? - Is this thrust/drive/program for school improvement towards the attainment of the school V-M and curriculum goals? 	<ul style="list-style-type: none"> - Alignment of PVMGO with School improvement initiatives - Alignment of curriculum goals with School improvement initiatives 	<ul style="list-style-type: none"> - SSIP - Department plans for improvement - Minutes of department meetings - Minutes of Administrative/ BOT meetings
1.2 responds to the school’s size, function and community expectations for student learning*	<ul style="list-style-type: none"> - Does this thrust/drive/ program for school improvement consider school size? Programs offered? Parents and community expectations? 	<ul style="list-style-type: none"> - Data-based School improvement initiatives: enrolment size, programs/ tracks/strands function and prescriptions - Stakeholder needs-driven 	<ul style="list-style-type: none"> - E- BEIS - Inventory of program needs - Survey of parents’/ community/stakeholders’ expectations - Minutes of SSIP planning meetings

		school improvement initiatives: student and parent expectations	
1.3 uphold student career development	- Does this thrust/drive/program for school improvement promote student career development	- Student Career Development Program/Activities - Student Career preparation initiatives	- Minutes of the SSIP planning meeting - Survey of student's expectation - Career Development Program
2. An annual operational plan drawn from the three-year SSIP*	- Is there an existing Three-Year Standards-based School Improvement Plan? - Is there an Annual Operational Plan drawn from the SSIP?	- Standards-based three-year school planning/plan - Annual school planning/plan	- Annual Operational Plan or its equivalent - SSIP or its equivalent - Minutes of the planning meetings
3. A system that utilizes school and student performance indicators as bases for school planning such as: 3.1 Retention rate 3.2 Completion rate 3.3 National Achievement Test results* 3.4 Teacher profiles* 3.5 Learning facilities availability and adequacy*	- Are students, teachers and school performance indicators utilized as bases for school planning and the SSIP?	Utilization of performance indicators in planning: - School performance: enrolment profile, revenue status, facilities review, stakeholder socio-economic profiles etc - Teacher performance: faculty overall performance ratings, faculty turn-overs, etc - Student performance: scholastic achievement, national assessment	-SSIP -AIP/AOP - E-BEIS - School performance data/indicators (3 years) - Teacher Profile (3years) - Teacher Performance (3 years) - Student performance data/indicators (3 years) - Student Assessment results from equivalent assessment tests - Minutes of SSIP planning meetings

		ratings, literacy levels, etc	
4. A system for collaboratively monitoring and evaluating the Annual Operational Plan and the Standards –based School Improvement Plan*	<ul style="list-style-type: none"> - Is there regular monitoring and evaluating of the Annual Operational Plan? - Is there regular monitoring and evaluation of the SSIP? - Is regular monitoring and evaluating of the SSIP a collaborative process that includes administrators, teachers, students, parents, alumni and other partners and support groups? 	<ul style="list-style-type: none"> - Collaborative monitoring and evaluating - Regular monitoring and evaluating of the AOP - Regular monitoring and evaluating of the SSIP 	<ul style="list-style-type: none"> - Monitoring and Evaluation reports of the AOP/AIP - Monitoring and Evaluating reports of the SSIP - Minutes of the monitoring and evaluating meetings - Attendance list of the monitoring and evaluating meetings
5. A system for communicating the content and over-all effectiveness and impact results of the standards-based School Improvement Planning	<ul style="list-style-type: none"> - Are the contents of the SSIP disseminated to the school community? - Are the monitoring and evaluation results of the SSIP disseminated to the School community? 	<ul style="list-style-type: none"> - Dissemination of the contents of the SSIP to the school community - Dissemination of the SSIP monitoring and evaluation results to the school community 	<ul style="list-style-type: none"> - 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

SHS Certification-Compliance Rules

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

Area Rating is based on the following Decision Rule:

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

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

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