

DepEd – DIVISION OF QUEZON

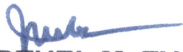
Sitio Fori, Brgy. Talipan, Pagbilao, Quezon
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"Creating Possibilities, Inspiring Innovations"



Page 1 of 1

UNNUMBERED MEMORANDUM

TO: Asst. Schools Division Superintendent, Curriculum Implementation Division
Personnel, School Governance and Operations Division Personnel, Public
Schools District Supervisors, Elementary and Secondary School Heads, All
other concerned

FROM: 
MERTHEL M. EVARDOME, CESO VI
Schools Division Superintendent *ME*

SUBJECT: Implementation of Learning-Focused School Leadership (LFSL)

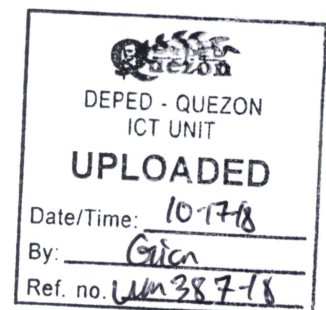
DATE : October 16, 2018

Attached herewith is the DepEd Memorandum No. 628 with regards to the
Implementation of Learning-Focused School Leadership (LFSL).

For your information, guidance and widest dissemination.

Sdssvd10/16/2018

DEPEDQUEZON-TM-SDS-04-010-000



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Republic of the Philippines
 Department of Education
REGION IV-A CALABARZON
 Gate 2 Karangalan Village
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TO : SCHOOLS DIVISION SUPERINTENDENTS

FROM : **DIOSDADO M. SAN ANTONIO**
Director IV

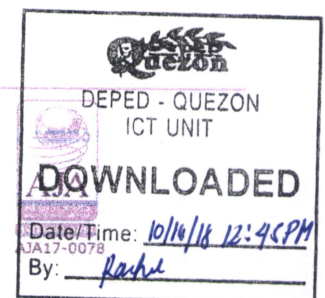
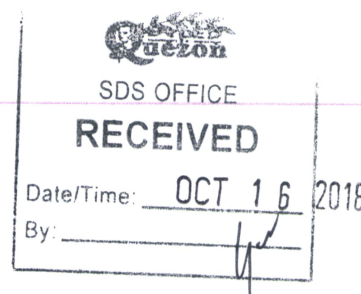
SUBJECT : **IMPLEMENTATION OF LEARNING-FOCUSED SCHOOL LEADERSHIP (LFSL)**

DATE : October 15, 2018

1. DepEd Region IV-A CALABARZON endeavors to sustain continuous improvement efforts in delivering basic education services. In fact, the Region has long acknowledged that the ultimate indicator of effectiveness in basic education refers to the extent learners are able to develop the competencies expected at each key stage of the K to 12 curriculum. This actually means that the most important thrust in DepEd is about making LEARNING happen.
2. In efforts to make authentic learning happen, leaders and managers play a crucial role. It is acknowledged that current realities provide overwhelming demands on the time and priorities of school officials.
3. To clarify the desirable focus of basic education leaders and managers, the Region has embarked on a series of research undertakings focused on Instructional Leadership, guided by the theories of Hallinger, Glickman and Smith and Andrews.
4. The mixed-method research project has inspired the Region to adopt a Learning-Focused School Leadership (LFSL) Framework as a guide for school heads and supervisors in fostering meaningful learning for the pupils and students enrolled in schools.
5. Immediate implementation of the attached LFSL Framework, together with the Modes of Verification (MOVs), is directed.

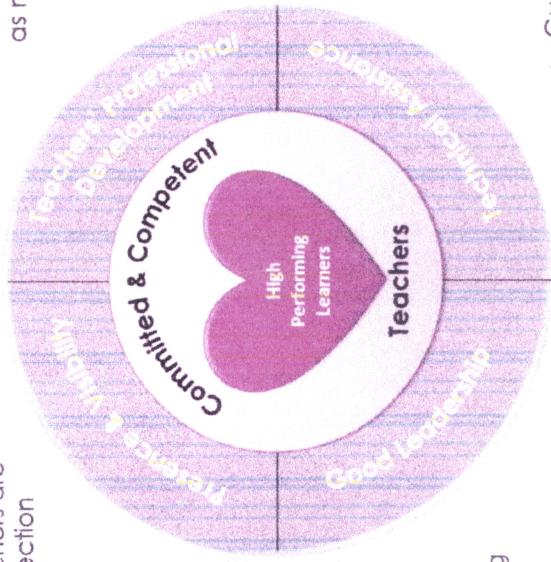


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	<ul style="list-style-type: none">• Documentation on teachers'/ personnel achievement• Delegation of responsibilities
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<p>Maintaining Presence and Visibility In Monitoring Instructional Activities</p> <ul style="list-style-type: none"> • Creates and Manages a school process to ensure student progress is conveyed to students and parents/guardians regularly. • Assists in implementing an exciting, coherent and responsive school wide curriculum • Implements Programs for instructional improvement such as introduction of curriculum initiatives, curriculum review, and curriculum innovation and enrichment with the use of technology. • Ensures that the classroom priorities of teachers are consistent with the goals and strategic direction of the school • Reviews student work products when evaluating classroom instruction • Organizes team to champion instructional innovation programs towards curricular responsiveness 	<p>Fostering Teachers' Professional Development</p> <ul style="list-style-type: none"> • Aligns professional development activities with school improvement efforts that are tied to real students' needs • Implements and monitors mid-year professional development/monthly Learning Action Cell (LAC) activities • Ensure adequate resources for training and development • Evaluate impact of professional development activities • Helps teachers focus on and improve their competence through coaching and mentoring <ul style="list-style-type: none"> • Encourages attendance to post-graduate courses and other seminars/workshops as well as membership in professional organizations
<p>Exemplifying Good Leadership Behavior</p> <ul style="list-style-type: none"> • Involves internal and external stakeholders in achieving school vision, mission, goals and objectives • Utilizes eBEIS and baseline data of all performance indicators in decision making • Clarifies roles and functions of school committees • Establishes a system of rewards and benefits for teachers and staff • Allocates and utilizes resources (time, fiscal, human, etc) in transparent, ethical, and accountable (TEA) manner • Empowers teachers and personnel 	<p>Providing Technical Assistance (TA) towards Innovative Teaching-Learning Activities</p> <ul style="list-style-type: none"> • Provides support to enhance teachers strengths • Offers support to overcome teacher's weaknesses • Uses appreciative inquiry (AI) in providing technical assistance • Guides teachers in designing strategic intervention materials (SIM) • Monitors and evaluates the implementation of strategic intervention materials (SIM) • Utilizes diverse approaches in providing technical assistance



LEARNING-FOCUSED SCHOOL LEADERSHIP FRAMEWORK

LEARNING - FOCUSED SCHOOL LEADERSHIP FRAMEWORK
Modes of Verification (MOVs)

Domain 1. Maintaining Presence and Visibility in Monitoring Instructional Activities.	
Components	MOVs
<p>1.1 Creates and Manages a school process to ensure student progress is conveyed to students and parents/guardians regularly.</p>	<ul style="list-style-type: none"> • School Memorandum and minutes of the meeting on the conduct of PTA assembly or conferences • Minutes, narrative report, pictures and attendance sheet of attendees during the State of the School Address (SOSA) • Records/documentation during parent-teacher meeting on students performance or report of home visitation duly signed by the parents and teachers. • Documentation of the conduct of quarterly culminating activity. • SRC
<p>1.2 Assists in implementing an exciting, coherent and responsive school wide curriculum</p>	<ul style="list-style-type: none"> • Needs Assessment Report and L and D Plan • SLAC Plan and Narrative Report, attendance of teachers, session guides and slide decks of the topics discussed. • Contextualized and localized Curriculum Materials • Supervisory plan and report • Mentoring/Coaching/TA plan and report
<p>1.3 Implements Programs for instructional improvement such as introduction of curriculum initiatives, curriculum review, and curriculum innovation and enrichment with the use of technology.</p>	<ul style="list-style-type: none"> • PPA plan, monitoring tools, report of its impact to students performance. • Intervention plans to improve student performance based on research across learning areas. • List of Lessons downloaded from the LRMDs Portal/ Official Website • Integrating ICT in Lessons Plan (DLL, DLP)
<p>1.4 Ensures that the classroom priorities of teachers are consistent with the goals and strategic direction of the school</p>	<ul style="list-style-type: none"> • Integration of VMV to DLL's/DLP's • Classroom Observation Plan and TA report • Teachers action/plan research aligned to school work plan • IPCRF/OPCRF
<p>1.5 Reviews student work products when evaluating classroom instruction</p>	<ul style="list-style-type: none"> • Rubrics in evaluating students portfolio/performance task. • Summary report on students performance evaluation results • Enhancement/Remediation Plan and narrative reports • Report on the least mastered skills of students.

<p>1.6 Organizes team to champion instructional innovation programs towards curricular responsiveness</p>	<ul style="list-style-type: none"> • List of Officers and members of committees and terms of reference of each officer/ member • Action Plan/Activities, M and E and accomplishment reports
<p>Domain 2. Fostering Teachers' Professional development</p>	
<p>2.1 Aligns professional development activities with school improvement efforts that are tied to real students' needs</p>	<ul style="list-style-type: none"> • Teachers IPPD and report on needs assessment result • School plan for professional development(SPPD) • Certificate of participation/recognition of training relative to the improvement of teaching strategies and competencies.
<p>2.2 Implements and monitors mid-year professional development/monthly Learning Action Cell (LAC) activities</p>	<ul style="list-style-type: none"> • Schedule and narrative report on the conduct of mid-year performance review. • LAC plan, team, M & E tools, materials and accomplishment report • Mentoring/coaching report
<p>2.3 Ensure adequate resources for training and development</p>	<ul style="list-style-type: none"> • Learning and Development Needs Assessment (LDNA) Plan • LDNA tools (competency assessment tool, RPMS-IPCRF) • LDNA report • LDNA Plan and Design • LD resource packages • WFP
<p>2.4 Evaluate impact of professional development activities</p>	<ul style="list-style-type: none"> • Copy of comparative results and analysis of the learners' academic performance • RPMS-IPCRF Rating • Classroom Observation report
<p>2.5 Helps teachers focus on and improve their competence through coaching and mentoring</p>	<ul style="list-style-type: none"> • Mentoring/Coaching Plan • Mentor-mentee agreement form signed by both parties • Accomplishment report • IPC-RPMS rating
<p>2.6 Encourages attendance to post-graduate courses and other seminars/workshops as well as membership in professional organizations</p>	<ul style="list-style-type: none"> • School Learning and Development Information System (SLDIS) • Teachers Profile • Number of Teachers enrolled in Graduate School
<p>Domain 3. Providing Technical Assistance (TA) Towards Innovative Teaching-Learning Interventions</p>	
<p>3.1 Provides support to enhance teachers strengths</p>	<ul style="list-style-type: none"> • School TA/Supervisory Plan • LAC Session Plan • School Action Plan, Monitoring and Evaluation for SIM Implementation

	<ul style="list-style-type: none"> • Coaching and Mentoring Mechanism • Accomplished Classroom Observation Tool (COT) • Accomplished Performance Monitoring and Coaching Form (PMCF) • Development Plans (IPCRF-DP)
<p>3.2 Offers support to overcome teacher's weaknesses</p>	<ul style="list-style-type: none"> • In-service training • LAC Session • Accomplished Classroom Observation Tool (COT, rating sheet, feedback and recommendation) • Accomplished Inter- observer agreement forms • Performance Monitoring and Coaching Form (PMCF) • Development Plans (IPCRF-DP) • Coaching and Mentoring
<p>3.3 Uses appreciative inquiry (AI) in providing technical assistance</p>	<ul style="list-style-type: none"> • Coaching and Mentoring Forms • AI Tool • Accomplished Classroom Observation Tool (COT) • Report on TA provided • Accomplished Performance Monitoring and Coaching Form (PMCF) • Feedback • TA Schedule and Report
<p>3.4 Guides teachers in designing strategic intervention materials (SIM)</p>	<ul style="list-style-type: none"> • Developed Strategic Intervention Materials (SIM) • Technical assistance documentation • SLAC report • Guidelines on the utilization of SIM • Workshop on the development of SIM • Memorandum to conduct workshop • Validation tool of SIM
<p>3.5 Monitors and evaluates the implementation of strategic intervention materials (SIM)</p>	<ul style="list-style-type: none"> • Performance Monitoring and Coaching Form (PMCF) • SIM output • Monitoring and evaluation tool for SIM implementation • Performance Review and Evaluation
<p>3.6 Utilizes diverse approaches in providing technical assistance</p>	<ul style="list-style-type: none"> • Instructional supervision process flowchart • DLP/DLL using 2C211R • Coaching and Mentoring Form • Supervisory report • TA agreement form • Narrative report on pre- and post-conference conducted • TA accomplishment report

Domain 4. Exemplifying good leadership behavior	
<p>4.1 Involves internal and external stakeholders in achieving school vision, mission, goals and objectives</p>	<ul style="list-style-type: none"> • School memorandum relative to the different activities conducted involving internal and external stakeholders • Memorandum of Agreement (MOA) on partnership • Deed of donations and acceptance • School Report Card (SRC) • Adopt-A-School Form • Narrative report on Brigada Eskwela and other activities • SIP/AIP signed by School Governing Council (SGC) • Accomplishment report
<p>4.2 Utilizes eBEIS and baseline data of all performance indicators in decision making</p>	<ul style="list-style-type: none"> • School Forms 4 and 7 • Updated LIS • Intervention programs • Annual Implementation Plan (AIP) • School Improvement Plan (SIP)
<p>4.3 Clarifies roles and functions of school committees</p>	<ul style="list-style-type: none"> • Terms of Reference of different committees and ancillary assignments of teachers • Organizational structure • Minutes of meetings • School Form 7 – school personnel/assignment, list of basic profile
<p>4.4 Establishes a system of rewards and benefits for teachers and staff</p>	<ul style="list-style-type: none"> • Policy guidelines on rewards and recognition • Portfolio of teachers • School PRAISE/recognition and reward mechanism • Formation of school awards committee • Quarterly recognition of teaching and non-teaching personnel
<p>4.5 Allocates and utilizes resources (time, fiscal, human, etc) in transparent, ethical, and accountable (TEA) manner</p>	<ul style="list-style-type: none"> • Transparency board with updated reports on liquidation of funds • Liquidation report on MOOE and SBFP • Updated plantilla of personnel • Financial report of school clubs, canteen, PTA • Budget allocation per school program/project • Localized TEA Governance implementation
<p>4.6 Empowers teachers and personnel</p>	<ul style="list-style-type: none"> • Designation of teachers as subject coordinators and grade chairperson • Attendance to trainings and seminars • Compilation of teachers' output (action research studies, CIP projects, and other innovations)