



Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE

05 November 2020

DIVISION MEMORANDUM
DM No. 350, s. 2020

**VIRTUAL VALIDATION OF SBM LEVELS OF PRACTICE AND TECHNICAL ASSISTANCE
TO SCHOOLS FOR IMPROVED OPERATIONALIZATION OF THE BE-LCP**

To: OIC-Assistant Schools Division Superintendents, CID and SGOD Chiefs, Division SBM Coordinator, Public Schools District Supervisors, District SBM Coordinators, District SBM TWG Members, School Heads, SBM Committee Members, SPT Members, and Others Concerned

1. Pursuant to the **DepEd Order No. 83, s. 2012** (Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool), this Office advises all schools to revisit their SBM practices which should be consistent with the implementation of the Basic Education Learning Continuity Plan (BE-LCP) as prompted in the recently released **School Effectiveness Toolkit (SET)**.
2. Putting premium on the delivery of quality, equitable and accessible education in time of the current public health situation, while improved policies for measuring school effectiveness are being held in abeyance, the implementation of SBM remains on its status quo for which relevant activities should be carried out, including self-assessment at the school level and safekeeping of essential documents. Hence, the school heads are given empowerment to integrate the principles of SBM into the daily operations of the schools as dictated in **Republic Act No. 9155** (Governance of Basic Education Act of 2001).
3. In connection with the above statements, all schools are expected to have already applied the APAT in determining their Level of Practice (LoP) for SY 2019-2020, and that their respective **Public Schools District Supervisors (PSDSs)** have successfully maintained a consolidated data on schools' LoP.
4. Seeking to **confirm the reported SBM-LoPs of schools**, this Office through the School Governance and Operations Division (SGOD)- School Monitoring and Evaluation Section (SME)

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announces the conduct of a **virtual validation of SBM LoPs**, vis-a-vis the **provision of technical assistance** for improved operationalization of the BE-LCP.

- The validation shall be facilitated by the **Division SBM Coordinator**, the **concerned PSDS**, and a **representative** from both the CID and the SGOD. Schools which have claimed an **Advanced LoP** (based on the district reports received from May 31 to June 8, 2020) shall be on the priority list as follows:

Congressional District	School	District
1	Patnanungan Central School	Patnanungan
	Paaralang Sekundarya ng Heneral Nakar- Main Campus	General Nakar
	Infanta Central Elementary School	Infanta
2	Lutucan Integrated National High School	Sariaya
3	N/A	N/A
4	Katimo National High School	Tagkawayan
	Camohaguin Elementary School	Gumaca
	Calauag National High School	Calauag
	Alabat Islang National High School	Alabat

- Moreover, a simultaneous virtual validation of **Developing LoPs** shall be conducted by the Division, to be represented by all deployed **PSDSs** in the field, together with their **District SBM Coordinator** and **two (2) additional TWG members** who may come from the roster of experienced/trained school heads. Each PSDS is empowered to **select a minimum of three (3) schools** to be validated whose self-assessment resulted to **SBM-Level 1**. The online platforms to be used and set-up to be adopted in the district is left at the discretion of the validating team.
- In case of schools with Advanced LoP, please coordinate with the Division SBM Coordinator for the complete **Zoom meeting credentials**.
- Validation shall strictly follow the following processes: **Document Analysis, Observation, and Discussion (DOD)**. Validators may check the correctness of computation and/or appropriateness of scores per indicator. **Principle versus practice** must be verified using suggested Means of Verifications (MOVs).

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9. Please note that a single MOV, either in **print** or **non-print** documents, may be used to validate one or more SBM principles being examined.
10. At the end of each validation session, both parties are expected to agree on the school's **final score** which shall be recorded as the **final-validated SBM-LoP**. The decision shall be duly noted by the assigned **Scribe** of the validating team, including the areas for improvement and technical assistance provided. All involved shall **affix their signatures** on the lower-end of the printed SBM e-tool and both parties shall be given a copy for documentation purposes.
11. Validators are highly encouraged to foster a **friendly atmosphere** during the conduct of this activity. Participants should be reminded that the validation serves to **improve performance and increase school effectiveness**, particularly in the implementation of programs, activities and projects (PAPs) in the New Normal.
12. Validation period shall start from **November 16** and end on **November 19, 2020**. No need to require extensive reports.
13. The validating team **may choose any day** within the given timeframe, provided that all reports are sent to the Division Office not later than **November 23, 2020**.
14. Preview the Online Report Form before the actual validation, through the following link: **tinyurl.com/SBMvirtualvalid2020**.
15. Please see **Enclosure No. 1** for the suggested MOVs from the Regional Field Technical Assistance Division (RFTAD). This shall remain in effect until the issuance of the revised implementing guidelines on SBM.
16. Immediate dissemination of and strict compliance to this Memorandum is desired.

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Assistant Schools Division Superintendent
Officer-in-Charge
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Enclosure No. 1 to DM No. 350, s. 2020

CONTEXTUALIZED SCHOOL-BASED MANAGEMENT MEANS OF VERIFICATION

The SBM Assessment Tool uses evidence to determine a school's level of practice. DOD is a means of evaluating the validity or truthfulness of the evidence. DOD is an acronym for Document Analysis, Observation, and Discussion. Essential steps in evaluating the validity of an evidence of an SBM practice below:

- **Relevance.** The evidence must be appropriate to the indicator being assessed. It is appropriate if the artifact or document is a tool or a product of a practice expressed in the indicator.
- **Accuracy.** The evidence must be correct. If it is a lesson plan, then both content and procedure must be correct.
- **Currency.** The evidence must be present, existing, or actual.
- **Consistency.** The evidence must be verifiable and generates the same results from most of the sources.
- **Sufficiency.** The evidence must be adequate or enough. If a student learning portfolio is presented as evidence of self- directed learning, its presence in only two or three classes is not an adequate evidence of school- wide implementation.

Documentary evidence may show the schools' focus on learner- centered learning like cooperative, interactive, problem solving and decision making. There is a need to obtain process evidence to know if these are being practiced.

Process evidence is obtained by scrutinizing instructional, leadership, and management styles, methods, techniques, approaches, and activities used by the school community to achieve the SBM goal. Evidence is identified through participant or non-participant observations which may be conducted formally or informally. Individual or group interviews are held to verify or clarify the evidence. Evidence is scrutinized for validity.

Leadership and Governance			
A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environment.			
Indicators	Level 1	Level 2	Level 3
1. In place is a Development Plan developed collaboratively by the	<ul style="list-style-type: none"> - Minutes of the meeting in the crafting of SIP - Attendance Sheets - Photo Documentation 	<ul style="list-style-type: none"> - Approved SIP - Approved Project Proposals - AIP - Terms of Reference for SMEPA 	<ul style="list-style-type: none"> - Quarterly SMEPA Report - Annual Plan (PTA, SGC, but not limited to) - Letter requests of external organization in

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stakeholders of the school and community.	<ul style="list-style-type: none"> - Draft SIP with annexes - Project Proposals - Narrative report on the conduct of: SOSA/ Stakeholders Summit - advocacy materials but not limited to Poster/ tarpaulin/flyers - Info Board 	<ul style="list-style-type: none"> - Approved Monitoring Tool - Proposed PPAs on matters of school governance and operations initiated by the schools and stakeholders - Accomplishment report of the implemented PPAs 	<ul style="list-style-type: none"> support to information dissemination on SIP - attendance - photo documentation - Narrative Reports: <ul style="list-style-type: none"> • Education Summit • SOSA • Symposium - Activity Completion Report - Request letter of stakeholders to implement PPAs on matters of school governance and operations - Logbook - Records of Stakeholders initiated PPAs <ul style="list-style-type: none"> - SGC minutes of the meeting - Documentation of school Best practices shared to other schools - Logbook or Record of activities
2. The development plan is regularly reviewed by the school community to keep it	<ul style="list-style-type: none"> - Posters / signages of VMVs and School Aspiration in schools and learning centers. - Report of AIP review: less than 100% accomplished 	<ul style="list-style-type: none"> - Narrative report on VMVs and schools aspiration advocacy - Example: - Open line communication through 	<ul style="list-style-type: none"> - Letters for benchmarking - Logbook - Awards and Recognition certificates - Report of AIP review: 100% accomplished with

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responsive and relevant to emerging needs, challenges and opportunities.	<ul style="list-style-type: none"> - PPAs Monitoring Report - Documentation of conducted PPAs - 	Social Media, School Webpage, flyers, SRC <ul style="list-style-type: none"> - Report of AIP review: 100% accomplished - PPAs Monitoring Report - Documentation of conducted PPAs 	identified value added outputs <ul style="list-style-type: none"> - Log book of benchmarking activities from other schools - Narrative Report on the schools' best practices which are benchmarked / adopted
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	<ul style="list-style-type: none"> - Letter of invitation to the community stakeholders - copy of the school memo on the conduct of the activity for internal stakeholders - Narrative report on the conduct of the activity - PPAs posted on Bulletin Board, school newspaper, SRC, Posters and tarps/electronic means, etc. 	<ul style="list-style-type: none"> - Approved SIP - Approved AIP - Approved Project Proposal - Narrative report on School implemented PPAs in varied forms (general assembly, open line communication) - Updated and accurate Transparency Board - School Report Card 	<ul style="list-style-type: none"> - Quarterly SMEPA Reports - Report and action taken based on the SMEPA feedback - Information dissemination on status of SIP and AIP - Ex: SOSA, Quarterly Meeting - Identified best practices on transparency and accountability were shared to other school - Certification of sharing of best practices -
4. A leadership network facilitates communication between and among	<ul style="list-style-type: none"> - Organizational chart with position - Personnel's profile - Feedback forms/ Suggestion box/open line communication - approved M & E tools 	<ul style="list-style-type: none"> - Designation Order w/terms of Reference - Consolidation and Analysis of the evaluation results from 	<ul style="list-style-type: none"> - Crafting and Development Plan for Designation Order with terms of reference stakeholders on Leadership and Governance

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<p>school and community leaders for informed decision – making and solving of school-community wide learning problems.</p>	<ul style="list-style-type: none"> - Organized M and E Team with TOR 	<p>feedback and M and E results with proposed solutions/ interventions</p>	<ul style="list-style-type: none"> - SGC minutes of the meeting (discussing feedbacks/results and proposed solutions) - Progress monitoring report on the implemented solutions/ intervention - Documented processes of feedback and monitoring mechanism - Certification of sharing of best practices on feedback and monitoring mechanism
<p>5. A long-term program is in operation that addresses the training and development needs of school and community leaders.</p>	<ul style="list-style-type: none"> - Training Needs Assessment - IPCRF - OPCRF 	<ul style="list-style-type: none"> - Project Proposals 	<ul style="list-style-type: none"> - Learning and Development Package

Curriculum and Instruction

The curriculum learning systems anchored on the community and learners' contexts and aspirations are collaboratively developed and continuously improved.

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<p>1. The curriculum provides for the development needs of all types of learners in the school community</p>	<ul style="list-style-type: none"> - Learning Competencies - Legal basis on curriculum and instruction - Documented teaching learning activities and resources provided - Conduct of meeting on LRMDS - DLLs/DLPs - List of Intervention Programs - Sample learners portfolio - Sample self-directed materials - School based monitoring tool on learning outcomes - Reading assessment report - Copy of curriculum guide - Budget of work - LR - Teachers portfolio - Budget of work 	<ul style="list-style-type: none"> - Checked daily lesson log - Approved curriculum per subject area - Evaluated instructional materials - Documented teaching learning activities provided - Utilization of learning resource materials - DLLs DLPs of accomplished COTs - Contextualized intervention programs - Contextualized modules - School-based monitoring results on learning outcomes - Class observation reports and post observation - DLL Exemplars - No. of contextualized produced materials <p>Relevance is found in the context of DLL</p>	<ul style="list-style-type: none"> - Documentation of the conduct of writeshops for learning materials and training for updating teacher competencies on curriculum and pedagogy - Improved teaching learning activities and resources that results to sustained improvement - Assessment tool/ feedback of pupils, teachers and parents - Accomplishment report - Record of continuous and shared practices in the community to improve teaching and learning activities - District learning action cell/ visual aids/LMS exchange program - LAC sessions focused on T-L - No. of teachers trained in INSET - Documented partnerships on improving T-L activities and resources (MOU) shared practices
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<p>2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in this community.</p>	<ul style="list-style-type: none"> - Evaluation report of learning materials - Inventory of available learning resources - Feedback on the available learning resources - Utilization report of learning resources - Photos showing compilation of IMs - PHIL-IRI - List of available learning resources - Records of utilization of available learning resources - Records of pupil's performance - Inventory of learning materials - Identified school projects/intervention per subject <p>Updated inventory of Learning resources</p>	<p>and teacher strategies</p> <ul style="list-style-type: none"> - Needs assessment for the teaching and learning outcomes - Contextualized learning materials - Performance level of learners - Inventory of needs-based learning resources - Resources gaps analysis - Utilization report - DLLs/DLPs - Sample strategic intervention materials concerning least mastered skills - Compilation of localized curriculum - Physical fitness test - Needs assessment - Records of utilization of available learning resources based on 	<ul style="list-style-type: none"> - List of interventions and innovations implemented - Action research on pedagogy and content - Best practices on the the development and implementation of innovative needs-based learning resources are shared - Accomplishment report/ - Logbook on benchmarking - Certification of sharing /adoption of best practices - Documentation of sharing best practices through benchmarking/ adoption - Shared information on the localized materials with other community stakeholders - Project proposal on intervention material used - Records of the utilization of learning resources among schools - Parental involvement in the production of
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		needs based assessment - Inventory of LMs with analysis and interpretation of data - Results of school- needs assessment Least learned skills or competencies by grading period	innovative needs based learning resources - Action researches conducted focused on T-L process - Awards and recognition system - Documentation of the adoption of best practices in developing needs-based learning resources
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.	- Learners performance profile - List of intervention or implemented program for learners needs - Teaching learning support systems/ PPAs implemented - Copy of professional development plan - Implementation report on teaching and learning support system - PHIL-IRI result - SF1 - Nutritional Status - List of 4Ps Beneficiaries Anecdotal records Copy of performance outputs of learners - PHIL-IRI - Inventory of the non-readers frustration,	- Monitoring tools in the conduct of innovations/ intervention - Evaluation and monitoring results basis for action research - Appropriate teaching learning support system - Results of monitoring the use of crafted instructional materials - Implementation report on teaching learning support system	- MOA of stakeholders - Consolidated report on the teaching- learning support system - Documentation of the intervention/ innovation conducted - Continuously improved teaching learning support system through collaboration - Letter of benchmarking of school's best practices - Certification of sharing /adoption of best practices - Feedback report/mechanism - Immersion - Minutes of the meeting regarding collaboration with stakeholders on

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	instructional and independent readers by grade level - Intervention plan - List of dropping outs - Report of family mapping - COT - SPED and ALS Program - Teachers portfolio - COT - ISWP Files - PPAs on curriculum and instruction - Technical assistance report	- Development needs plan of diverse learners - Reports on classroom teaching and learning evaluation - Attendance during school activities - Progress. Monitoring report of learning outcomes - Analysis of test results - LAC Session focused on teaching learning process - consultative meetings - Budget of work - COT files focused on grouping pattern - RPMS - Teacher portfolio - Copy of school action plan per learning area - Year-end reports	innovative teaching and learning - School initiative exchange program - CI projects - K to 3 T-L materials - LAC session focused on diversity of learners - COT Files - Report on CIP - Action research - Mentoring and coaching program - Documented partnership activities on improving teaching learning support system - School-based M&E - Action research on reported results and interventions
4. The learning systems are	- MPS monitoring - Performance rating of learners	- Daily lesson with differentiated instruction	- Revised or developed assessment strategies for

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<p>regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.</p>	<ul style="list-style-type: none"> - Observation tools and rating of teachers - Grading system - Assessment tools / strategies implemented - Conduct of INSET on the differentiated strategies (PRIMALS) documentation - Assessment reports - Quarterly assessment test - Printed copy of PHIL-IRI results - Copy of remedial support program - Needs assessment survey - Records of test results and other forms of assessment - Reading assessment - Learning outcomes assessment results 	<ul style="list-style-type: none"> - Rubrics for differentiated instruction - Differentiated assessment tools/ strategies implemented - Localized instructional materials - Localized DLP - Assessment tools - Sample of differentiated quarter assessment test strategies - Portfolio assessment in all learning areas - Pupils anecdotal records - Records on intervention on the findings of test results and other forms of assessment - Availability of test materials and assessment tools - Copy of approved action plan per subject areas 	<p>differentiated instruction</p> <ul style="list-style-type: none"> - Action Research - Innovative assessment system on differentiated strategies is sustained, shared and continuously enhanced - Learning materials are shared/ used and implemented by the different grade levels - Certification of sharing /adoption of best practices - Innovations on assessment system - Stakeholders are informed of the development needs of the learners - Conduct innovation and action research - Record of involvement of parents in the development of school policies and procedures - Evidences of networking with stakeholders - Posting of assessment schedule - Assessment progress report - M&E tools
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		<ul style="list-style-type: none"> - Registry of alternative differentiated assessment strategies - Remedial intervention programs 	<ul style="list-style-type: none"> - Award and recognition - Documented partnership activities on improving assessment system design - Action plan on reported LOA results
<p>5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.</p>	<ul style="list-style-type: none"> - MPS monitoring - Performance rating of learners - Observation tools and rating of teachers - Grading system - Assessment tools / strategies implemented - Conduct of INSET on the differentiated strategies (PRIMALS) documentation - Assessment reports - Quarterly assessment test - Printed copy of PHIL-IRI results - Copy of remedial support program - Needs assessment survey - Records of test results and other forms of assessment - Reading assessment - Learning outcomes assessment results 	<ul style="list-style-type: none"> - Daily lesson with differentiated instruction - Rubrics for differentiated instruction - Differentiated assessment tools/ strategies implemented - Localized instructional materials - Localized DLP - Assessment tools - Sample of differentiated quarter assessment test strategies - Portfolio assessment in all learning areas - Pupils anecdotal records - Records on intervention on the 	<ul style="list-style-type: none"> - Revised or developed assessment strategies for differentiated instruction - Action Research - Innovative assessment system on differentiated strategies is sustained, shared and continuously enhanced - Learning materials are shared/ used and implemented by the different grade levels - Certification of sharing /adoption of best practices - Innovations on assessment system - Stakeholders are informed of the development needs of the learners - Conduct innovation and action research

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		findings f test results and other forms of assessment - Availability of test materials and assessment tools - Copy of approved action plan per subject areas - Registry of alternative differentiated assessment strategies - Remedial intervention programs	- Record of involvement of parents in the development of school policies and procedures - Evidences of networking with stakeholders - Posting of assessment schedule - Assessment progress report - M&E tools - Award and recognition - Documented partnership activities on improving assessment system design Action plan on reported LOA results
6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and	-Posted signage on safety, security - Posted Memorandum of policies and procedures on safety, child-friendly and security -Display of Crises Management Plan (DRRM) and Org chart of SDRRM Teams -Posted Directory Emergency	- Student handbook which includes: a. Proper Conduct, Discipline and Infractions b. Guidelines on school's safe, secure and child friendly environment c. Legal basis of DRRM d. Child protection policy -File or copy of accomplishment Report of the implementation of policies and procedures on	-Photo/Video Documentation of the Crises /Disaster Management Activities -Reports of Guidance Office Advocacy on Child Protection Benchmarking documentation of other schools on the conduct of SDRRM practices -Action Research -Feedback from internal and external stakeholders -Awards/Recognition / Certification of

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demonstrate behaviors consistent to the organization's vision, mission and goals.		Disaster Preparedness. Child protection policy and the like	sharing/adoption of best practices
7. Methods and resources are learner and community friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners. Learners are equipped with essential knowledge, skills and values to assume responsibility for their own learning.	-copy of policies and procedures on learning environment that promote inclusive Education i.e ALS, SPED, IPs -Draft of Equal Opportunity Policy for Out of school youth, SPED, IPs -posting of Citizen Charter	-Documentation/ Reports of learning environment policies and procedures implementation -List of diverse learners with special needs i.e. IPs, SPED and ALS Narrative Report/ Photo Documentation of Inclusive Ed Programs Copy of Policies and procedures implemented i.e. Equal Opportunity Policy	-Continuous Monitoring and Evaluation Report - Stakeholders' quarterly feedback - Review of the advocacy awareness program

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Accountability and Continuous Improvement			
A clear, transparent, inclusive and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.			
1. Roles and responsibilities of accountable person/s and collective body /ies are clearly defined and agreed upon by community stakeholders.	<ul style="list-style-type: none"> - Narrative report on the conduct of : SOSA/ Stakeholders Summit - advocacy materials but not limited to Poster/ tarpaulin/flyers - Info Board 	<ul style="list-style-type: none"> - Proposed PPAs on matters of school governance and operations initiated by the schools and stakeholders - Accomplishment report of the implemented PPAs 	<ul style="list-style-type: none"> - Request letter of stakeholders to implement PPAs on matters of school governance and operations - Logbook - Records of Stakeholders initiated PPAs - SGC minutes of the meeting
2. Achievement of goals is recognized based on a collaboratively developed performance accountability	<ul style="list-style-type: none"> - Report of AIP review: less than 100% accomplished - PPAs Monitoring Report - Documentation of conducted PPAs 	<ul style="list-style-type: none"> - Report of AIP review: 100% accomplished - PPAs Monitoring Report - Documentation of conducted PPAs 	<ul style="list-style-type: none"> - Report of AIP review: 100% accomplished with identified value-added outputs

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<p>system; gaps are addressed through appropriate action.</p>			
<p>3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.</p>	<ul style="list-style-type: none"> - Letter of invitation to the community stakeholders - copy of the school memo on the conduct of the activity for internal stakeholders - Narrative report on the conduct of the activity - PPAs posted on Bulletin Board, school newspaper, SRC, Posters and tarps/electronic means, etc. 	<ul style="list-style-type: none"> - Narrative report on School implemented PPAs in varied forms (general assembly, open line communication) 	<ul style="list-style-type: none"> - Updated and accurate Transparency Board - School Report Card
<p>4. Accountability assessment criteria and tools, feedback mechanisms and information collection</p>	<ul style="list-style-type: none"> - Feedback forms/ Suggestion box/open line communication - approved M & E tools - Organized M and E Team with TOR 	<ul style="list-style-type: none"> - Consolidation and Analysis of the evaluation results from feedback and M and E results with proposed solutions/interventions 	<ul style="list-style-type: none"> - SGC minutes of the meeting (discussing feedbacks/results and proposed solutions) - Progress monitoring report on the implemented solutions/intervention

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and validation techniques and processes are inclusive and collaboratively developed and agreed upon.			
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	<ul style="list-style-type: none"> - Feedback forms/ Suggestion box/open line communication - approved M & E tools - Organized M and E Team with TOR 	<ul style="list-style-type: none"> - Consolidation and Analysis of the evaluation results from feedback and M and E results with proposed solutions/ interventions 	<ul style="list-style-type: none"> - SGC minutes of the meeting (discussing feedbacks/results and proposed solutions) - Progress monitoring report on the implemented solutions/ intervention

Management of Resources

Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and effectively.

1. Regular resources inventory	<ul style="list-style-type: none"> - Drafted E-SIP - Drafted AIP - Drafted APP 	<ul style="list-style-type: none"> - Approved E-SIP - Approved AIP 	<ul style="list-style-type: none"> - Each PPA must be supported by the following:
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<p>is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.</p>	<ul style="list-style-type: none"> - Drafted School Calendar of Activities 	<ul style="list-style-type: none"> - Approved APP - Approved School Calendar of Activities - Highlighting the Project Work Plan and Budget Matrix 	<ul style="list-style-type: none"> 1. activity proposal 2. school memo 3. attendance 4. completion report - 5. SMEA report 6. Program of Works (Infra) 7. Deed of Donations
<p>2. A regular dialogue for planning and resources programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.</p>	<ul style="list-style-type: none"> - File copy of the Procurement Law (RA 9184) - Conduct of orientation on procurement process and utilization of funds (School Activity Report) - List of BAC chair and members with TOR 	<ul style="list-style-type: none"> - Approved AIP - Approved APP - APP-CSE - Approved LOE 	<ul style="list-style-type: none"> - Committee on resource management with defined roles and functions that will perform the ff: - Updated database resource information system (procurement documents) - Schedule of Procurement that will ensure timely and efficient delivery of good and services
<p>3. In place is a</p>	<ul style="list-style-type: none"> - Monthly disbursement/ 	<ul style="list-style-type: none"> - Monthly cash program 	<ul style="list-style-type: none"> - Memo and minutes of

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<p>community developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.</p>	<ul style="list-style-type: none"> - liquidation report - Fidelity bond document - School MOOE (Disbursement/Liquidation) 	<ul style="list-style-type: none"> - Approved APP - Sub ARO - Disbursement documents - Schedule of disbursements versus actual disbursements <p style="text-align: center;">Validated/approved disbursements</p>	<p>meeting on reporting of disbursement to stakeholders</p> <ul style="list-style-type: none"> - Schedule of disbursements versus actual disbursements - Validated/approved disbursements - Documented evidence of reporting of disbursements to stakeholders
<p>4. Regular monitoring, evaluation, and reporting processes of resources management are collaboratively developed and implemented by the learning managers, facilitators, and community</p>	<ul style="list-style-type: none"> - Inventory of resources - File copy of asset management policy - Report on the orientation on policy of Asset Management Plan - Asset Management Plan - Memo on acquisition and disposal of supplies - Legal basis for asset/property management - Financial reports - Physical and Financial target/plan - Updated MOOE liquidation 	<p>Aligned to the Rules and Regulations of Accounting and Auditing:</p> <ul style="list-style-type: none"> - List of assets - File copy of asset management policy - Report on school asset management - Inventory of machine/equipment - Inventory of buildings/facilities - Monitoring report on compliance to asset management plan 	<ul style="list-style-type: none"> - Accomplished Annual Monitoring of all assets of Schools and audited by the ff stakeholders - 1. Division - 2. District <p>3. Other Stakeholders</p> <ul style="list-style-type: none"> - SMEPA reports (plan adjustment) - Financial reports (with positive indication of timeliness/accuracy) - Communication to stakeholders thru: <ul style="list-style-type: none"> • SOSA • SRC • Bulletin/Transparency Board

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stakeholders	<ul style="list-style-type: none"> - Updated and Audited Canteen report - Income generating projects with Financial Statements - Legal basis for physical and financial requirement 	<ul style="list-style-type: none"> - Legal basis for asset/property management - Financial reports - Approved Physical and Financial plan - Updated MOOE liquidation - Updated and Audited Canteen report - Income generating projects with Financial Statements - Legal basis for physical and financial requirement 	<ul style="list-style-type: none"> - Memo and minutes of meeting on regular review and adjustment of AIP - Report on PPAs implementation/ utilization of fund - Parents' approval - Resolution - MOOE, Canteen, IGP reports posted on transparency board
5. There is a system that manages the network and linkages which strengthen and sustain partnership for improving resource management.	<ul style="list-style-type: none"> - Partnership database - School Project Teams with roles and functions - AIP - Planning meeting/ reporting of the development of resource mobilization management system - Deed of donation - Resource inventory 	<ul style="list-style-type: none"> - Utilization of DPDS - School Project Teams with roles and functions - AIP - List of generated resources - School Project Teams with roles and functions - AIP 	<ul style="list-style-type: none"> - Memo and minutes of regular meeting - Brigada Eskwela report - List of generated resources - School Project Teams with roles and functions - AIP - MOA/M OU with partners - Program for Resource Mobilization - Progress monitoring report

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		<ul style="list-style-type: none">- MOA/MOU with partners- M&E report on the implementation of resources management system- List of resources programmed for Access, Quality, and Governance Copy of rules and regulation on resource management	thru media on resource mobilization
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**Be reminded that any one (1) MOV may be used to verify one or all of the SBM Principles.
**Further contextualization may be employed in view of the New Normal.*

END

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