



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

October 23, 2023

DIVISION MEMORANDUM
NO. 466, s. 2023

**IMPLEMENTATION OF PROJECT REFLECTIVE SESSION TO MAXIMIZE
LEADERSHIP POTENTIALS (RSMP)
School Year 2023-2024**

- To: Assistant Schools Division Superintendents
Education Program Supervisors
Public School District Supervisors
Public Secondary and Elementary School Heads
Public Officer-In-Charge/Teacher-In-Charge
All Others Concerned
- Pursuant to DepEd Order No.24 s.2020 titled National Adoption and Implementation of the Philippine Professional Standard for School Heads**, the Schools Division of Bulacan, would like to strengthen support for school heads in terms of developing themselves and others. Specifically, in Domain 4, school heads are expected to reflect on their expected to display reflective practices on their personal and professional development to enhance their leadership skills in leading and developing people as they support their personnel's professional development and welfare.
 - Project Reflective Session to Maximize Leadership Potentials (RSMP)** underscores reflective practice as a continuous learning process among school heads as a source of personal development and professional improvement. Reflective practice highlights that experience alone does not necessarily lead to learning but that it is a reflection on what one has experienced that leads to learning and personal growth.
 - This innovative practice operates on the premise of coaching as the heart of framework and reflective journaling as the means to put into action all learned lesson gained from coaching. Put simply, coaching is a process that aims to improve performance and focuses on the present rather than on the past or future. Fundamentally, the coach is helping the individual to improve their own performance through helping them to learn. ***This project innovation shall run from November to March 2024.***
 - Innovative practice such as Project Reflective Session to Maximize Leadership Potentials (RSMP) aims to:



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- a. Provide technical assistance through reflective coaching session with coaches with ease and comfort that is to ensure developmental, reflective and nurturing professional help for leaders where honest, truthfulness and humility surface.
 - b. Develop trust and collegial relationship between coachee and coach.
 - c. Make coaching session a venue for enhancing professional competence and managerial effectiveness using the Situation – Reaction – Integration – Action (SRIA) coaching framework.
 - d. Produce Work Application Project relevant to learned knowledge and practices as answer to observed concerns in school.
5. The coaching session shall commence once submission of personalized coaching form has been submitted in the School Division Office containing one challenge per strand in the Philippine Professional Standard for School Heads (PPSSH) that the coachee would like to enhance through reflective session with chosen coach.
6. This reflective coaching session shall be conversational in approach, personalized, informal in nature and capitalizes on the use of **Situation – Reaction – Integration and Action Reflective Coaching Template**.
7. To effectively facilitate the dissemination and implementation of this project, see the following enclosures:

Enclosure No. 1 - Guidelines in the Selection of Coaches

Enclosure No. 2 - Guidelines in the Conduct of Reflective Coaching Session

Enclosure No. 3 - Sample Template on developing Situation – Reaction – Integration – Action (SRIA) personalized reflective session for coaches

Enclosure No. 4 - List of Coach/Coachee for Project RSMP

Enclosure No. 5 - Needs Based Assessment for Coachees

Enclosure No. 6 – Need Based Assessment for Coach

Enclosure No. 7 - Philippine Professional Standard for School Head Assessment Tool

Enclosure No. 8 - Indicative Timeline of Activities for monitoring and evaluation

8. Immediate and wide dissemination on the content of this memoranda is earnestly desired.


NORMA P. ESTEBAN PhD, CESO V
Schools Division Superintendent



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(Enclosure No. 1 of the Division Memorandum No. 466, s. 2023)

GUIDELINES IN THE SELECTION OF COACHES

1. The coach must be at least very satisfactory in his/her OPCRf for three consecutive years.
2. The coach must have in depth knowledge on the domains and strands of Philippine Professional Standard for School Heads.
3. The coach must be a personal choice of the coachee based on who is he/she comfortable to work with and whose competence and integrity is beyond question.
4. The coach must be willing and committed to help the coachees for the entire duration of the Project RSMP implementation.
5. The coachee shall be the one to nominate his/her coach who can be coachee's rater, colleague, and superior. Should the coachee failed to nominate his/her coach, the Schools Division Superintendent shall be the one to assign his coach.
6. The coach must have experience in conducting coaching session in the past.



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GUIDELINES IN THE CONDUCT OF REFLECTIVE COACHING SESSION

1. The conduct of Reflective Coaching Session shall be done Face to Face from November to March, 2024, each domain shall run for one month, regardless on the number of strands.
2. The session shall commence for Domain 1 once the coachee submit and identify his/her priority for coaching in each strand per domain that is to ensure preparation on the coaching session.
3. The coaching dates shall depend on the agreement set by the coach and coachee. The agreed dates of coaching shall be collected through google sheet.
4. The coaching session can be done for a minimum of one hour for each strand.
5. The coachee is expected to submit reflective journal in soft copy format at the end of the session per strand.
6. The coach shall utilize literature, researches, DepEd Order and Memorandum, Republic Act and other legal issuances during the INTEGRATION PHASE in **Situation - Reaction - Integration and Action Reflective Coaching Framework**.
7. The reflective coaching session shall be conducted in a collegial manner, conversational, personalized in the sense that (the **SITUATION PHASE**) in **Situation - Reaction - Integration and Action Reflective Coaching Framework** shall be used. In addition, Project RSMP envisions to eliminate non-judgmental and non-hierarchical approach. The project intends to establish relational approach in helping the coachees so that maximum engagement and participation shall be ensured.
8. At the end of the session the coach shall submit **Situation - Reaction - Integration and Action Reflective Coaching Template**, see Enclosure No. 3 at the end of each domain in the google drive to provided, this shall serve as coaches means of verification in the conduct of reflective session.
9. During the culminating activity, the Coaches shall be awarded with Certificate of Recognition in support of behavioral competencies that a Career Stage 4 should exhibited that is, 4.1.4 Serve as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with Philippine Professional Standards for School Heads and 4.3.4 Lead in organizing



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professional networks to provide colleagues opportunities to maximize their potential and enhance their practice.

10. This coaching session shall remain confidential all throughout the session as per Republic Act 10173, An Act Protecting Individual Personal Information in Information and Communications Systems in the Government and the Private Sector, Creating for this Purpose a National Privacy Commission and for other Purposes.



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(Enclosure No. 3 of the Division Memorandum No. 464, s. 2023)

Situation – Reaction – Integration and Action Reflective Coaching Template
(SAMPLE)

DOMAIN 1: Leading Strategically

STRAND 1.1: Vision, Mission and Core Values

Situation (Challenges): I need help in articulating the vision. Mission and core values in all our Program, Project and Activity. (coming from the coachee)

Reaction (Coping Mechanism): I try to ask someone better than me in this strand I ask how to articulate them. (coming from the coachee)

Integration (Insertion of Legal Issuances, Literature and Issuances): The coach shall discuss DepED Order 36 s.2013, Our Department of Education Mission, Vision and Core Values.

Action: (These three questions shall be answered by the coachees in writing all throughout the session (soft copy form to be uploaded in the google drive)

- ***What are you going to do differently in this type of situation next time?***
- ***What steps are you going to take on the basis of what you have learned?"***
- ***How I have changed by what I have learned?***

Prepared by

Coach



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(Enclosure No. 4 of the Division Memorandum No. _____, s. 2023)

List of Coach/Coachee for Project RSMP

EDDIS I

NAME	SCHOOL	POSITION	MENTOR
Danilo D. Eugenio	Pinaglagdan HS	Head Teacher III/OIC	Evangelina S. Cristobal
Ma. Annette A. dela Cruz	Sta. Cruz NHS	Head Teacher III/OIC	Felipa DL. Santiago
Nestor A. Guimbaolibot	San Miguel Meysulao HS	Head Teacher IV/OIC	Marissa D. Hermogenes

EDDIS II

NAME	SCHOOL	POSITION	MENTOR
Evangeline Pangan	Bulihan HS	Head Teacher III/OIC	Erwin John Santos
Divina B. Santos	Sta. Barbara HS	Head Teacher III/OIC	Antonina D. Santos

EDDIS III

NAME	SCHOOL	POSITION	MENTOR
Maricel H. Maglague	Emilia Perez Ligon HS	Teacher I/OIC	Rosalina DC. Amper, PhD
John Dave Buen	Esteban Paulino HS	OIC	Ma. Lourdes C. Valondo
Jennifer Estabillo	Gabihan HS	OIC	Julieta P. Bulos
Geraldine Nogoy	Kalayakan HS	OIC	Cesar V. Valondo
Mark Lee Sarmiento	Talbak HS	Head Teacher III/OIC	Virginia S. San Gabriel
Arlene Lazaro	Pinag-anakan Integrated School	OIC	Rizaldy C. Pidlaon

EDDIS IV

NAME	SCHOOL	POSITION	MENTOR
Nenita S. Santos	Obando SHS	Head Teacher III/OIC	Marciano V. Cruz, Jr.
Clifford Sinsuan	Obando School of Fisheries	Head Teacher III/OIC	Rosauro A. Villanueva, PhD



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EDDIS V

NAME	SCHOOL	POSITION	MENTOR
Kahryz D. Maninang	Guiguinto NVHS Annex	Head Teacher IV/OIC	Efren Santiago
Ma. Eufrocina Octia	Gat Francisco Balagtas HS	Head Teacher IV/OIC	Roman Carreon
Annalyn B. Cabuhat	Mapulang Lupa HS	Head Teacher I/OIC	Jesie L. Borja, PhD

EDDIS VI

NAME	SCHOOL	POSITION	MENTOR
Michael C. Samson	Luis Gravador SHS	Head Teacher III/OIC	Luisito V. de Guzman, PhD
Anthony P. Perez	National Power Corporation H.S.	Head Teacher III/OIC	Marissa D. Ramos
Jonathan B. Victorino	San Gabriel HS	Head Teacher I/OIC	Nancyrita C. Cubol, PhD
Arnold P. Gamboa	Mag-Asawang Sapa HS	Head Teacher III/OIC	Reynaldo S. Cristobal, PhD

M & E Supervision	PSDS	EPS
EDDIS I	Anne P. Castillo	Perlita G. Pagdanganan
EDDIS II	Racquel D. Salazar	Marinella T. Pengson
EDDIS III	Carlito G. dela Cruz	Jay Arr V. Sangoyo
EDDIS IV	Gilbert M. Agapito	Anastacia N. Victorino
EDDIS V	Ma. Neriza F. Fanuncio	Joel I. Vasallo
EDDIS VI	Angelita C. Baltazar	Virgilio L. Laggui

NEEDS BASED ASSESSMENT FOR COACHEES

Direction: Select one strand in each domain that you would like to focus on for the conduct of your reflective coaching session.

Coachee:

Position:

District

DOMAIN 1: Leading Strategically

- 1.1 Vision, mission and core values
- 1.2 School planning and implementation
- 1.3 Policy implementation and review
- 1.4 Research and innovation
- 1.5 Program design and implementation
- 1.6 Learner voice
- 1.7 Monitoring and evaluation processes and tools

DOMAIN 4: Developing self and others

- 4.1 Personal and professional and development
- 4.2 Professional reflection and learning
- 4.3 Professional networks
- 4.4 Performance management
- 4.5 professional development of school personnel
- 4.6 Leadership development in individuals and teams
- 4.7 General welfare of human resources
- 4.8 Rewards and recognition mechanism

DOMAIN 2: Managing School Operations And Resources

-
- 2.1 Records management
- 2.2 Financial management
- 2.3 School facilities and equipment
- 2.4 Management of staff
- 2.5 School safety for disaster preparedness, mitigation and resiliency
- 2.6 Emerging opportunities and challenges

DOMAIN 5: Building Connections

-
- 5.1 Management of diverse relationship
- 5.2 Management of school organization
- 5.3 Inclusive practice
- 5.4 Communication
- 5.5 Community engagement

DOMAIN 3: Focusing on Teaching and Learning

- 3.1 School-based review, contextualization and Implementation of learning standards
- 3.2 Teaching standards and pedagogies
- 3.3 Teacher performance feedback
- 3.4 Learner achievement and other performance indicators
- 3.5 Learning assessment
- 3.6 Learning environment
- 3.7 Career awareness and opportunities
- 3.8 Learner discipline



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Need Based Assessment

Coach: _____

Position: _____

District: _____

Direction: Briefly state challenge/s you experience in each strand that you would like to strengthen during the reflective coaching session.

DOMAIN 1: Leading Strategically

1.1 Vision, mission and core values

Challenge:

1.2 School planning and implementation

Challenge:

1.3 Policy implementation and review

Challenge:

1.4 Research and innovation

Challenge:

1.5 Program design and implementation

Challenge:

1.6 Learner voice

Challenge:

1.7 Monitoring and evaluation processes and tools

Challenge:



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DOMAIN 2: Managing School Operations and Resources

2.1 Records management

Challenge:

2.2 Financial management

Challenge:

2.3 School facilities and equipment

2.4 Management of staff

Challenge:

2.5 School safety for disaster preparedness, mitigation and resiliency

Challenge:

2.6 Emerging opportunities and challenges

Challenge:

DOMAIN 3: Focusing on Teaching and Learning

3.1 School-based review, contextualization and Implementation of learning standards

Challenge:

3.2 Teaching standards and pedagogies

Challenge:

3.3 Teacher performance feedback

Challenge:

3.4 Learner achievement and other performance indicators

Challenge:

3.5 Learning assessment

Challenge:

3.6 Learning environment



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Challenge:

3.7 Career awareness and opportunities

Challenge:

3.8 Learner discipline

Challenge:

DOMAIN 4: Developing self and others

4.1 Personal and professional and development

Challenge:

4.2 Professional reflection and learning

Challenge:

4.3 Professional networks

Challenge:

4.4 Performance management

Challenge:

4.5 professional development of school personnel

Challenge:

4.6 Leadership development in individuals and teams

Challenge:

4.7 General welfare of human resources

Challenge:

4.8 Rewards and recognition mechanism

Challenge:



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DOMAIN 5: Building Connections

5.1 Management of diverse relationship
Challenge:

5.2 Management of school organization
Challenge:

5.3 Inclusive practice
Challenge:

5.4 Communication
Challenge:

5.5 Community engagement
Challenge:

PHILIPPINE PROFESSIONAL STANDARD FOR SCHOOL HEAD ASSESSMENT TOOL

Name of School:			
Location:			District:
School Type:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary	<input type="checkbox"/> Integrated Sch.
School Head:			
Career Stage:			
Self-Assessment			
Current OPCR Rating			School Year:

CRITERIA ON THE LEVEL OF PRACTICE

Numerical Rating Scale	Description
0	No Evidence
1	Evidence indicates developing structures and mechanism are in place
2	Evidence indicates planned practices and procedures are fully implemented and aligned to career stage
3	Evidence indicates practices and procedures satisfy quality standards

I. LEADING STRATEGICALLY

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4	STANDARD MOV OR ARTIFACT	SCORE	REMARK
Strand 1.1 Vision, mission and core values	<input type="checkbox"/> 1.1.1 Demonstrate knowledge of the DepEd vision, mission and core values to foster shared understanding	<input type="checkbox"/> 1.1.2 Communicate the DepEd vision, mission and core values to the wider school community to	<input type="checkbox"/> 1.1.3 Collaborate with school personnel in communicating the DepEd vision, mission and core values	<input type="checkbox"/> 1.1.4 Serve as a role model in the school and the wider school community in embodying the DepEd vision, mission and core	The school demonstrates knowledge of the DepEd VMVs List of strategies of communicating the DepEd VMVs <input type="checkbox"/> School website		

	and alignment of school policies, programs, projects and activities.	ensure shared understanding and alignment of school policies, programs, projects and activities.	to the wider school community to strengthen shared understanding and alignment of school policies, programs, projects and activities.	values to sustain shared understanding and alignment of school policies, programs, projects and activities.	<input type="checkbox"/> School FB Account <input type="checkbox"/> Leaflets/Brochures/Newsletter/flyers/tarpaulin/posters <input type="checkbox"/> Transparency/Bulletin Board <input type="checkbox"/> School Paper <input type="checkbox"/> Communication plan, flow, and system		
Strand 1.2 School planning and implementation	<input type="checkbox"/> 1.2.1 Demonstrate knowledge and understanding of the phases of development and implementation of school plans aligned with institutional goals and policies.	<input type="checkbox"/> 1.2.2 Develop and implement with the planning team school plans aligned with institutional goals and policies.	<input type="checkbox"/> 1.2.3 Engage the school community in the development and implementation of school plans aligned with institutional goals and policies.	<input type="checkbox"/> 1.2.4 Share with fellow school heads best practice in the development and implementation of school plans aligned with institutional goals and policies.	The school develops a strategic plan aligned with the VMVs. Strategic planning on the development of: <ul style="list-style-type: none"> <input type="checkbox"/> SIP <input type="checkbox"/> AIP <input type="checkbox"/> WFP <input type="checkbox"/> APP <input type="checkbox"/> Others <input type="checkbox"/> Activity Completion Report (ACR) 		
Strand 1.3 Policy implementation and review	<input type="checkbox"/> 1.3.1 Demonstrate knowledge and understanding of policy implementation and review to ensure that school operations are consistent with national and local laws, regulations and issuances.	<input type="checkbox"/> 1.3.2 Undertake policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations and issuances.	<input type="checkbox"/> 1.3.3 Engage stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations and issuances.	<input type="checkbox"/> 1.3.4 Recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review.			
Strand 1.4 Research and innovation	<input type="checkbox"/> 1.4.1 Identify relevant research findings from	<input type="checkbox"/> 1.4.2 Utilize relevant research findings from	<input type="checkbox"/> 1.4.3 Collaborate with school personnel in the	<input type="checkbox"/> 1.4.4 Promote a culture of research to facilitate data-driven and			

	reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	conduct of research and utilization of findings in facilitating data-driven and evidence-based innovations to improve school performance.	evidence-based innovations to improve school performance and foster continuous improvement.			
Strand 1.5 Program design and implementation	<input type="checkbox"/> 1.5.1 Display understanding of the implementation of programs in the school that support the development of learners.	<input type="checkbox"/> 1.5.2 Implement programs in the school that support the development of learners.	<input type="checkbox"/> 1.5.3 Design and implement needs-based programs in the school that support the development of learners.	<input type="checkbox"/> 1.5.4 Lead and empower school personnel in designing and implementing needs-based programs in the school that support the development of learners.			
Strand 1.6 Learner voice	<input type="checkbox"/> 1.6.1 Demonstrate knowledge and understanding of utilizing learner voice to inform policy development and decision-making towards school improvement.	<input type="checkbox"/> 1.6.2 Utilize learner voice, such as feelings, views and/ or opinions to inform policy development and decision-making towards school improvement.	<input type="checkbox"/> 1.6.3 Design and apply effective strategies in utilizing learner voice, such as feelings, views and/ or opinions to inform policy development and decision-making towards school improvement.	<input type="checkbox"/> 1.6.4 Systematize processes in utilizing learner voice, such as feelings, views and/ or opinions to inform policy development and decision-making towards school improvement.			
Strand 1.7 Monitoring and evaluation processes and tools	<input type="checkbox"/> 1.7.1 Display knowledge and understanding of monitoring and evaluation processes and tools to	<input type="checkbox"/> 1.7.2 Utilize available monitoring and evaluation processes and tools to promote learner achievement.	<input type="checkbox"/> 1.7.3 Design supplemental monitoring and evaluation tools following standard processes to	<input type="checkbox"/> 1.7.4 Lead in the institutionalization of effective monitoring and evaluation processes and tools to promote			

	promote learner achievement.		promote learner achievement.	learner achievement.			
TOTAL SCORE	□	□	□	□			

II. MANAGING SCHOOL OPERATIONS AND RESOURCES

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4	STANDARD MOV OR ARTIFACT	SCORE	REMARK
Strand 2.1 Records management	<input type="checkbox"/> 2.1.1 Demonstrate skills in managing school data and information using technology, including ICT.	<input type="checkbox"/> 2.1.2 Manage school data and information using technology, including ICT, to ensure efficient and effective school operations.	<input type="checkbox"/> 2.1.3 Capacitate school personnel in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	<input type="checkbox"/> 2.1.4 Exhibit best practice in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.			
Strand 2.2 Financial management	<input type="checkbox"/> 2.2.1 Demonstrate knowledge and understanding of policies, guidelines and issuances in managing finances such as allocation, procurement, disbursement and liquidation aligned with the school plan.	<input type="checkbox"/> 2.2.2 Manage finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	<input type="checkbox"/> 2.2.3 Exhibit efficient and effective practices in the management of finances consistently adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	<input type="checkbox"/> 2.2.4 Create and implement a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.			

Strand 2.3 School facilities and equipment	<input type="checkbox"/> 2.3.1 Demonstrate knowledge and understanding of policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal in managing school facilities and equipment.	<input type="checkbox"/> 2.3.2 Manage school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	<input type="checkbox"/> 2.3.3 Establish shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	<input type="checkbox"/> 2.3.4 Systematize processes in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.			
Strand 2.4 Management of staff	<input type="checkbox"/> 2.4.1 Demonstrate knowledge and understanding of laws, policies, guidelines and issuances on managing school staff.	<input type="checkbox"/> 2.4.2 Manage staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school.	<input type="checkbox"/> 2.4.3 Engage school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.	<input type="checkbox"/> 2.4.4 Empower school personnel in sustaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.			
Strand 2.5 School safety for disaster preparedness, mitigation and resiliency	<input type="checkbox"/> 2.5.1 Demonstrate knowledge and understanding of laws, policies, guidelines and issuances on managing school safety for disaster preparedness, mitigation and resiliency in	<input type="checkbox"/> 2.5.2 Manage school safety for disaster preparedness, mitigation and resiliency to ensure continuous delivery of instruction.	<input type="checkbox"/> 2.5.3 Work with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction.	<input type="checkbox"/> 2.5.4 Institutionalize the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction.			

	ensuring continuous delivery of instruction.						
Strand 2.6 Emerging opportunities and challenges	<input type="checkbox"/> 2.6.1 Identify emerging opportunities and challenges in addressing the needs of learners, school personnel and other stakeholders.	<input type="checkbox"/> 2.6.2 Manage emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders.	<input type="checkbox"/> 2.6.3 Capacitate school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	<input type="checkbox"/> 2.6.4 Empower school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders.			
TOTAL SCORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

III. Focusing on Teaching and Learning

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4	STANDARD MOV OR ARTIFACT	SCORE	REMARK
Strand 3.1 School-based review, contextualization and implementation of learning standards	<input type="checkbox"/> 3.1.1 Demonstrate knowledge and understanding of school-based review, contextualization and implementation of learning standards.	<input type="checkbox"/> 3.1.2 Assist teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners.	<input type="checkbox"/> 3.1.3 Work with teams in the conduct of review, contextualization and implementation of learning standards to assist teachers in making the curriculum relevant for learners.	<input type="checkbox"/> 3.1.4 Share exemplary practice in the review, contextualization and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.			

Strand 3.2 Teaching standards and pedagogies	<input type="checkbox"/> 3.2.1 Demonstrate knowledge and understanding of teaching standards and pedagogies within and across learning areas to provide technical assistance to teachers to improve their teaching practice.	<input type="checkbox"/> 3.2.2 Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	<input type="checkbox"/> 3.2.3 Engage school personnel such as master teachers, head teachers and department heads in providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	<input type="checkbox"/> 3.2.4 Exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas.			
Strand 3.3 Teacher performance feedback	<input type="checkbox"/> 3.3.1 Demonstrate understanding of the use of feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	<input type="checkbox"/> 3.3.2 Use validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	<input type="checkbox"/> 3.3.3 Collaborate with school personnel in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	<input type="checkbox"/> 3.3.4 Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.			
Strand 3.4 Learner achievement and other performance indicators	<input type="checkbox"/> 3.4.1 Set achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators.	<input type="checkbox"/> 3.4.2 Utilize learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	<input type="checkbox"/> 3.4.3 Engage the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators.	<input type="checkbox"/> 3.4.4 Mentor fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability			

				within and beyond school contexts.			
Strand 3.5 Learning assessment	<input type="checkbox"/> 3.5.1 Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements.	<input type="checkbox"/> 3.5.2 Provide technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	<input type="checkbox"/> 3.5.3 Work with personnel involved in evaluating teachers' use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	<input type="checkbox"/> 3.5.4 Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.			
Strand 3.6 Learning environment	<input type="checkbox"/> 3.6.1 Demonstrate understanding of managing a learnerfriendly, inclusive and healthy learning environment.	<input type="checkbox"/> 3.6.2 Manage a learner-friendly, inclusive and healthy learning environment.	<input type="checkbox"/> 3.6.3 Engage the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment.	<input type="checkbox"/> 3.6.4 Empower the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment.			
Strand 3.7 Career awareness and opportunities	<input type="checkbox"/> 3.7.1 Demonstrate knowledge and understanding of the integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	<input type="checkbox"/> 3.7.2 Ensure integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	<input type="checkbox"/> 3.7.3 Undertake initiatives in integrating career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	<input type="checkbox"/> 3.7.4 Institutionalize integration of career awareness and opportunities into the school curriculum and all other learning experiences.			
TOTAL SCORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

IV. Developing Self and Others

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4	STANDARD MOV OR ARTIFACT	SCORE	REMARK
Strand 4.1 Personal and professional development	<input type="checkbox"/> 4.1.1 Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards for School Heads.	<input type="checkbox"/> 4.1.2 Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads.	<input type="checkbox"/> 4.1.3 Reflect on the attainment of personal and professional development goals and objectives based on the Philippine Professional Standards for School Heads.	<input type="checkbox"/> 4.1.4 Serve as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with the Philippine Professional Standards for School Heads.			
Strand 4.2 Professional reflection and learning	<input type="checkbox"/> 4.2.1 Demonstrate understanding of how professional reflection and learning can be used in improving practice.	<input type="checkbox"/> 4.2.2 Apply professional reflection and learning to improve one's practice.	<input type="checkbox"/> 4.2.3 Initiate professional reflections and promote learning opportunities with other school heads to improve practice.	<input type="checkbox"/> 4.2.4 Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.			
Strand 4.3 Professional networks	<input type="checkbox"/> 4.3.1 Seek opportunities to improve one's practice as a school leader through professional networks.	<input type="checkbox"/> 4.3.2 Participate in professional networks to upgrade knowledge and skills and to enhance practice.	<input type="checkbox"/> 4.3.3 Engage actively in professional networks within and across schools to advance knowledge,	<input type="checkbox"/> 4.3.4 Lead in organizing professional networks to provide colleagues opportunities to maximize their			

			skills and practice.	potential and enhance their practice.			
Strand 4.4 Performance management	<input type="checkbox"/> 4.4.1 Demonstrate knowledge and understanding of the implementation of the performance management system in improving school personnel and office performance.	<input type="checkbox"/> 4.4.2 Implement the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	<input type="checkbox"/> 4.4.3 Monitor and evaluate with school personnel the implementation of the performance management system to ensure career advancement for individual school personnel and to improve office performance.	<input type="checkbox"/> 4.4.4 Exhibit exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel, and to sustain improved office performance.			
Strand 4.5 Professional development of school personnel	<input type="checkbox"/> 4.5.1 Demonstrate knowledge and understanding of professional development in enhancing strengths and in addressing performance gaps among school personnel.	<input type="checkbox"/> 4.5.2 Implement professional development initiatives to enhance strengths and address performance gaps among school personnel.	<input type="checkbox"/> 4.5.3 Monitor and evaluate the implementation of professional development initiatives in enhancing strengths and in addressing performance gaps among school personnel.	<input type="checkbox"/> 4.5.4 Model exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel.			
Strand 4.6 Leadership development in individuals and teams	<input type="checkbox"/> 4.6.1 Identify strengths, capabilities and potentials of individuals and teams in performing leadership roles	<input type="checkbox"/> 4.6.2 Provide opportunities to individuals and teams in performing leadership roles and responsibilities.	<input type="checkbox"/> 4.6.3 Capacitate individuals and teams to effectively perform leadership roles and responsibilities in fostering	<input type="checkbox"/> 4.6.4 Empower individuals and teams to consistently and effectively perform leadership roles and responsibilities			

	and responsibilities.		shared governance and accountability.	in achieving school goals in shared governance and accountability.			
Strand 4.7 General welfare of human resources	<input type="checkbox"/> 4.7.1 Display knowledge of laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to promote their general welfare.	<input type="checkbox"/> 4.7.2 Implement laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to ensure their general welfare.	<input type="checkbox"/> 4.7.3 Integrate laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel in school programs, projects and activities to ensure their general welfare.	<input type="checkbox"/> 4.7.4 Advocate the general welfare of school personnel by gaining support from the wider school community in strengthening the implementation of relevant local and national policies.			
TOTAL SCORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

V. Building Connections

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4	STANDARD MOV OR ARTIFACT	SCORE	REMARK
Strand 5.1 Management of diverse relationships	<input type="checkbox"/> 5.1.1 Demonstrate skills in dealing with authorities, colleagues, parents and other stakeholders to encourage an enabling and supportive environment for learners.	<input type="checkbox"/> 5.1.2 Build constructive relationships with authorities, colleagues, parents and other stakeholders to foster an enabling and supportive environment for learners.	<input type="checkbox"/> 5.1.3 Support school personnel in strengthening relationships with authorities, colleagues, parents and other stakeholders to maintain an enabling and supportive	<input type="checkbox"/> 5.1.4 Exhibit exemplary skills in strengthening relationships with authorities, colleagues, parents and other stakeholders to sustain an enabling and supportive environment for learners.			

			environment for learners.				
Strand 5.2 Management of school organizations	<input type="checkbox"/> 5.2.1 Demonstrate knowledge and understanding of policies and guidelines on managing school organizations, such as learner organizations, faculty clubs and parentteacher associations, in support of the attainment of institutional goals.	<input type="checkbox"/> 5.2.2 Manage school organizations, such as learner organizations, faculty clubs and parentteacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	<input type="checkbox"/> 5.2.3 Evaluate the accomplishment of school organizations, such as learner organizations, faculty clubs and parentteacher associations, to determine their impact on the attainment of institutional goals.	<input type="checkbox"/> 5.2.4 Exhibit exemplary practice in managing school organizations, such as learner organizations, faculty clubs and parentteacher associations, to support the attainment of institutional goals.			
Strand 5.3 Inclusive practice	<input type="checkbox"/> 5.3.1 Demonstrate knowledge and understanding of inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.	<input type="checkbox"/> 5.3.2 Exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.	<input type="checkbox"/> 5.3.3 Engage the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to strengthen awareness, acceptance and respect.	<input type="checkbox"/> 5.3.4 Create a culture of inclusivity in the school and the community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance and respect.			
Strand 5.4 Communication	<input type="checkbox"/> Strand 5.4 Communication	<input type="checkbox"/> 5.4.2 Communicate effectively in speaking and in	<input type="checkbox"/> 5.4.3 Mentor school personnel in communicating	<input type="checkbox"/> 5.4.4 Exhibit exemplary skills in communicating			

		writing to teachers, learners, parents and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration and support.	effectively in speaking and in writing, as well as in the positive use of communication platforms, to facilitate information sharing, collaboration and support.	effectively in speaking and in writing to teachers, learners, parents and other stakeholders to facilitate information sharing, collaboration and support, and to ensure positive use of communication platforms within and beyond the school.			
Strand 5.5 Community engagement	<input type="checkbox"/> 5.5.1 Involve the community, such as parents, alumni, authorities, industries and other stakeholders, in school programs, projects and activities to gain support for learner development, as well as school and community improvement.	<input type="checkbox"/> 5.5.2 Initiate partnerships with the community, such as parents, alumni, authorities, industries and other stakeholders, to strengthen support for learner development, as well as school and community improvement.	<input type="checkbox"/> 5.5.3 Empower the community, such as parents, alumni, authorities, industries and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement.	<input type="checkbox"/> 5.5.4 Lead the community, including parents, alumni, authorities, industries and other stakeholders, in creating collaborative actions in solving complex issues on learner development, as well as school and community improvement.			
TOTAL SCORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Legend:

Level I – Developing	0.5 - 1.49
Level II- Maturing	1.50 – 2.49
Level III- Advance	2.50 – 3.0

FINDINGS:

RECOMMENDATIONS:

BEST FEATURES:

Validated By: *(affix the Signature)*

1.

2.

Designation:

Designation:



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

(Enclosure No. 8 of the Division Memorandum No. July, s. 2023)

TIMELINE OF ACTIVITIES

MONTH	ACTIVITIES
October 13	Profiling of Target Mentor and Mentee
October 20	Launching of Project RSMP General Orientation on the Implementation to Coach and Coachees Guidelines on the selection of Coach Meeting of Coach on the the Reflective Session with Coachee
October 23	Submission of (Annex 1) Domains and Strands that Coachee would like to be enhanced.
November	Start of Reflective Session between Coachee and Coach Domain 1: Leading Strategically
December	Domain 2: Managing School Operation
January	Domain 3: Focusing on Teaching and Learning
February	Domain 4: Developing Self and Others
March	Domain 5: Building Connections



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April	Writing of Work Application Project Provision of TA for WAP
May	Submission of Work Application Project for Learning and Development
June to August	Implementation of WAP PSDS and EPS monitoring Provision of Technical Assistance
September 5-7	Presentation of Finished/ Accomplished WAP of coachee Selection of best WAP
September 10	Culminating Activity