

RECERTIFICATION ORIENTATION for ESC Schools

Norma A. Aguilos

Consultant, Certification Unit

PEAC National Secretariat

- Helps raise standards and expectations**
- Part of day to day work**
- Delivers positive outcomes for students**

QUALITY ASSURANCE



- ❑ **Government permit**
- ❑ **Government recognition**
- ❑ **Certification**
- ❑ **Accreditation by any FAAP accrediting agency**
 - **PAASCU**
 - **PACU-COA**
 - **ACSCU-AAI**

Steps in quality assurance



WHY PUSH FOR QUALITY?



- **Contribution to nation-building**
- **Fast-changing landscape in education**
- **Demands in the workforce**
- **ASEAN Integration 2015**
- **Compliance with the law, directives and issuances**
- **The unabated proliferation of private schools**
- **Assurance of continued allocation of ESC slots**
- *The surest route to survival*



- **Lack of funds**
- **Unsupportive top management**
- **Inexperienced middle managers**
- **Low sense of ownership of the stakeholders**
- **Government directives like taxation, limitation on increasing tuition, etc.**
- **Fast turn-over of teachers**
- **Quality of teachers**
- **Profile of students: low academic achievements, disruptive behaviour, lack of interest, media influence**
- **Lack of parental involvement in school initiatives**
- **Conflict of interest of some LGU's with school advocacies**

Challenges in Pursuing Excellence



Educating for the 21st Century

❑ Graduates who can:

- **Demonstrate their skills proficiency (the fundamental and technical know-how for the position)**
- **Can comprehend and communicate using the English language**
- **Can think critically, learn on the job, show willingness to adapt to changes and embrace ambiguity**
- **Understand the basics within the culture of the workplace**

WHAT DO EMPLOYERS LOOK FOR?



PEAC-NS Response



**Quality Assurance
through
CERTIFICATION**



- **Systems**
- **Product/ outcome**
- **Clientele**
- **Operations**



Certification is about:



School improvement

Quality assurance



OBJECTIVES OF CERTIFICATION



- A mechanism for greater public accountability**
- Assures parents and general public that school is committed to providing a safe and enriching learning environment while maintaining efficient and effective operation**
- School's quality is validated by certifiers who recommend steps for further school improvement**

CERTIFICATION PROCESS



- ❑ **The primary purpose is to strengthen participating private schools through self-study and evaluation and follow up school improvement efforts.**
- ❑ **The evaluation of a school in terms of its own mission, goals and objectives *vis-à-vis* its full compliance with the DepEd minimum standard for recognition**
- ❑ **The Certification Program encourages carefully planned and evaluated innovation and school improvement program.**

Basic Philosophy of Certification



- ☐ School improvement is a continuous process**
- ☐ Certification is inquiry driven**
- ☐ School programs and processes show evidences of performance and meeting high expectations**
- ☐ Process is economical with minimal logistical requirements from the schools**

Guiding Principles:



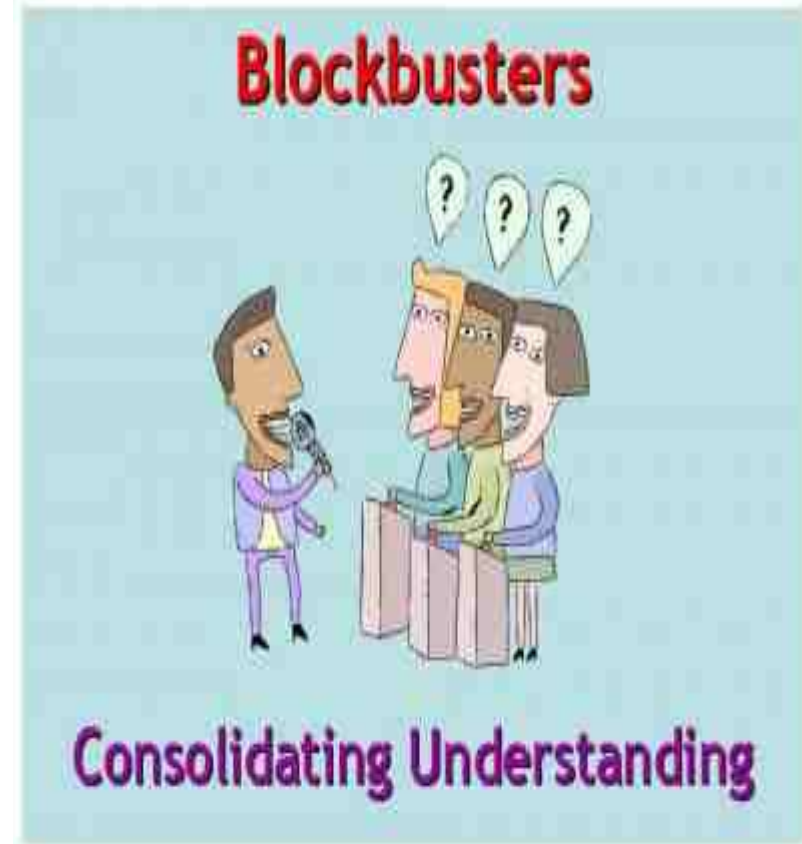
- ❑ **Enables the school to determine through self-study, its strengths and potentials to become an effective educational institution**
- ❑ **Assures the educational community and general public that the school has complied with all the requirements of a recognized quality secondary educational institution**

...continuation



The Three -Step Process:

- 1. Self-study by the school**
- 2. Certifiers' school visit**
- 3. Implementation of certifiers' recommendations by the school**





- Seasoned educators who were chosen for their personal and professional integrity.
- Trained in certification standards and criteria
- Tasked to conduct the school visitation and evaluation
- Knowledgeable in DepEd's standards and criteria
- Peer educators interested to help

The Certifiers



- 1. Classroom Observation**
- 2. Interviews**
- 3. Study of Documents on Exhibit**
- 4. Ocular Inspection**
- 5. Feed backing**

VISIT PROTOCOL



VERY IMPORTANT SELF-EVALUATION REPORT

- ✓ A self-evaluation of compliance
- ✓ An improvement plan
- ✓ A portfolio of evidence



■ **MANAGEMENT GROUP**

- *Philosophy, Mission, Goals and Objectives*
- *Administration and Governance*
- *Budget and Finance*
- *Institutional Planning and Development*

■ **ACADEMIC GROUP**

- *Instructional Program*
- *School Personnel*
- *Student Services*

CLUSTER GROUPS



- **Clear, unique, well-aligned, active PVMGO**
- **Goals and objectives are consistent with national and global development goals**
- **Are specific, realistic, achievable and measurable**
- **Effective communication and understanding of PVMGO**
- **Implementation of the PVMGO by the personnel**
- **Regular and systematic review**
- **The school culture reflects its vision-mission**
- **Involvement of the stakeholders in the review/revision of the PVMGO**

A. Philosophy, Vision, Mission, Goals and Objectives



Magnificent Academy is committed in promoting quality education to enable the students to become globally competitive, God-fearing, nationalistic, and environment-friendly.

Improved Version:

Magnificent Academy envisions a community of holistic persons for social transformation.

Vision



□ Curriculum:

- Prescribed by DepEd
- Integration of vision- mission across the curriculum
- Content and performance standards for each subject are clearly defined
- Curriculum mapping across grade levels is done collaboratively
- Each subject has a curriculum guide

B. INSTRUCTIONAL PROGRAM



- **Assessment is holistic**
- **Students' attainment of standards and learning competencies is evident**
- **Timely and thoughtful feedbacks on the results of assessments**
- **Student performance and grading policy are made known both to students and parents at the start of the school year**
- **Appropriate and varied assessment tools are used to evaluate student learning and performance**
- **The school adopts an intervention program to help struggling students**

ASSESSMENTS



The rating is derived from the average of classroom observation reports

STUDENT LEARNING AND PERFORMANCE



- **Teaching-learning guides and learning plans are regularly checked, updated and evaluated**
- **Each subject has adequate and updated textbook/references for students**
- **Instructional materials are creative, challenging and appropriate to the level of the students**
- **Library and community resources are used to enrich instruction**
- **There are adequate instructional technologies**
- **Purposive use of indigenous materials**

INSTRUCTIONAL MATERIALS AND TECHNOLOGY



□ C.1. TEACHERS

- **Valid PRC license for teacher**
- **Membership in professional organizations**
- **Qualified to teach the subjects assigned to them**
- **Teaching loads are as prescribed by DepEd (not more than 360 minutes of actual teaching per day)**

C. SCHOOL PERSONNEL



Present a tabular presentation of the teachers' profile in the suggested format:

FACULTY PROFILE HIGH SCHOOL TEACHERS (ONLY)

NAME			AGE	SEX	CIVIL STATUS	YEARS OF TEACHING EXPERIENCE		PROFESSIONAL LICENSE			PROFESSIONAL ORGANIZATION AFFILIATED WITH	HIGHEST EDUCATIONAL QUALIFICATION			CURRENT SUBJECT TAUGHT	CURRENT MONTHLY BASIC SALARY	MANDATORY BENEFITS		
Last Name	First Name	M.I.				Current School	Other School	Date Issued	Valid Until	Number		Degree	Major	Minor			SSS #	PHIL HEALTH #	PAG-IBIG FUND #

SCHOOL PERSONNEL



Certification Process

- **Possess professional knowledge, skills and disposition necessary to facilitate learning**
- **Encourage students' active engagement in learning**
- **Manage classroom well and maximize academic learning time**
- **Offer relevant and coherent instruction based on knowledge of subject matter, students and curriculum goals.**
- **Provide opportunities for students to apply their own learning to real life situations.**

TEACHING PERFORMANCE:



- **Use a variety of proven instructional practices and strategies to meet student's individual learning needs**
- **Are involved in regular articulation across disciplines and across grade levels focused on effective teaching and learning**
- **Evidences of continuing professional growth**
- **There are evidences that the teachers transfer the learnings gained from seminars through effective teaching and improved student performance**



- **The school has a FDP based on needs assessment of teachers and the school in general**
- **The FDP addresses the holistic development of the teachers**
- **In-house trainings are organized to supplement the professional preparation of the teachers**
- **Attendance to various seminars and trainings on curriculum, instruction and assessment**

FACULTY DEVELOPMENT PROGRAM



➤ *Registrar/Student Records Officer*

- **With at least a Bachelor's degree**
- **3 years of experience in the maintenance of student academic records and related school work**
- **Professionally updated through attendance to various trainings and seminars**
- **Membership in professional organizations**
- **Issues student records in accordance with DepEd regulations**

C.2 NON-TEACHING PERSONNEL



- **Professionally updated through engagement in further studies, trainings and seminars**
- **Membership in professional organizations**
- **Carries out duties and responsibilities as stipulated in the DepEd Library Policy Manual**
- **Possesses management skills in setting up library resources for effective use of students and teachers**
- **Demonstrates information literacy**
- **Handles library media lessons and orients students on the use of technology as a tool for accessing, gathering and using relevant information**
- **Has a valid PRC license**

LIBRARIAN

Certification Process





- **Valid PRC license for guidance counselor**
- **Professional growth through further studies or attendance to seminars and trainings**
- **Membership in professional organizations**
- **Implements programs and interventions that help students achieve their academic growth potentials and career development**

GUIDANCE COUNSELOR



- **Oversees Student Activity Program, Student Welfare concerns**
- **Handles disciplinary matters**
- **Is professionally qualified, has adequate training and experience**

Student Activity Coordinator



ACADEMIC / NON-TEACHING PERSONNEL PROFILE

NAME			AGE	SEX	CIVIL STATUS	DESIGNATION	Number of Years in Service	PROFESSIONAL LICENSE			Professional Organizations Affiliated with	HIGHEST EDUCATIONAL QUALIFICATION	CURRENT MONTHLY BASIC SALARY	MANDATORY BENEFITS		
Last Name	First Name	M.I.						Date Acquired	Valid Until	Number				SSS #	PHIL HEALTH #	PAG-IBIG FUND #

NON-ACADEMIC / NON – TEACHING PERSONNEL PROFILE

NAME			AGE	SEX	CIVIL STATUS	DESIGNATION	Number of Years in Service	Professional Organizations Affiliated with	HIGHEST EDUCATIONAL QUALIFICATION	CURRENT MONTHLY BASIC SALARY	MANDATORY BENEFITS		
Last Name	First Name	M.I.									SSS #	PHIL HEALTH #	PAG-IBIG FUND #



ADMISSION, ENROLLMENT AND SCHOOL RECORDS

- **The school's admission and enrollment policy, procedures and requirements are published and well-disseminated to clients and the general public**
- **Admission and placement procedures are well defined and administered by competent personnel**
- **The absorption capacity of the school is taken into consideration in determining enrollment and class size**
- **Policies for the retention and promotion of students are clearly stated and made known**

D. STUDENT SERVICES



- **Qualified health personnel**
- **Adequate space and equipment**
- **Provisions for emergency cases**
- **Conduct of annual medical/dental checkups for students**
- **Basic facilities for the clinic**



MEDICAL/DENTAL SERVICES



- **The school provides a developmental guidance program to enhance students' educational, personal, social and career development**
- **The guidance office assists in the formulation and implementation of Homeroom activities**
- **Provision of academic and personal counselling**
- **Testing services are provided for diagnostic and evaluation purposes**

GUIDANCE SERVICES



- **Students' academic progress is periodically monitored and followed up**
- **Graduating students are given counselling and exit interviews**
- **Parents/guardians and teachers collaborate in the implementation of the guidance program and services**
- **The guidance office keeps on file cumulative records of currently and previously enrolled students**
- **The school ensures the confidentiality and security of students' records**



- **Library orientation is conducted at the start of the school year**
- **The school has a responsive reading program**
- **Library materials are catalogued, inventoried and disseminated through the library and made available to all users**
- **The open shelf system is accessible for research activities**
- **The school allows the use of the library to parents and alumni**
- **Statistics on the use of the library are periodically prepared**
- **The school library provides a balanced collection of student references, professional books for teachers and journals for teachers**

LIBRARY PROGRAMS AND SERVICES



- **There is an updated student handbook which contains policies on student attendance and punctuality, discipline (anti-bullying), student rights and responsibilities, rules of conduct, rewards for good deportment, sanctions for misbehaviour, etc.**
- **The school administrator enlists the participation of students, staff and parents in the development of the policies and code of conduct for students**
- **The School Discipline Policy is based on the principles of procedural fairness and is communicated to all students, parents and the school personnel**

STUDENT DISCIPLINE



- **The staff is provided with adequate training related to behaviour management**
- **Campus safety and security guidelines are communicated to parents during orientation or assemblies**
- **Mechanism for due process is in place.**

STUDENT DISCIPLINE



There is a provision for the holistic development of students through:

- **Co-curricular and other academic related activities**
- **Socio-cultural activities**
- **Athletic and recreational activities**
- **Spiritual growth and religious activities**
- **Social action and community outreach programs**
- **Inter-school competitions**
- **Student organizations: interest groups, campus publication and student government**
- **Student activities are aligned with the VM**

STUDENT ACTIVITIES

Certification Process





- **Sanitary food service preparation**
- **Spacious enough to accommodate at least 35% of the school population**
- **Adequate time for recess and lunch**
- **Supply store has essential instruction-related materials**

CANTEEN/SUPPLY STORE



GOVERNANCE

- **Has government recognition**
- **Board of Trustees who meet regularly**
- **Annual submission of reportorial requirements to SEC**
- **Updated administrative, faculty and staff manuals**
- **Delineation of roles and functions are clearly reflected in the Organizational chart**
- **Compensation Policy is attractive to hold competent teachers**

E. ADMINISTRATION AND GOVERNANCE



- **Provides all benefits mandated by law**
- **Salaries are released on time as stipulated in the Labor Code**
- **Copies of notarized employment contracts are given to the personnel**
- **Management Information System is up-to-date, systematic and has easily retrievable files**





- **Has a masters degree in Education**
- **Monitors the conscious integration of the VM in the instructional program**
- **Implements a comprehensive Supervisory Program that assists teachers in improving their instructional practices**
- **Classroom observations and post conferences are done regularly**
- **Initiates the formulation of a sound FDP**
- **Orients the teachers on DepEd issuances concerning curriculum, instruction and assessments and monitors compliance**



- **Introduces new and innovative modes of instruction to achieve higher learning outcomes**
- **Conducts follow-up of trainings through coaching and mentoring**
- **Assists the teachers in preparing well-designed curriculum maps, unit/learning plans and assessment tools**
- **Guides the teachers in managing students' behaviour inside the classroom aimed at promoting a positive learning climate**
- **Relates effectively with teachers, students and parents**



- **Leadership provides direction, assistance, and resources**
- **Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations**
- **Ensures continuous professional development and growth of all personnel through financial assistance to support their attendance to trainings and seminars**
- **Addresses community expectations and stakeholder satisfaction**

ADMINISTRATIVE LEADERSHIP



- **Provides meaningful roles in the decision-making process that promotes a culture of participation, responsibility and ownership**
- **Collaboration and shared responsibility for school improvement occur across year levels and content areas**
- **Culture of learning that supports improved student outcomes**
- **Positive relationship with the community**

SCHOOL CULTURE AND CLIMATE



- **Well-informed about its geographic and socio-cultural environment**
- **Collaborates with families and other community members**
- **Provides a program which encourages community involvement and support of teachers, parents and alumni in its improvement plans and initiatives**



SOCIAL ORIENTATION AND COMMUNITY INVOLVEMENT



BUDGET

- Annual budget proposal
- Quarterly budget performance report
- Appropriation of budget for instructional, academic support program, student services and professional development of teachers



A LOOK
at the
BUDGET

E. SCHOOL BUDGET AND FINANCES



- **Long-ranged budgetary plan to support educational programs**
- **Annual budget based on one-year operational plan**
- **Appropriate accounting policies to ensure efficient and effective delivery of services**

F. SCHOOL BUDGET AND FINANCES



- **Income is adequate to support quality educational programs and continuing improvement plans**
- **Resource mobilization strategies and fund-raising activities are established**
- **Fees collected are used for their intended purposes**
- **Proper budgetary procedures and audited accounting practice**
- **Financial statements are audited by an independent registered auditor/accountant**



PERFORMANCE INDICATORS

Projections revealing trends and tendencies through :

- ✓ **Promotion rate**
- ✓ **Graduation rate**
- ✓ **Dropout rate**
- ✓ **Completion rate**
- ✓ **Cohort survival rate**
- ✓ **Overall average score in NAT**
- ✓ **Mean Percentage Score in Standardized Tests**

G. INSTITUTIONAL PLANNING AND DEVELOPMENT



- **The school has a current School Improvement Plan that integrates all school development plans**
- **The school prepares an Annual Operational Plan culled from the SIP**
- **Alignment of the SIP with the PVMGO**
- **Active involvement of the stakeholders in the formulation and implementation of the SIP**
- **SIP is supported with physical, time, human and financial resources**
- **Regular monitoring of SIP**
- **Periodic evaluation of the SIP**



SCHOOL IMPROVEMENT PLAN (SIP)



PROJECTIONS AND PROGRAM PLANS

- **Enrolment Projections**
- **Academic Program Plans**
- **Support Services Program Plans**
- **School Personnel Plans**
- **Facilities and Equipment Plans**
- **Administration and Governance Plan**
- **Financial Plans**



ACTION TAKEN ON THE PREVIOUS TEAM'S RECOMMENDATIONS

RECOMMENDATIONS	ACTION TAKEN
The team recommends the:	
conscious integration of the school's vision-mission across the instructional program	IMPLEMENTED The school aligns the standards and learning competencies of the different subject areas with the vision-mission as shown in the curriculum maps, unit plans and actual teaching-learning interactions.
requirement for teachers to take and pass the licensure examination	PARTIALLY IMPLEMENTED 8 out of the 10 teachers have licenses. The remaining 2 teachers are on probation and they will take the licensure exam this September
pursuance of masters degree by the School Principal to qualify him for the position	NOT IMPLEMENTED The School Principal is new to the position and will start taking his master's degree next semester.



Attendance of teachers to seminars and trainings on a. standards-based assessments b. student-centered instructional approaches c. classroom management	<p style="text-align: center;">IMPLEMENTED</p> The teachers were sent to seminars and trainings on standards-based assessments, student-centered instructional approaches and classroom management.
Formulation of School Improvement Plan	<p style="text-align: center;">IMPLEMENTED</p> The school formulated a School Improvement Plan in collaboration with its stakeholders. (Please see exhibit ____)
Preparation of budget performance reports	<p style="text-align: center;">IMPLEMENTED</p> The school Treasurer regularly prepares budget performance reports to ensure financial integrity. The school Director reviews the reports and makes necessary recommendations based on his findings.



EXHIBITS / DOCUMENTS



- **List of documents is found after every area**
- **Gather the documents by section then by area. Put them on the tables or shelves arranged as presented in the CAI.**
- **You may use color-coding per area for easy identification of document/exhibit**
- **Label the documents**

EXHIBITS/DOCUMENTS



- 4 = Approaching excellence**
- 3 = Exceeding minimum standards**
- 2 = Practicing minimum standards**
- 1 = Approaching the minimum standards**
- 0 = Missing the required minimum standards**

Certification Rating

Certification Process



HOW TO COMPUTE:

- 1. Area Mean: Add the ratings of all items and divide the sum by the number of items.***
- 2. Overall Mean: Multiply each area mean by the respective area weight. Add the products and divide the sum by 40.***



Areas	Weight
A. Philosophy, Vision, Mission, Goals and Objectives	
B. Instructional Program	x 9
C. School Personnel C.1 Faculty C.2 Non-teaching Personnel	x 5 x 3
D. Student Services	x 5
E. Administration and Governance	x 7
F. Budget and Finance	x 6
G. Institutional Planning and Development	x 5



ACTION TAKEN ON THE PREVIOUS TEAM'S RECOMMENDATIONS

Weight in Points

1. IMPLEMENTED (1)

2. PARTIALLY IMPLEMENTED (.5)

3. NOT IMPLEMENTED (0)



- ❑ Complies with all minimum DepEd standards for recognition**
- ❑ Adheres to applicable DepEd policies**
- ❑ Qualified to continue participating in government assisted programs**
- ❑ Committed to continue the school improvement process**

Certified ESC School



CHECKLIST OF DOCUMENTS FOR RE-CERTIFICATION

- 1. Duly Accomplished Certification Assessment Instrument with the Statistical Summary Ratings, Best Features and Recommendations**
 - 2. Action Taken on the Previous Team's Recommendations**
 - 3. School Profile**
 - 4. Updated (Latest) Audited Financial Statement**
 - 5. Copy of the School's Vision-Mission Statement**
 - 6. Updated Class Schedule**
 - 7. Updated Profile of Teachers and Staff**
- Submit in two (2) copies.*



CHECKLIST OF DOCUMENTS FOR CERTIFICATION

- 1. Duly accomplished Certification Assessment Instrument together with the Statistical Summary Ratings, Best Features and Recommendations**
- 2. School Profile**
- 3. Copy of the School's Government Recognition**
- 4. Copy of the School's Vision-Mission**
- 5. Class Schedule**
- 6. Profile of Teachers and Staff**
- 7. Latest Audited Financial Statement**

Submit in two (2) copies.



- 1. All schools with *Level 1 accreditation status* granted by any accrediting agency under FAAP will be exempt from the certification process. However, these schools are required to submit documents like certification of accreditation issued by FAAP, Faculty Profile, School Profile and latest Audited Financial Statement.**
- 2. All recertification visits shall be done from *June to December* of the current school year**

AGREEMENTS:



- 3. Applicant schools have until *December 31* of the current year to submit complete requirements. Schools that submit documents after **December 31**, will not be visited during the current school year.**

- 4. Certification visits shall be done from *January to March of the current school year*.**



- 5. Ratings of ESC schools that are *below two (2)* shall be reviewed by a 5-member committee including the team chair of the visiting team. Decision arrived at by the Review Committee shall be final.**

- 6. Schools that fail the recertification visit shall be given *one (1) year* to implement the recommendations given by the visiting team.**

- 7. Applicant schools that *that fail 2 consecutive visits can only apply for certification after 3 years.***



- 8. ESC certified schools *that fail recertification visits* may apply for certification *after 3 years*. They will not be given slots for incoming Grade 7 and grantees in the other levels will be allowed to finish Junior High School.**

- 9. Schools that are given a *rating of 3 and above* during the certification/recertification visit, shall be *recertified after five (5) years*.**



1. On School Self-Study:

- a) No verification visit shall be scheduled until a self-assessment report of the school and the required documents are received by PEAC National Secretariat.
- b) PEAC National Secretariat arranges the visits and schedules are posted in the FAPE website.
(www.fape.org.ph)
- c) The school submits two (2) copies of its self assessment report (including Best Features and Recommendations) , action taken on the previous team's recommendations, the accomplished consolidated ratings in the assessment instrument with the basic documents.

email address: fapercertification@yahoo.com

SYNTHESIS



- a) The school will ensure a private room, within the campus, which will serve as the certifiers' working area and where additional documents and other exhibits will be displayed.**
- b) An observer's chair must be placed at the back of the classroom with the teacher's lesson plan.**
- c) Results of the certification/recertification visit shall be transmitted to the school head only and officially by the PEAC National Secretariat. Decisions on the certification/recertification status shall be communicated to the school together with the best features and recommendations.**

2. On Verification Site Visit



- 1. Write a Letter of Intent to the PEAC-NS Executive Director**
- 2. No need to get an endorsement from the DepEd**
- 3. All requirements/documents should be submitted to the PEAC-National Secretariat**
- 4. Incomplete documents/requirements will not be accepted**
- 5. Once the schedule is posted on the website, request for postponement will not be entertained unless reason is acceptable or caused by “force majeure”/calamities.**
- 6. Check on the website for the schedule of the visit (www.fape.org.ph)**

REMINDERS



SCHOOL PROFILE

School Name _____

Region _____

School ID No. _____

Complete Address _____

Phone No. _____ Fax No. _____ Cell phone No. _____

E-mail Address: _____ Ownership _____

DepEd Recognition No. _____ Year Granted _____

Year Established _____ Year Incorporated _____ School Division _____

BASIC INFORMATION

A. Description of Organization: () Sectarian () Stock () Foundation
() Non-Sectarian () Non-stock

B. Curriculum Level Offered: () Pre-elementary () High School
() Elementary () College
() Voc-Tech () Others

C. Association Membership: () ACSCU () PACU () Others
() CEAP () PAPSCU

D. Certification /Accreditation: () ESC Certified Year _____ Overall Rating _____
() Accrediting Agency _____ Level _____ Year _____



I Love

My Job

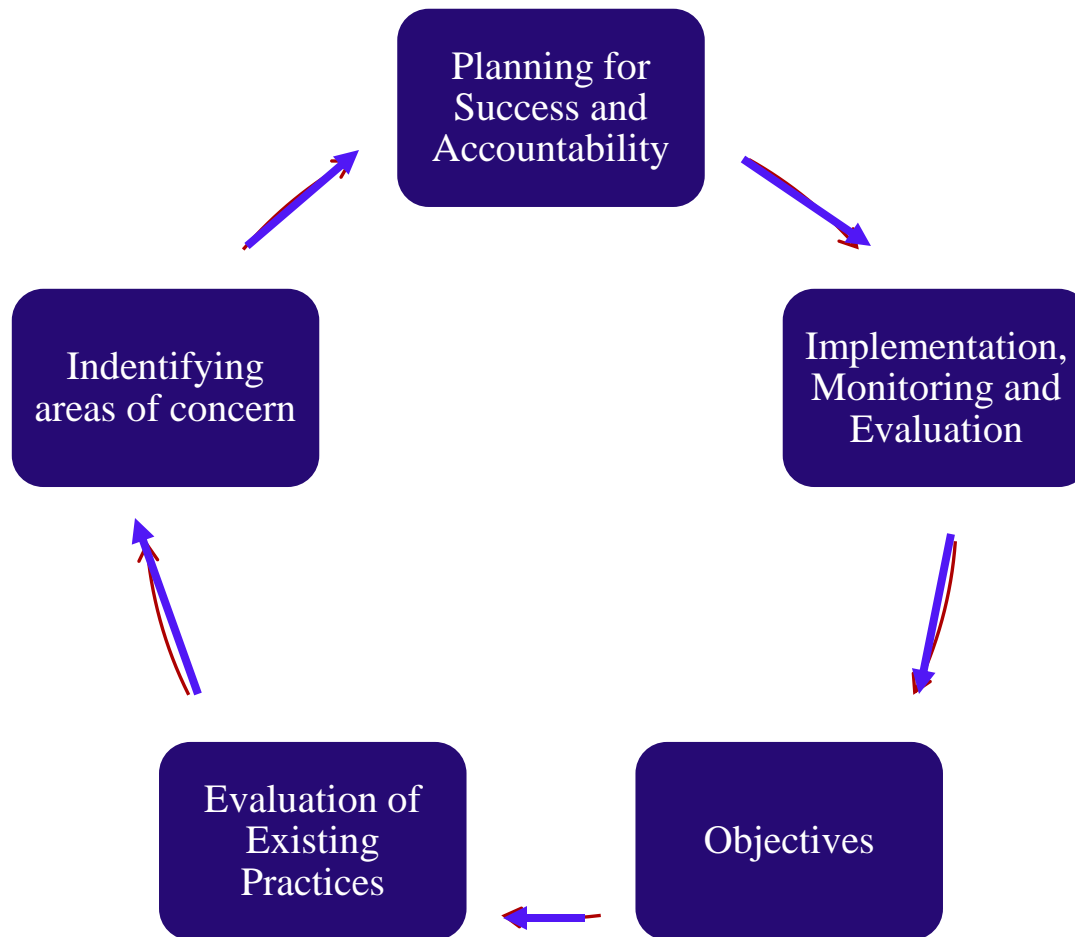


- 1. After receiving the school report, communicate the result to the school community members.**
- 2. Separate those recommendations that can easily be addressed.**
- 3. Strategize on how long-term recommendations may be implemented.**
- 4. In a clear book or envelopes, put all evidences that will justify the action taken for every recommendation.**
- 5. Ensure that these evidences are well-secured.**
- 6. Revisit the recommendations after every school year, to monitor the progress of implementation. Do not wait for the recertification visit to work on the recommendations.**

HELPFUL TIPS ON HOW TO PREPARE FOR THE NEXT RECERTIFICATION VISIT:



QUALITY ASSURANCE MODEL



OBJECTIVES

- statements of quantifiable and specific criteria of success

1. What is our desired situation in terms of performance indicators?

e.g.

- *to increase student performance in NAT by 25 %*
- *to increase student enrolment by at least 10%*
- *to attain zero drop-out rate*
- *to improve classroom performance in Science, Math and English by 5 %.*
- *to reduce number of at-risks by 6%*



EVALUATION OF EXISTING PRACTICES

- **collaboratively done, this process involves selection of evaluation tool that will reflect current realities in the different areas of school operations (SWOTT, Appreciative Inquiry, Item Analysis etc.), collegial discussions, situational analysis and verifications and producing possible evidences that will support findings.**



IDENTIFYING AREAS OF CONCERN

- a process of decision-making that enlists priority concerns (e.g. instruction, financial management, enrolment, turn-over of teachers, faculty development etc.)



PROCESS

1. **Selecting a template that specifies planning components (objectives, activities and strategies, timetable, human, material and financial resources, and success indicators)**
2. **Planning for planning (when, who, where, what)**
3. **Writeshop**
4. **Presentation of Drafts, Revisions, Finalization**
5. **Community Orientation/ Information Dissemination**

PLANNING FOR SUCCESS AND ACCOUNTABILITY



IMPLEMENTATION, MONITORING AND EVALUATION

Concerns:

Who are the people assigned to monitor?

How frequent is the evaluation?

How are evaluation results treated?

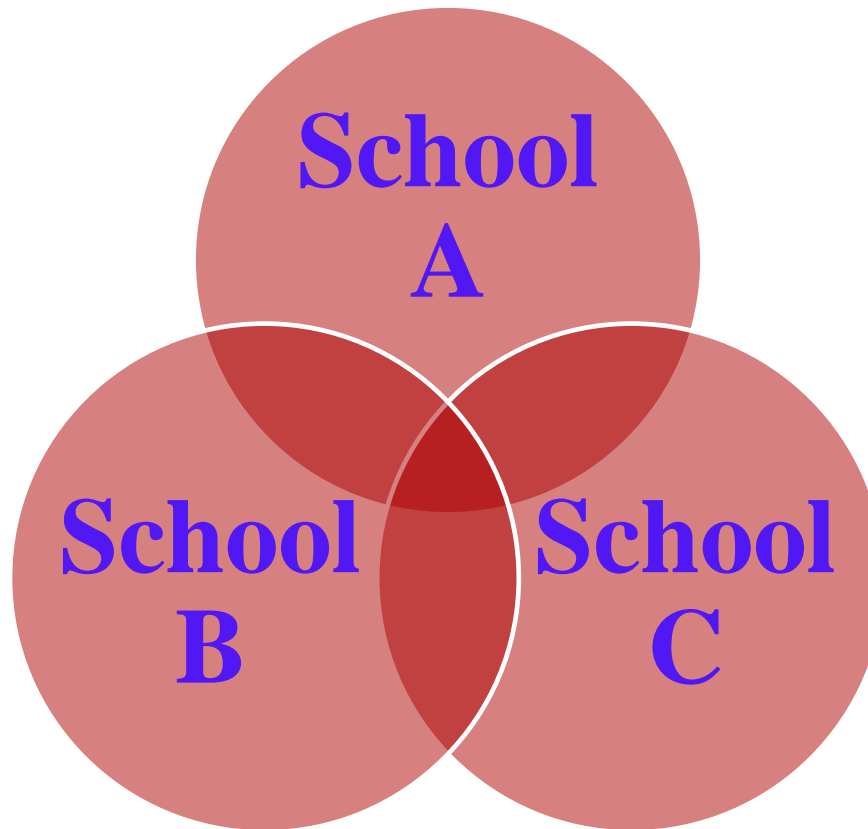


TOOLS OF QUALITY ASSURANCE

- **Vision-Mission**
- **Existing manuals**
- **Organizational chart**
- **School curriculum**
- **Supervisory program**
- **Administrative, Faculty and NTP Development Program**
- **Student Services and Development Programs**
- **Financial Records**
- **Management Information System**
- **Improvement Plan in all areas of operations**
- **Networks and Linkages**



THE CLUSTER MODEL OF COLLABORATION FOR SUCCESS



Process:

- 1. Identification of the people from the cluster who will serve as QA team**
- 2. Selection of a reliable assessment instrument as basis of evaluation**
- 3. Benchmarking among the member-schools of the cluster (or other schools within the system) to share best practices**
- 4. Scheduling of other activities that will help the schools be more prepared for evaluation (focused group discussions, teacher trainings, etc.)**
- 5. Visit of the QA team that includes feedbacking and writing of recommendations.**



- 6. Communicating the result to the school community.**
- 7. Planning for compliance and improvement.**
- 8. Continuing the mentoring and coaching activities by selected members of the QA teams.**
- 9. Pursuing external auditing of school effectiveness through accreditation and certification.**



- **Consider doable strategies that will improve the financial standing of the school but ensure that these strategies are not in conflict with the avowed PVMGO**
- **Tap your alumni**
 - *Naming rights*
 - *Donations*
- **Intensify marketing strategies to increase enrolment**

RESOURCE MOBILIZATION STRATEGIES



A-Z INCOME GENERATING PROJECTS

- A-** **Art Works**
 Auction
 Alumni Homecoming

- B-** **Barbecue Nights**
 Battle of the Bands
 Bingo Social
 Biking Event
 Book Sale



- C- Cake Baking**
- Car Wash**
- Candle Making**
- Carolling**
- Christmas Card Making**
- Concert**



D - Dance Contest

**E - Earth Day
ECO Store**

**F - Flower Arrangement
Fun Run
Fair
Face Painting**



G - Games
Guess the Number
Graduation
Garage Sale

H- Halloween Party

I - Ice Cream Vending Machine
Invitations



**J - Juniors' Night
Jam Session**

**K- Knitting Competition
Kite Flying
Karaoke**



**L – Lunch Preparation
Laundry Service**



**M- Movie Premiere
Mascara Festival**

**N - Naming Rights
Nail Art**

**O - Olympic Fun Day
Ornamental Plants**



P - Pet Race
Photo Competition
Paper Mache

Q - Quilt Making

R - Raffle
Recycling
Reunions



S- Sports Day
Swimming Event
Stalls



T - Talent Show
Track and Field Competition
Treasure Hunt



U – Uniform Free Day
“Ukay- Ukay”

V - Valentine Cards
Variety Show

W - White Elephant Sale
Water Refilling Station
Walkathon



X – X Factor Singing Contest

Xeroxing

Y- Yoga Class

Yoyo Festival

Z - Zumba

Zoo (Petting)

Zombie Masks



FACULTY DEVELOPMENT PROGRAM (INDIVIDUAL)

Name of Teacher: _____

Years in Service: _____

Employment status: _____

Subjects taught: _____

Immediate Supervisor: _____

Areas	Objectives	Activities and Strategies	Persons Responsible	Time Frame	Budget	Success Indicators
-------	------------	---------------------------	---------------------	------------	--------	--------------------



Domains	Objectives	Activities	Persons Responsible	Time Frame	Budget	Monitoring Strategies	Success Indicators
----------------	-------------------	-------------------	----------------------------	-------------------	---------------	------------------------------	---------------------------

Supervisory Program (Simplified)



KEY RESULT AREA	Objectives	Implementing Strategies/ Activities	Person/s Responsible	BUDGET	Timetable	SUCCESS INDICATORS
------------------------	-------------------	--	-----------------------------	---------------	------------------	---------------------------

SCHOOL IMPROVEMENT PLAN (BASIC STRUCTURE)



A sunset over the ocean with a boat on the horizon and a person swimming in the foreground. The sky is filled with vibrant orange, red, and blue hues, reflecting on the water. The text is centered and reads:

**Thank you
and
God bless us all!**

