



Republic of the Philippines  
Department of Education  
REGION VI – WESTERN VISAYAS  
**SCHOOLS DIVISION OF AKLAN**

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July 29, 2021

**DIVISION MEMORANDUM**  
**No. 262 , s. 2021**

**SCHOOL HEADS ACADEMY IN DEPED REGION VI**

To: **OIC, Office of the Asst. Schools Division Superintendent**  
**Chief Education Supervisors**  
**Education Program Supervisors**  
**Public Schools District Supervisors**  
**Senior/Education Program Specialists**  
**Heads of Public Elementary/Integrated/Secondary Schools**  
**All others concerned**

1. This office announces the implementation of the School Heads Academy per Regional Memorandum No. 339, s. 2021 (Guidelines on the Establishment of School Heads Academy (SHA) in DepEd Region VI). This pioneering innovation aims to:

- a. admit a minimum of 200 qualified scholars across all the 20 Schools Division Offices (SDOs) in Region VI for the initial implementation of the program and additional entrants of at least 2% in each succeeding year;
- b. enroll qualified school heads who have met the minimum qualifications set by the Academy and have passed the entry requirement of the partner SUC/HEI;
- c. develop the various leadership, management and technical-functional competencies and the desired values of a school head as embodied in the SHA Framework in a comprehensive and aligned curriculum under the tutelage of a partner SUC/HEI in coordination with the RO and SDO SHA Committee;
- d. implement a school-based re-entry action plan project that addresses immediate problems or issues for an improved school process;
- e. produce master's or doctorate degree graduates in the program with full financial support from the identified sponsoring agency(ies)/ institution(s); and
- f. produce qualifiers in the Principal's Test/National Qualifying Examination for School Heads (NQESH) that are ready for appointment to a school head position.

2. With this, District Offices are advised to submit the list, with the attached required documents, of the qualified applicants to the Human Resource Development Section Attention: SEPS Leila L. Pamati-an on or before August 15, 2021.



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Poblacion, Numancia, Aklan  
Tel/Fax No. (265 3740 | 265 3741 | 265 3743)  
Website: <http://www.depedaklan.org>  
Email Address: [aklan.1958@deped.gov.ph](mailto:aklan.1958@deped.gov.ph)

3. The Schools Division School Heads' Academy Committee is composed of the following:

Chairperson:	ASDS Jerson B. Labos EdD
Members:	CES CID Dobie P. Parohinog PhD CES SGOD Michael T. Rapiz
English and SPED	EPS Kyzil D. Lipar PhD
Mathematics	EPS Edselyn T. Biray PhD
Science	EPS Mary Cherry Lynn M. Dalipe EdD
Filipino	EPS Marth S. Tropa
MAPEH	EPS Rebecca I. Ibarreta
Araling Panlipunan	EPS Ruby Agnes B. Estrada PhD
TLE	EPS Marivic I. Tolentino
EsP	EPS Ma. Corazon R. Panaligan
ALS	EPS Ariel Z. Zubiaga
IPEd	SP I Daniel E. Prado
EPS SGOD	EPS Johann C. Cawaling
Attorney III	Atty. Jade B. Villanueva
PSDS	PSDS John Razie Z. Isagan
SEPS SMN	SEPS Arch. Mar Bien Gregory G. Parel
Secretariat:	
SEPS HRDS	SEPS Leila L. Pamati-an
SEPS SM&E	SEPS June R. Patricio
EPSt II HRDS	EPSt II Roland F. Democrito
EPSt II SM&E	EPSt II John C. Marciales
DITO	ITO I Floradel P. Jamero


4. The District Offices shall create a District School Heads' Academy Committee composed of the following:

Chairperson:	Public Schools District Supervisors
Members:	Three (3) School Heads (Elementary) Three (3) School Heads (Secondary)
Secretariat:	District ITO Coordinator Staff (2)

5. Scholarship recipients will be selected based on the selection processes and criteria set herein and shall be awarded on an objective and non-discriminatory basis. As the principle of equal opportunity applies to the program, it is understood that in the conduct of this activity there shall be no discrimination in the provision of Learning and Development intervention on account of age, school, gender, civil status, disability, religion or other similar factors/personal circumstances that run counter to the principles of equal opportunity.



6. Immediate dissemination of this memorandum is desired.

  
**MIGUEL MAC D. APOSIN EdD, CESO V**  
Schools Division Superintendent

Enclosure: as stated

Reference: as stated

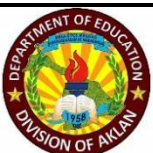
To be indicated in the Perpetual Index  
under the following subjects:

**INNOVATION**

**PROGRAM**

**SCHOOL HEADS**

JBL/rfd



Poblacion, Numancia, Aklan

Tel/Fax No. (265 3740 | 265 3741 | 265 3743)

Website: <http://www.depedaklan.org>

Email Address: [aklan.1958@deped.gov.ph](mailto:aklan.1958@deped.gov.ph)



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Republic of the Philippines  
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REGION VI – WESTERN VISAYAS

REGIONAL MEMORANDUM  
No. 339 s. 2021

JUN 22 2021

To: **Schools Division Superintendents**  
**All Others Concerned**

**GUIDELINES ON THE ESTABLISHMENT OF SCHOOL HEADS ACADEMY (SHA)  
IN DEPED REGION VI**

1. In line with the implementation of various programs, projects and activities of DepEd Region VI for the realization of the Regional Mantra on producing Champions and for the support of the *Sulong Edukalidad* program of the department on re-skilling and upskilling of its personnel to be adept to the fast changing demand of the educational system of the country, this Office establishes the **School Heads Academy** that aims to develop aspiring educators to be ready to lead and manage a school.
2. The attached Guidelines on the Establishment of the School Heads Academy in DepEd Region VI, the various forms and other attachments serve as guides for the Schools Divisions in the implementation of the program.
3. The Schools Division Superintendents are requested to organize and mobilize the Schools Division Office School Heads Academy Committee (SDO-SHA) in the recruitment and screening of the applicants and in carrying out the various phases of the program implementation as stipulated herein.
4. For more details and inquiries, contact Dr. Susan D. Severino, Chief Education Supervisor of the Human Resource Development Division at email [susan.severino@deped.gov.ph](mailto:susan.severino@deped.gov.ph).
5. Immediate dissemination of and compliance with this Memorandum are desired.

**RAMIR B. UYTICO EdD, CESO IV**  
Regional Director

Encl.: as stated  
Reference: None  
To be indicated in the Perpetual Index  
under the following subjects:

INNOVATION                      PROGRAM                      SCHOOL HEADS

*hrdd/leb/RM-EstablishmentofSHAinDepEdRegionVI*



Address: Duran Street, Iloilo City, 5000  
Telephone Nos: (033)509-7653; (033)336-2816  
Email Address: [region6@deped.gov.ph](mailto:region6@deped.gov.ph)  
Website: [region6.deped.gov.ph](http://region6.deped.gov.ph)

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**Department of Education**  
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**GUIDELINES ON THE ESTABLISHMENT OF THE SCHOOL HEADS' ACADEMY  
IN DEPED REGION VI**

**I. Background and Rationale**

The leadership competence of school heads is considered next only to classroom instruction in creating great schools and helping learners succeed. School heads are expected to set the vision, guide instruction, manage resources, unite the team, lead teamwork and sustain the drive for results. Their jobs are an extraordinary mix of small details and big ideas that are crucial in managing the basic education sector of the country.

Republic Act 9155 or the Governance of Basic Education Act of 2001 requires that a school head shall be both an instructional leader and an administrative manager. Additionally, Republic Act 10533 or the Enhanced Basic Education Act of 2013 mandates that school heads/principals should possess skills for them to properly play their roles as academic, administrative, and community leaders in the Department of Education (DepEd).

The development of school head leadership competencies has likewise been found to be directly related to the level of school performance results. Schools that have poor performance results are most likely to have principals or school heads who are not appropriately skilled and trained for school management and leadership (Mathibe, 2007).

The need to enhance these multi-dimensional roles of school heads is also highlighted in the context of DepEd Region VI – Western Visayas, known as the “Home of Champions,” where the regional mantra “...where every child is a Champion” has been adopted. Anchored on the principle of producing champions among learners regardless of color, gender, socio-economic status, religion, race, disability or appearance, school heads are expected to lead in performing curricular and co-curricular programs and activities to live up to the adage that “it takes a champion to create another champion” in education.

Champion children will be produced by champion teachers, and champion teachers will be developed by champion school heads. Hence, there is a need to enable, educate, train, and develop the school heads to best prepare them to champion school leadership and management. The champion school heads are expected to take good care of teachers, and teachers shall in turn take good care of school children and learners to champion basic education and community service.



Address: Duran Street, Iloilo City, 5000  
Telephone Nos: (033)509-7653; (033)336-2816  
Email Address: [region6@deped.gov.ph](mailto:region6@deped.gov.ph)  
Website: [region6.deped.gov.ph](http://region6.deped.gov.ph)

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In partnership with State Universities and Colleges (SUCs)/Higher Education Institutions (HEIs), the DepEd Regional Office VI is establishing the School Heads Academy (SHA) to address the aforementioned need for professional development interventions among aspiring school heads in the region for them to be better equipped with the updated knowledge, appropriate skills and right attitude in managing the schools.

Aligned with the “*Sulong Edukalidad*” initiative of the Department, the SHA will deliver professional development course/subjects leading to a post-graduate degree in education for the development and enhancement of future principal’s work-related potentials. Apart from the goal to upskill and reskill the teachers and school leaders in the region for their in-service professional development, the SHA also seeks to provide proper incentives through career progression and promotion opportunities as they pursue their career path. Finally, a holistic development framework is adopted to ensure that the SHA will nurture not only the management and leadership skills of potential school heads but will also deepen the moral formation and sensitization of the entire organization according to set national policies, goals and standards.

## II. Policy Statement

The DepEd Region VI hereby establishes the SHA to develop champion school leaders in the twenty (20) Schools Divisions in DepEd Region VI with partner SUCs/HEIs and sponsoring organizations/institutions here and abroad. The SHA shall be implemented in phases, from the selection of qualified recipients to the program, multi-modal delivery of academic subjects, completion of academic requirements under the SHA through the school-based implementation of the Re-Entry Action Plan (REAP) to the continuation and eventual graduation from the Master’s or Doctorate degree program under the partner SUC/HEI.

The processes set herein will ensure that the mechanisms and procedures in the implementation of the SHA shall:

- a. adhere to the DepEd’s vision, mission, mandate and core values;
- b. contribute to the attainment of the DepEd Region VI’s mantra;
- c. employ a systematic set of activities towards the achievement of the specific objectives of the program;
- d. adopt a research-based curriculum standards implemented by the partner SUCs/HEIs that incorporates in the learning competencies, domains and strands of the Philippine Professional Standards for School Heads (PPSSH);
- e. employ participatory method which will take into account the crucial role of stakeholders in ensuring the sustainability of the program and the recipients through the forging of



Address: Duran Street, Iloilo City, 5000  
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Memorandum of Agreement (MOA)/Memorandum of Understanding (MOU) whichever is applicable.

### III. Objectives

The Region VI SHA aims to:

1. Admit a minimum of 200 qualified scholars across all the 20 Schools Division Offices (SDOs) in Region VI for the initial implementation of the program and additional entrants of at least 2% in each succeeding year;
2. Enrol qualified school heads who have met the minimum qualifications set by the Academy and have passed the entry requirement of the partner SUC/HEI;
3. Develop the various leadership, management and technical-functional competencies and the desired values of a school head as embodied in the SHA Framework in a comprehensive and aligned curriculum under the tutelage of a partner SUC/HEI in coordination with the RO and SDO SHA Committee;
4. Implement a school-based re-entry action plan project that addresses immediate problems or issues for an improved school process;
5. Produce master's or doctorate degree graduates in the program with full financial support from the identified sponsoring agency(ies)/institution(s); and
6. Produce qualifiers in the Principal's Test/National Qualifying Examination for School Heads (NQESH) that are ready for appointment to a school head position.

### IV. The SHA Framework

The establishment of the SHA in DepEd Region VI espouses the following principles relative to the management and leadership functions of a school head:

1. It is adherent to DepEd Order No. 24, s. 2020 on the *National Adoption and Implementation of the Philippine Professional Standards for School Heads* domains, strands and competencies and DepEd Memorandum No. 50, s. 2020 on the *DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023* in the delivery of professional development course for school heads;
2. It highlights the self-mastery as the core competency of a school head to lead the organization with a purpose who is committed to work towards the realization of the organizational goals with focus, determination and honor;



Address: Duran Street, Iloilo City, 5000  
Telephone Nos: (033)509-7653; (033)336-2816  
Email Address: [region6@deped.gov.ph](mailto:region6@deped.gov.ph)  
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3. It underpins the relevance of strategic and effective communication process in managing the organization to strengthen partnership and broaden networks and to effectively deliver the information to the community so that education becomes a shared community goal;
4. It subscribes to the holistic development of a school head by gaining proficiency in the various leadership and management competencies necessary in the performance of his/her duties and responsibilities;
5. It recognizes the importance of acquiring the appropriate values and attitudes that encompass the performance of his/her roles and functions as school head; and
7. It covers the major expected outcomes for continuous school improvement namely: inspiring leadership, technical-functional expertise, and effective management.

The SHA consists of three domains and nine competencies that will lead to its core of fostering self-mastery and growing emotional quotient, all of which are necessary to mold the aspiring school leaders to be effective and efficient in their manager-leaders.

The SHA framework depicts a broad conceptual sphere of leadership practices that constitutes for the attainment of the goals and aspirations of DepEd Region VI to produce a Champion in every learner as embodied in the regional mantra towards the realization of the DepEd vision and mission. It clearly states that an effective school head is the one who transforms institutional culture for the betterment of the learners, teachers and the entire school community.



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**DepED**  
 DEPARTMENT OF EDUCATION  
**Mission and Vision**

**DepED**  
 DEPARTMENT OF EDUCATION  
**REGION VI MANTRA**  
*...where every child is a Champion*



*The Conceptual Framework of the School Heads Academy in DepEd Region VI*



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## V. Definition of Terms

For purposes of this guidelines, the following terms are defined as follows:

- a. **School Heads Academy (SHA)** – refers to the localized learning institution of DepEd Region VI that is implemented through partnership with SUCs/HEIs in the delivery of professional development courses to aspiring school heads in the region.
- b. **Competency** – pertains to observable, measurable, and vital knowledge, skills, and attitudes which are expected among the School Heads that can be assessed through standardized tools such as the Philippine Professional Standards for School Heads (PPSSH), or learning needs assessment (LNA).
- c. **Domain** – a broad conceptual sphere of school leadership practices defined by specific strands in the Philippine Professional Standards for School Heads (DO 24, s. 2020).
- d. **Regional Mantra** – refers to the vision statement of DepEd Region VI to create champions upholding the inclusivity in education.
- e. **School Head** – a person who has authority, accountability, and responsibility to lead the school, which includes the administrative and instructional supervision of the school or cluster (RA 9155, Sec. IV).
- f. **Multi-modal delivery** - refers to teaching a concept using more than one mode wherein the scholars/school heads experience a diverse learning style that is meant to improve or develop the competencies expected of a school head by matching content delivery with the best mode of learning. The mode of learning is determined by the partner SUC/HEI in consultation with the SDO SHA Committee.
- g. **Partner SUC/HEI** – an institution of higher learning which maybe a state or private college or university offering post-graduate degree programs related to administration and supervision of schools that agrees to participate in the delivery of academic requirements of the SHA scholars through an eligible partnership agreement forged by and between the Schools Division Office (SDO) and the institution of higher learning.
- h. **Re-Entry Action Plan (ReAP)** – a rigid plan of action or strategy intended to address a relevant or pressing school-based issue to be implemented by the scholar in 3 to 6 months, as an integrative output of the SHA prior to their completion. The completion period



Address: Duran Street, Iloilo City, 5000  
Telephone Nos: (033)509-7653; (033)336-2816  
Email Address: [region6@deped.gov.ph](mailto:region6@deped.gov.ph)  
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may also depend on the complexity of the ReAP, as determined by the SDO SHA Committee and the partner SUC/HEI.

- i. **Sponsoring Organization/Institution** – public or private entities that support the implementation of the SHA through financial gratuities to pay the tuition and other miscellaneous expenses incurred by the scholar in attending formal classes in the partner SUC/HEI to satisfy the academic requirements of the program.

## VI. Implementation Procedures

The following procedures are adopted by the SDO and personnel to support the implementation of the SHA in Region VI, subject to future amendments if deemed necessary:

### A. Establishing the Regional Office SHA and the Regional Secretariat (RO-SHA)

The RO shall create the Regional Office School Heads' Academy Committee (RO SHA) chaired by the Assistant Regional Director (ARD) with the Chiefs and one (1) EPS of the Human Resource Development Division (HRDD) and Quality Assurance Division (QAD) in-charge of the Quality Management System (QMS) and the Regional Partnership Focal Person as members of the committee. One (1) EPS and the Administrative Assistant (ADAS) of the Human Resource Development Division (HRDD) and one (1) EPS of the Quality Assurance Division in-charge of the Monitoring and Evaluation (M&E) and the Regional IT Officer (RITO) shall serve as members of the regional secretariat.

### B. Constituting the Schools Division Office SHA Committee (SDO-SHA)

The SDO shall establish the Schools Division Office School Heads' Academy Committee (SDO SHA) chaired by the Asst. Schools Division Superintendent with the Chiefs of the Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD), one (1) Education Program Supervisor (EPS) in the related area of specialization of the applicant, the EPS of the SGOD, the Legal Officer III, and the Senior Education Program Specialist (SEPS) of the Social Mobilization and Networking (SM&N) Section as members of the committee. The SEPS and the Education Program Specialists (EPS II) of the Human Resource Development (HRD) Section and the School Monitoring & Evaluation (SM&E) Section and the Division IT Officer (DITO) shall serve as members of the division secretariat.

The SDO SHA Committee shall be responsible for the following:



Address: Duran Street, Iloilo City, 5000  
Telephone Nos: (033)509-7653; (033)336-2816  
Email Address: [region6@deped.gov.ph](mailto:region6@deped.gov.ph)  
Website: [region6.deped.gov.ph](http://region6.deped.gov.ph)

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1. The initial screening of the applicants following the standards set herein;
2. Monitoring of the scholars in terms of attendance in the partner SUC/HEI, their compliance with the course requirements and other related areas as deemed necessary by the committee;
3. Evaluating the scholars pertinent documents and other concerns that may arise in the course of the implementation of the program such as but not limited to attendance and scholastic performance of the scholars in coordination with the RO-SHA Committee; and
4. Creating a database of the qualified scholars to be updated on a regular basis.

### C. Implementation Phases

Applicants to the program shall undergo the following phases of implementation:

**Phase 1. Recruitment and Cohort Selection.** For the initial implementation of the SHA in the region, all the 20 SDOs shall have a minimum of ten (10) scholars from both the elementary, secondary, integrated schools, and stand-alone Senior High Schools to be enrolled in the academy under the identified SUC/HEI.

To ensure a strong candidate pool and the readiness of the scholars to meet the rigors of the program, the following eligibility requirements are required:

#### A. Eligibility

1. **Work Experience.** Applicants to the School Heads' Academy (SHA) shall meet any of the following work experiences:

- a. 1 year as Head Teacher
- b. 2 years as Teacher-In-Charge
- c. 2 years as Master Teacher
- d. 5 years as Teacher III

2. **Performance Rating.** Applicants must have at least a Very Satisfactory Rating for the last three (3) years

#### B. Documentary Requirements

1. Duly accomplished application form (**SHA Form 001**)



Address: Duran Street, Iloilo City, 5000  
Telephone Nos: (033)509-7653; (033)336-2816  
Email Address: [region6@deped.gov.ph](mailto:region6@deped.gov.ph)  
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2. Personal Data Sheet
3. Performance Rating for the last 3 years
4. Certificate of no pending administrative case
5. Certificate of good moral character from the immediate superior
6. Revised Form 86 (Medical Certificate from the accredited hospital or clinic)
7. Endorsement from the immediate head

**C. Profiling of the Applicants**

1. Screening of the documentary requirements
2. Competency Assessment of the applicants (*based on the PPSSH standards*)
  - a. Self-Assessment (*SHA Form 002*)
  - b. Superior Assessment (*SHA Form 003*)
  - c. Peer/Subordinate Assessment (*SHA Form 004*)
3. Interview (*topical questions shall be determined by the SDO SHA Committee*)
4. Computer Skills Diagnostic test
  - a. Applies Information Technology (IT) plans for online communication
  - b. Uses IT to facilitate system, student tracking system, personal information system
  - c. Uses IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM), and Assessment Tools

Applicants who have met the requirements set by the SHA will be endorsed to the partner SUC/HEI by the Schools Division Office (SDO) and shall further undergo the admission procedures and requirements set by the partner SUC/HEI.

**Phase 2. College admission procedure.** Qualified applicant shall then undergo a college/university admission procedures as deemed necessary and to be administered by the partner SUC/HEI. This procedure is to ensure that the scholars have met the minimum entry requirement set by the university/college as approved by the school's academic council or board of trustees.

**Phase 3. Multi-modal in-house delivery of academic course.** Qualified scholars to the program who have met the admission/entry standards set by the Academy and the partner SUC/HEI shall undergo experiential and problem-based curricula and learning episodes that are authentic, relevant and responsive to local contexts and will prepare them for the day-to-day realities of school leadership. The SHA curriculum includes content designed by the program planners and implemented by the faculty of the partner SUCs/HEIs and will also include Schools Division Superintendents (SDSs), Asst. Schools Division Superintendents



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(ASDSs), Education Program Supervisors (EPSs) and school principals identified and selected by the university/college adapting various learning modalities that are applicable to both the learning institution and the scholar.

**Phase 4. School-based application of the Re-Entry Action Plan (ReAP).** In addition to the comprehensive curriculum, scholars will delve into the implementation of an application project that will be known as the Re-Entry Action Plan (ReAP) in this program. Using the result of the PPSSH-aligned self-assessment tool that evaluates the scholars leadership and management competencies administered prior to his/her acceptance to the program, the scholar will determine the focus of his/her ReAP. He/she will focus into an instructional issue or area relevant to leading a school to excellence and high achievement. The implementation of the ReAP is a requirement to the completion of the SHA program. The ReAP shall be implemented for 3 – 6 months period and will be under the supervision, monitoring, and evaluation of the RO & SDO SHA Committee and the partner SUC/HEI using the rubric set herein.

**Phase 5. Continuation of the Master's or Doctorate degree program.** After having successfully completed the requirements of the SHA, the scholar will subsequently continue the master's or doctorate degree program with the same partner SUC/HEI until he/she have fully complied with the academic requirements for graduation from the program.

## VII. Placement and Retention Policies

1. Before the scholar takes the formal schooling under the identified partner SUC/HEI, he/she must enter into a scholarship agreement with the SDO concerned, and the sponsoring organization/institution to ensure his/her compliance with the provisions of the SHA stipulated herein and will be issued a study permit by the SDS through the SDO SHA Committee secretariat.
2. The scholars of the SHA are expected to comply with the academic performance standards of the academy and the partner SUC/HEI where they are enrolled in and shall maintain good conduct in their present school assignment and with the community.
3. To be retained in the program, the scholars shall maintain a General Weighted Average (GWA) of at least 85 or whatever is set by the partner SUC/HEI as reflected in the Memorandum of Agreement (MOA).
4. The scholars who failed to comply with the required GWA at the end of each semester, shall be given a chance to submit an appeal to the SDO SHA Committee through its



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Telephone Nos: (033)509-7653; (033)336-2816  
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Secretariat for consideration and evaluation purposes. Under circumstances deemed justifiable by the SDO SHA Committee like health reason and unforeseen circumstances that will adversely affect his/her participation to the program, they shall be allowed to continue their studies under the program subject to further evaluation by the academic board/council of the partner SUC/HEI.

5. The scholars, whose performance fall short of the standards set forth by the Academy and the partner SUC/HEI without justifiable reason, may still be allowed to continue their studies but with their scholarship grant temporarily revoked. If they complied with the standard of the academy and the partner SUC/HEI in the subsequent semester, they may still regain the scholarship grant subject to approval of the SDO SHA Committee, sponsoring institution/organization and the partner SUC/HEI.

6. If the scholar is unable to participate in the course due to any extenuating circumstances such as health problem, heavy workload, or any other reason, he/she must write the SDO SHA Committee and the partner SUC/HEI within a reasonable period. The SDO & RO SHA Committee shall work closely with the partner SUC/HEI with the course instructors to address any concerns and possibly provide sufficient support to the scholar.

7. Scholars who have been inactive as of the end of the fourth week of the semester who have not communicated with the SHA Committee and the partner SUC/HEI shall be placed in an “Audit” status. In “Audit” status, the scholar can still participate in the course, but with the scholarship grant put on hold until further evaluation by the Committee, sponsoring institution/organization and the partner SUC/HEI.

8. For in any unjustifiable reasons that the scholar fails to complete the required academic requirements of the SHA within the allotted time frame as stipulated in the MOA, he/she shall be required to pay in full the expenses incurred covering the entire duration of his/her study.

## VIII. Learning Pathways

### A. General Provision

The scholar is required to take 15 – 18 prescribed leadership development units under a partner SUC/HEI and to implement a Re-Entry Action Plan (ReAP) to meet the SHA’s objectives and requirements.



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## B. Program Description

The DepEd Region VI SHA is a leadership development program established to develop champion school leaders in the twenty (20) Schools Divisions in the region with partner SUC/HEI to ensure the availability of high-caliber leaders in time of transitions in school leadership positions. As such, there is a need to forge a partnership agreement by and between the SDO and the partner SUC/HEI to enable the delivery of the intended curriculum.

## C. Course Description

The certificate course on Administration and Supervision or Leadership Development Program is a one year to one year and a half formal schooling adopting a multi-modal delivery approach under the partner SUC/HEI and implementation of a ReAP in 3 – 6 months duration that aims to develop the leadership and management competencies of aspiring and emerging school leaders who will take over vacant school head positions in the schools divisions. Specifically, the course will equip the participants with leadership, management, and technical-functional competencies expected of a school leader in the 21<sup>st</sup> century.

## D. Curriculum

The proposed subjects will focus on the competencies identified by the Academy and duly concurred by the academic council or board of trustees of the partner SUC/HEI as the most essential leadership competencies to be developed among aspiring school leaders to prepare them for future leadership and management endeavors and possessed by emerging school heads for their continuous professional development.

These leadership competencies are aligned with the principles and domains underscored in the Philippine Professional Standards for School Heads (PPSSH), a public statement of professional accountability for school heads. The Domains highlighted in the PPSSH are:

1. Leading Strategically
2. Managing School Operations
3. Focusing on teaching and learning
4. Developing self and others, and
5. Building connections

With the following guiding principles:

1. Learner-centeredness
2. Building and strengthening a network of stakeholders for school and people



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effectiveness

3. Understanding of problems and issues at the school and the need to address them
4. Developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel
5. Values and concepts important in promoting school success
6. Supervision is a crucial organizational behaviour in school management
7. Importance of accountability and transparency of school heads
8. Principles of inclusivity

The following are the suggested subjects, target competencies per learning area and the corresponding units subject to the approval of the academic council / board of trustees of the partner SUC/HEI:

Subjects	Target/Expected Competencies (to be manifested by the scholars after taking the program)	No. of Units Required
<b>Learning Area 1: LEADERSHIP COMPETENCY DEVELOPMENT</b>		<b>6 credit units</b>
<b>PPSSH Domains:</b> Domain 1 – Leading Strategically Domain 5 – Building Connections		
<b>Organizational &amp; Leadership Development</b>		
a. Educational Leadership and Change	Acting with a sense of urgency and responsibility to meet the organization’s needs, improving system and helping others improve their effectiveness; Becoming aware of preferences and leadership styles as a tool to becoming a more effective leader	
b. Strategic Planning	Defining organizational direction and establishing realistic objectives and goals aligned with DepEd’s Vision, Mission and Core Values; Analyzing the development environment to arrive at more relevant, responsive, and appropriate intervention programs	
c. Continuous Improvement (Project Development / Innovations in Education)	Analyzing, planning, executing, and leading projects effectively to meet the organization’s objectives; Examining the root cause of problems and suggests effective solutions; Fostering new ideas, processes, and suggests better ways to do things; Thinking beyond the box	



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d. Social Mobilization and Networking (Bridging Leadership)	Creating and sustaining effective working relationships among stakeholders; Promoting collaboration and removing barriers to teamwork and goal accomplishment across the organization to accomplish organizational goals and objectives
<b>Learning Area 2: MANAGEMENT COMPETENCY DEVELOPMENT</b>	
<b>PPSSH Domains:</b>	
Domain 2 – Managing School Operations and Resources	<b>6 credit units</b>
Domain 4 – Developing Self and Others	
<b>Quality Management System</b>	
a. Financial and Materials Management ( <i>Budgeting, Procurement, &amp; Liquidation</i> )	Applying general management principles (planning, organizing, directing and controlling financial activities) to managing financial resources of the organization
b. Service Operations Management ( <i>Lean Management, Client Satisfaction, Quality Service</i> )	Delivering error-free outputs most of the time by conforming to standard operating procedures correctly and consistently; Producing high quality of work in terms of usefulness/acceptability and completeness
c. Effective Organizational Communication ( <i>Marketing, Negotiation</i> )	Communicating effectively with senior management and technical staff to apply data-driven strategies
<b>Human Resource Management</b>	
a. Recruitment, Selection, Staffing, Placement, and Retention	Applying strategic approach to recruiting, selecting, placing and retaining the right people for the right job, and at the right time
<b>Personal and Professional Development</b>	
a. Self-awareness, Self-Mastery & Whole-Brain Thinking	Recognizing one’s emotions, behaviors, beliefs, motivations, and other characteristics such as strengths and weaknesses to enable one to understand himself and his impact on others
b. Emotional Intelligence	Using emotional intelligence to improve leadership and build more effective relationships; Leveraging EQ in managing difficult situations
c. Health and Wellness	Understanding the significance of improving one’s health and wellness in creating a happier, healthier, and more satisfying workforce
d. Ethical Leadership and Workplace Spirituality	Practical, ethical, and professional behaviour and conduct taking into account the impact of his/her actions and decisions;



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	Maintaining professional image of integrity, courage, and agility
<b>School Organizational Dynamics: Policies and Laws</b>	
a. Decision-Making and Crisis Management in Education	Analyzing the symbolic relationship between leadership and decision-making; Undertaking policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations and issuances
b. Workplace Conflict Management	Adapting varied conflict management techniques in handling conflict in the workplace
<b>Learning Area 3: TECHNICAL-FUNCTIONAL COMPETENCY DEVELOPMENT</b>	
<b>PPSSH Domains:</b>	
Domain 1 – Leading Strategically	<b>3 – 6 credit units</b>
Domain 2 – Managing School Operations and Resources	
Domain 3 – Focusing on Teaching and Learning	
<b>Technology in Educational Learning Environments</b>	
a. Educational Statistics with Computer Application	Utilizing technologies to access information to enhance professional and organizational productivity
b. Educational Research (Action & Basic Research)	Utilizing relevant research findings in collaboration with stakeholders to facilitate data-driven and evidence-based innovations to improve school performance
<b>Data Literacy</b>	
a. Data Gathering, Management and Utilization	Understanding core concepts related to data for decision making such as categories of data, standards, sources, collection, management, and applications
b. Data Types and Sources for Effective Decision-Making	
<b>Curriculum Planning and Development</b>	
a. Inclusivity in Education	Addressing and responding to the diverse needs of the learners by reducing barriers inside the school and creating greater opportunities for academic and social achievement
b. Trends and Issues in Education	Working with the School Governing Council (SGC) in the conduct of review, contextualization and implementation of learning standards to assist teachers in making the curriculum relevant to the learners



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### E. Delivery Modality

The program will be delivered through a multi-modal approach where the partner SUC/HEI at their rightful disposition will adopt various modalities/platforms for as long as the scholars can experience a diverse learning style that is meant to improve or develop their competencies as an incumbent or aspiring school heads by matching the curriculum content with the suitable mode of learning delivery (synchronous and asynchronous).

### F. Schedule Options

The conduct of formal classes may be done in the following options at the discretion of the partner SUC/HEI:

- Saturday (whole day) and Sunday (half-day) sessions
- MWF Scheme (1 ½ hour/session day, preferably from 5:30 PM – 7:00 PM)
- TTH Scheme (2 hours/session day, preferably from 5:30 PM – 7:30 PM)

### G. Teaching Approaches/Strategies

To better make the course relevant and meaningful, it is suggested that varied teaching approaches/strategies be explored to ensure maximum scholar involvement and learning. Conventional reporting method is highly discouraged.

a. *Case Method/Study*. The approach will provide the scholars a deeper and more detailed as well as a more individually relevant understanding of a complex research problem. This will further their competency to conducting future research studies.

b. *Research-based Method*. The scholars are taught to analyze, summarize and utilize results of educational researches that will motivate them to develop an investigative attitude and can create opportunities for acquisition of knowledge in a conceptually consistent way, in addition to the development of the required skills and competencies.

c. *Mobile Learning or M-Learning*. Learning across multiple contexts, through social content interactions, using personal electronic mobile devices that the scholars may use at their convenient time.

### H. End-of-Program Output

The scholars are required to submit a proposal of a ReAP using the *SHA Form 007* to the SDO SHA Committee for approval by the Schools Division Superintendent (SDS) and implement in their respective schools within 3 to 6 months duration depending on the complexity of the program or activity and as determined by the SDO SHA Committee



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concerned. At the end of the implementation, the scholar is required to prepare a Project Accomplishment Report (PAR) using the *SHA Form 008* and submit the same to the SDO SHA Committee for verification and approval. The RO and SDO SHA Committees together with the partner SUC/HEI will monitor and evaluate the implementation of the ReAP using the *SHA Form 009*.

## IX. Partnership

Partnership building takes a vital role to fulfill the goals of the SHA in producing prolific and competent school heads. This will give the opportunity to all potential partners to implement their extension services and corporate social responsibility (CSR) adhering to Republic Act 8525, otherwise known as “*An Act Establishing the Adopt-A-School Program and Providing Incentives Therefore and for Other Purposes,*” which was enacted to encourage private companies and other public and government-owned institutions to assist in the delivery of quality education to public schools in the country.

The SHA opens up opportunities for SUCs/HEIs here and abroad to offer scholarship grants/programs/assistance to all incumbent or aspiring school heads of Region VI. This will also pave a way to Congressional, Provincial and Local Government Units (LGU) to commence scholarship programs to teachers/scholars who aspire to lead a school in the locality in the future.

Hence, the SDO that will be the prime mover in the implementation of the SHA is expected to secure resources through partnership agreements among academic institutions (SUCs/LUCs/HEIs), private sector entities as well as the government agencies and its LGUs as funding institution/organization for the scholarship of the recipients.

As such there is a need to forged a partnership agreement between the identified SUC/HEI, private institutions and/or LGUs to ensure that the identified scholars are given appropriate financial support in terms of tuition fees and other miscellaneous expenses in the duration of their study under the SHA and even up to the completion of their post-graduate course under the identified SUC/HEI.

To fully implement the SHA in the 20 SDOs of Region VI in terms of curriculum and academic requirements, the SDO concerned will look for a potential partner SUC/HEI for the alignment of the proposed curriculum set herein to the existing program of the school on administration and supervision and other related post-graduate courses and adoption of pre-requisites of the SHA such as the implementation of ReAP prior the completion of the program.



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The partnership between the SDO and the identified partners will be forged through a MOA or MOU whichever is applicable. The term "*partnership*" or "*partner*" as used in the Agreement, its annexes, and related agreements, shall only pertain to its common non-legal usage contemplating friendly relationship formed by the cooperation, collaboration, and interaction between and among the stakeholders of the course. This term shall in no case denote the "partnership" as legally defined in Book IV, Title IX of the Civil Code of the Philippines, and shall not give rise to the concomitant rights, duties, and obligations emanating therefrom.

#### A. The Potential Partners

SHA is open to all potential partners who are offering scholarship grants. These are, but not limited to:

- ❖ State Colleges and Universities (SUCs)
- ❖ Higher Education Institutions (HEIs)
- ❖ Private HEIs
- ❖ Local Universities and Colleges (LUCs)
- ❖ Local Government Units (LGU-Municipalities and Cities)
- ❖ Congressional Districts
- ❖ Provincial Government Units
- ❖ Non-Government Organizations (NGOs)
- ❖ Private Individuals
- ❖ Private Sectors
- ❖ Cooperatives
- ❖ Other National Government Agencies (NGAs)

#### B. Steps in reaching out SHA's partners

1. Conceptualize the proposal for partnership based on the guidelines set herein;
  2. Send communication letters for appointment and presentation of the proposal and the concept paper of the SHA to the identified potential partner;
  3. Conduct Local Convergence and Partnership Forum (if possible);
  4. Prepare necessary documents needed for the partnership/scholarship program prior to the start of classes such as, but not limited to, payment of school fees and other administrative concerns if there is any;
  5. Conduct pre MOA signing activity;
  6. Conduct MOA Signing Ceremony;
  7. Constitute a team or designate a focal person that will work closely with the partner;
- and



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8. Engage partners in the implementation and the monitoring of the partnership agreements.

### C. Forging of MOA with the Potential Partner

The School Division Superintendents (SDSs) are given the authority to represent in behalf of the Regional Director of Region VI to engage partnership among identified potential partners.

It is up to the SDOs through its Social Mobilization & Networking (SM&N) Section of the School Governance and Operations Division (SGOD) to lay down and convince the partner on what modality of partnership they will engage to and are expected that these agreements made are stipulated in the MOA or MOU. It is important to note in the MOA between the SDO and the identified partner SUC/HEI the features in the delivery of the program such as the alignment of the curriculum, delivery modalities, admission requirements, retention, continuation of the post-graduate program after completion of the requirements of the SHA, and payment of fees and other areas related to academic program and curriculum implementation.

### D. Sample Template for Memorandum of Agreement

The MOA template set herein will serve as guide for the SDOs in crafting their respective MOAs depending on the agreements made between the identified partner and other applicable provisions that may be included. It is expected that all drafted MOA shall be reviewed by the SDO's Legal Officer as member of the SDO SHA Committee prior the formal signing.

## X. Post-Qualification Trainings/Activities

Qualified applicants shall undergo the following activities as part of the professional development program that will be delivered by the SDO and/or RO:

- a. *Scholars' Forum*. This activity is intended to convene the qualified scholars and discuss topics related to the performance of their duties and responsibilities and also for the development of their professional competence in relation to the Philippine Professional Standards for School Heads (PPSSH). This activity shall be done at least once a year subject to the existing protocols.



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b. *Division Learning Action Cells (DLAC) Sessions.* This activity is intended to provide the scholars with the needed support in taking the Principal’s Exam/National Qualifying Examination for School Heads (NQESH). The DLAC sessions shall be organized by the Human Resource Development Section (HRDS) of the SGOD in coordination with the identified resource persons (SDS, ASDS, EPSs, PSDSs, School Heads, content experts) who can give review sessions/pre-examination activities that will prepare the scholars in taking the qualifying examination. The conduct of the DLAC must be adherent to the existing health measures and protocols set by the local and national IATF. It shall also conform to the existing auditing rules and regulations.

c. *Other competency-based professional development activities.* The SDO shall conduct other competency-based activities and interventions to the scholars based on the identified need as reflected in the Strategic Plan for Professional Development for School Heads (SPPDSH) as *SHA Form 010*.

## XI. Service Obligation

After completion of the degree under SHA, the scholar shall serve DepEd for 2 years for every year of study or a fraction thereof not less than 6 months or exceeding 6 months; 1 year for a fraction of a year exceeding 6 months but not less than 2 months of study; and 6 months for a fraction of a year less than 2 months as stipulated in Executive Order No. 367 dated August 21, 1989 and CSC MC No. 44, s. 1992 or the *Guidelines and Operating Procedures in the Administration of the Scholarship Program for Government*, item 11A.

The scholar who have availed of study leave not exceeding four (4) months with pay in preparation for the completion of his/her Master’s thesis or Doctorate dissertation must render an equivalent of six (6) months for a period of one (1) month study leave; one (1) year for a period of two (2) to three (3) months study leave; and two (2) years for more than three (3) months to six (6) months study leave as stipulated in CSC MC No. 21, s. 2004 or the *Amendment to Section 68 of CSC MC No.14, s. 1999 Relative to the Guidelines of Study Leave*, Section 68.III.

## XII. Terms of Reference

The following will be the specific roles and functions of the SDOs, RO, the scholars, the partner SUC/HEI, and the funding organization/institution in the implementation of the SHA:

### a. SDO

1. Recruits applicants to the program
2. Screens the applicants to the program by adopting the guidelines and procedures set herein (*Section VI.B – Phases of the Implementation*)



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3. Looks for potential partner and enter into partnership agreement for funding and curriculum implementation
4. Administers the Competency-Assessment Tool to all the applicants to the program
5. Consolidates the results of the competency assessment (Self-Assessment, Superior's and Peer's/Subordinate's) using the Competency Assessment Tool Results Summary Template (*SHA Form 006*)
6. Endorses to the RO SHA Committee the list of qualified applicants to the program together with the submitted documents
7. Creates database of the qualified scholars and updates the list and other informations in a regular basis for future reference and perusal
8. Craft the Division Strategic Plan for Professional Development for School Heads (SPPDSH) (*SHA Form 010*) and submit the same to the RO for consolidation purposes (Attn: Human Resource Development Division)
9. Works closely with the partner SUC/HEI in monitoring the scholar's participation, attendance, and academic performance to ensure completion of the program
10. Assists and monitors the scholars' implementation of his/her scholarship re-entry project (REAP)
11. Ensures the utilization of scholar's expertise in all the trainings/learning sessions conducted in the SDO
12. Assists the scholars in taking the Principal's exam /NQESH through the conduct of Division Learning Action Cell (DLAC) sessions.

**b. RO**

1. Drafts the concept note for the SHA that will serve as guides for the SDOs in implementing the program
2. Receives the endorsement of qualified applicants from the SDOs (Attn: RO SHA Committee Secretariat – HRDD)
3. Creates and maintains the database of qualified scholars of the program, completion of the academic requirements of the SHA and graduation in the post-graduate degree under the same SUC/HEI
4. Receives the consolidated result of the Competency Assessment Tool and the crafted SPPDSH from the SDOs and crafts the Master Plan for Professional Development for School Heads (MPPDSH) of Region VI
5. Implements and facilitates the various post-qualification trainings/activities as part of the professional development program of the scholars
6. Monitors and evaluates the scholars in terms of the implementation of his/her ReAP
7. Provides technical assistance to SDOs in the implementation of the program and other related professional development sessions through the conduct of DLACs



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8. Ensures the sustainability of the program by conducting regular meetings and recalibration of the guidelines, processes and the curriculum that are responsive to the needs of time.

**c. Scholar**

1. Ensures completion of the SHA curriculum under the identified SUC/HEI
2. Participates actively and complies with the academic requirements of the SHA under the partner SUC/HEI
3. Ensures the implementation of his/her ReAP as pre-requisite to completion of the SHA program
4. Ensures attendance to the post-qualification activities set by the SDO and RO
5. Attends regular meetings and other related activities called for by the HRDD and other higher offices

**d. Partner SUC/HEI**

1. Enters into an agreement with the SDO in terms of curriculum alignment to the proposed curriculum of the SHA, delivery modalities, admission requirements and procedures, retention, continuation of the post-graduate program after completion of the requirements of the SHA, payment of school fees and other areas related to academic program and curriculum implementation
2. Works closely with the SDO SHA Committee in monitoring the scholar's participation, attendance, and academic performance to ensure completion of the program through the conduct of a regular monthly or quarterly meeting
3. Assist and monitors the scholars' implementation of his/her scholarship re-entry project (ReAP) with the RO and SDO SHA Committee
4. Participate in Local Convergence and Partnership Forum conducted and facilitated by the SDO and/or RO

**e. Funding Institution/Organization**

1. Enters into an agreement with the SDO and the scholar in terms of payment of school fees and other areas related to sustainability and retention of the scholarship grant
2. Assists the SDO and the scholar in the implementation of the ReAP
3. Participates in Local Convergence and Partnership Forum conducted and facilitated by the SDO and/or RO

**XIII. Indicative Timelines**

The following are the suggested schedule of activities in the implementation of the SHA that will serve as guides of SDOs in accomplishing major milestones of the program:



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<b>Pre-Implementation Stage</b>	
Workshop on the Crafting of the Guidelines of the Implementation of the SHA in DepEd Region VI	May 19-20, 2021
Synthesis of the Group Outputs & Drafting of the Guidelines on the Implementation of the SHA	May 24 – June 4, 2021
Presentation of the Draft Guidelines on the Implementation of the SHA to the SDSs and ASDSs	June 7, 2021
Presentation of the Draft Guidelines on the Implementation of the SHA to the CID and SGOD Chiefs, HRD, SM&E, SM&N SEPS & EPS II	June 8, 2021
Finalization of the Draft Guidelines for approval of RD Ramir B. Uytico EdD, CESO IV	June 9 - 21, 2021
Issuance of the Regional Memorandum on the Guidelines to the Implementation of the SHA	June 22, 2021
Issuance of Division Memorandum on the Implementation of the SHA and Recruitment of Applicants	June 23, 2021
Presentation of the concept note and the guidelines on the implementation of the SHA to identified partner SUCs/HEIs and funding organization/institutions	June 23 – July 2, 2021
Drafting of MOA/MOU with the necessary provisions as agreed by the SDO and the identified partner SUC/HEI and funding organization/institution	June 28 – July 2, 2021
Conduct of Local Partnership Convergence/Partnership Forum	July 5 – 7, 2021
Conduct of the pre MOA signing activity with the SDO SHA Committee and the identified partners	July 5 - 7, 2021
<b>Implementation Stage</b>	
<b>Regional Launching of the School Heads Academy in DepEd Region VI and simultaneous MOA signing with the identified partner SUCs/HEIs and funding organization(s)/institution(s)</b>	July 9, 2021 <i>(or on a date as determined by the RO SHA Committee)</i>
Screening of the documentary requirements of the applicants and administration of the competency assessment using the SHA Forms 002, 003 and 004, Interview and Computer Skills Diagnostic Test	July 12–23, 2021
Consolidation of the results of the competency assessment and crafting of the Strategic Plan for Professional Development for School Heads (SPPDSH) using the SHA Form 010	July 12–23, 2021
Submission of the approved SPPDSH to the Regional Office (Attn: Human Resource Development Division)	July 26-27, 2021
Signing of MOA with the qualified scholars and identified program partners	3 <sup>rd</sup> to 4 <sup>th</sup> week of July 2021
Conduct of college/university admission procedures	1 <sup>st</sup> week of August 2021 <i>(or as determined by the partner SUC/HEI)</i>



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Enrolment of scholars	1 <sup>st</sup> – 2 <sup>nd</sup> week of August 2021 (or as determined by the partner SUC/HEI)
Start of Classes	August 2021 (or as determined by the partner SUC/HEI)
<b>Post-Implementation Stage</b>	
Monitoring of Program Implementation by the RO and SDO SHA Committee	August 2021 (as the program commences)
Implementation of the ReAP	After taking of 15-18 units professional course/subjects with the partner SUC/HEI
Evaluation of the ReAP	After the implementation of the ReAP
Completion Ceremony of the first cohort of the program	After the implementation of the ReAP

#### XIV. Equal Opportunity Policy

Scholarship recipients will be selected based on the selection processes and criteria set herein and shall be awarded on an objective and non-discriminatory basis. As the principle of equal opportunity applies to the program, it is understood that in the conduct of this activity there shall be no discrimination in the provision of Learning and Development intervention on account of age, school, gender, civil status, disability, religion or other similar factors/personal circumstances that run counter to the principles of equal opportunity.

#### XV. Monitoring and Evaluation

The RO SHA Committee and the SDO SM&E Section are tasked to conduct monitoring and evaluation (M&E) of the implementation of the program. Below are the areas to be monitored along with the program implementation. The M&E mechanism and tools will be released to the field in a separate memorandum.

- The scholars' details in relation to their current position, their level of experience and competence, and qualifications;
- The implementation process at the SDO level
- The L&D needs of the scholars in the crafted SPPDSH and the various programs, activities or courses implemented by the SDO to address these needs; and
- The scholars academic performance and attendance in the SHA.



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**XVI. Sustainability of the Program**

To ensure the sustainability of the program, a regular quarterly meeting and related activities be implemented subject to current protocols and guidelines set by the National and Local IATF such as travel restrictions and conduct of mass gatherings and essential activities and will form part of the work and financial plan (WFP) of the HRDD in the succeeding fiscal years.

**XVII. Effectivity**

This guidelines shall take effect immediately upon issuance in a Regional Memorandum.



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**Sample MOA template with Partner SUC/HEI**

Republic of the Philippines )

) s.s.

X-----X

**MEMORANDUM OF AGREEMENT**

This Agreement is made and entered into this \_\_\_th day of \_\_\_\_\_ 2021 at \_\_\_\_\_, \_\_\_\_\_, Philippines, by and between:

**THE PARTIES**

The **DEPARTMENT OF EDUCATION, DIVISION OF \_\_\_\_\_**, an agency of national government of the Republic of the Philippines, with office address at \_\_\_\_\_, represented by its School Division Superintendent, \_\_\_\_\_, hereinafter referred in this instance as the **“FIRST PARTY”**

-and-

\_\_\_\_\_, a duly constituted higher educational institution in the Philippines, with principal address at \_\_\_\_\_, represented by its \_\_\_\_\_, \_\_\_\_\_, of legal age and Filipino citizen, hereinafter referred to as the **“SECOND PARTY”**;

**WITNESSETH: That**

**WHEREAS**, The **FIRST PARTY**, is presently exploring, developing and institutionalizing a “platform” to formally train, empower and prepare all aspiring qualified public school teachers, to become an effective, efficient and competent school leader. Hence, in order to realize the foregoing vision, the Department of Education, Regional Office IV, in collaboration with \_\_\_\_\_ Division Offices, is planning to establish the **School Heads Academy** (“program”).



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**WHEREAS**, the foregoing undertaking, is one of the flagship program of the Department of Education, Regional Office VI, to give essence to the mandate set by the DepEd Order No. 24., series of 2020, known as “*National Adoption and Implementation of the Philippines Professional Standard for School Heads.*”

**WHEREAS**, The **FIRST PARTY** as well as its Regional Office, adheres and recognizes the apparent fact that in order to achieve the aforesaid vision, it needs the assistance of various colleges, universities, and other higher educational institutions that has capacity, resources, facilities, provision, and academic program, to realize and achieve its main objectives, which is “to strengthen and uplift the capability of all school heads in the region.”

**WHEREAS**, The **SECOND PARTY** being a higher educational institution which was granted with valid authority to implement a post-graduate program; and in adherence to comply with its commitment to uplift the quality of education in public sector, the **SECOND PARTY** agree to allow the **FIRST PARTY** (i.) to use its facilities and resources, and (ii.) to serve as a training ground, for the attainment of its objectives and initiatives, in establishing the **School Heads Academy**.

**WHEREAS**, the **FIRST PARTY**, all in all, will engage the services, and utilize the expertise, of the **SECOND PARTY**, to train the aspiring qualified teachers to become an effective and efficient School Heads.

**NOW THEREFORE**, for and in consideration of the foregoing premises, the parties herein, mutually agreed the following arrangement, as follows:

## TERMS & CONDITIONS

### Section 1 - Purpose & Description:

The Partnership is known as “**Establishment of School Heads Academy for DepEd Region VI.**”

### Section 2 - Rights and Obligations of the **FIRST PARTY**

a.) Provide policy guidelines, and directions to ensure the smooth implementation of the aforesaid program, including the rule in establishing the relationship of the parties herein;



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- b.) Designate the Partnership Point Person who will coordinate with the SECOND PARTY;
- c.) Select personnel who are qualified to be a scholar in the program.
- d.) Conduct regular assessment and production meetings on a regular basis;
- e.) Responsible for the shaping of policy in the implementation of the program, and accountable for any concerns that may arise from all related laws and issuances;
- f.) Coordinate with the SECOND PARTY in the implementation of program activities and accept any partnership assistance;
- g.) Lead in the evaluation of the implementation of the program and;
- h.) Endorse the application of the SECOND PARTY for tax incentive or tax exemption entitlement to the Revenue District Office, if applicable.

**Section 3 - Rights and Obligation of the SECOND PARTY**

- a.) Grant the FIRST PARTY and its aspiring qualified teachers, who are enrolled in the program, to access and used its facilities, resources, and academic platform, to effectively implement the School Heads Academy;
- b.) The SECOND PARTY, undertake to train and provide all necessary knowledge, to all aspiring qualified teachers who enrolled in the program, by using its existing post-graduate academic program;
- c.) Shall exercise all the necessary “academic freedom,” including to make some changes in its academic program to tailor fit the needs of aspiring public school teacher, suited to the existing trends, innovations, and dynamics of life, in attaining the main purpose of the program.
- d.) Provide technical assistance to the FIRST PARTY, if circumstances warrant it.
- e.) Ensure that facilities, premises, fixtures, and academic program they offer is in line for the attainment of the purpose of this agreement.



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- f.) The SECOND PARTY shall make sure safety of all personnel of the FIRST PARTY who enrolled in the program.
- g.) Inform the FIRST PARTY of any changes in the program due to special circumstances and other foreseen events;
- h.) Inform the FIRST PARTY on issues, concerns and other matters concerning the program
- i.) Administer the efficient and effective implementation of the project in coordination with the FIRST PARTY;

Section 4 - Scope of the Partnership

The Partnership shall cover all matters that relates to the effective and efficient the implementation of providing training to all aspiring public school teachers, qualified to be in the program, for the School Heads Academy.

Section 5- Term of Partnership

The Partnership shall commence upon signing of the parties of this Agreement and shall be effective for a period until all the program and academic requirements set by the parties herein, had been accomplished.

This Agreement may be subjected to renewal as may be agreed upon by the parties upon submission of their intention to renew this agreement through formal notice within thirty (30) days before its expiration.

The parties reserve their respective rights to terminate their participation in the agreement through formal written notice within thirty (30) days before the effectivity of the termination.

Termination shall be subject to the mutual agreement between the parties and only for valid and justifiable reasons.

Section 6- Capacity and Authorization.

The parties herein warrant that they have the capacity, power and requisite authorization to enter into this Agreement.



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Section 7- Separability Clause.

Should any part of this Agreement be judicially declared null and void, such nullity shall not affect the validity of the remaining provisions hereof.

Section 8- Remedies/ Breach of Agreement.

Violation or omission of any of the provisions of this Agreement shall be ground for the cancellation or rescission the same, without the need for legal or court action. Provided that all effort to amicably settle any controversy that may arise herein had been exhausted, before this Agreement will be rescinded or cancelled.

If at all there will be any lapses from both parties while this agreement is in force, they undertake to settle it the same, with utmost effort to meet half-way and come-up with reasonable solution, so as not to render the purpose of this contract ineffective.

The second party is well- aware that the funding of this program is came from other parties. Hence, the non-payment or delayed in tendering payment, of expenses and cost in implementing this program will not be a ground to rescind this Agreement.

Section 9- Revisions, Amendments & Modification

This Agreement may be revised, amended or modified only through a written instrument duly executed and signed by all parties.

Department of Education, Division of \_\_\_\_\_  
*First Party*

\_\_\_\_\_  
*Second Party*

Represented by:

Represented by:

\_\_\_\_\_  
*Schools Division Superintendent*

\_\_\_\_\_

SIGNED IN THE PRESENCE OF:

\_\_\_\_\_

\_\_\_\_\_



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**ACKNOWLEDGMENT**

BEFORE ME, a \_\_\_\_\_(Notary Public) for and in \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_ 2021, personally with the copy of their authentic documents as evidence of their identity, known to me and to me known to be the same person who executed the foregoing Special Power of Attorney consisting of \_\_\_\_(\_) pages including the page on which this Acknowledgment is written, and who acknowledged to me that the same is their free and voluntary act and deed.

IN WITNESS WHEREOF, I have placed my hand and seal on the date and at the place first above-written.

Doc. No.:  
Page No.:  
Book No.:  
Series of 2021.



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## SHA Forms and Attachments

<b>Form No. / Attachments</b>	<b>Name of Form</b>
<b>SHA Form 001</b>	<i>SHA Application Form</i>
<b>SHA Form 002</b>	<i>Competency Assessment Tool (CAT) for SHA Applicants</i>
<b>SHA Form 003</b>	<i>Superior's Assessment Tool for the SHA Applicants</i>
<b>SHA Form 004</b>	<i>Peer's / Subordinate's Assessment Tool for the SHA Applicants</i>
	<i>Scoring and Interpretation Guide of the Self-Assessment Results</i>
<b>SHA Form 005</b>	<i>Consolidated Result of the CAT</i>
<b>SHA Form 006</b>	<i>CAT Results Summary Template</i>
<b>SHA Form 007</b>	<i>SHA Re-Entry Action Plan (ReAP)</i>
<b>SHA Form 008</b>	<i>SHA ReAP Completion Report</i>
	<i>Rubrics in the Evaluation of the ReAP</i>
<b>SHA Form 009</b>	<i>Criteria Sheet for Evaluating the ReAP</i>
<b>SHA Form 010</b>	<i>Strategic Plan for Professional Development for School Heads (SPPDSH)</i>



**SCHOOL HEADS ACADEMY**  
...building Champions

**SHA FORM 001**  
APPLICATION FORM  
**SCHOOL HEADS ACADEMY**  
IN DEPED REGION VI

**I. Personal Data**

<b>Name:</b>			
<i>(Surname)</i>		<i>(First Name)</i>	<i>(Middle Name)</i>
<b>Employee Number :</b>		<b>Sex :</b> <i>(Please put an "X" mark in the appropriate box)</i>	
		<i>Male:</i>	<i>Female:</i>
<b>Date of Birth :</b>			
<i>(Month)</i>		<i>(Day)</i>	<i>(Year)</i>
<b>Home Address :</b>			
<i>(Street)</i>		<i>(Barangay)</i>	<i>(City/Municipality)</i>
<i>(Province)</i>			
<b>Contact Details:</b>			
<i>(Telephone Number)</i>		<i>(DepEd Email Address)</i>	<i>(Facebook/Messenger)</i>
<b>Region:</b>		<b>Division:</b>	
<b>District:</b>			
<b>Office / School :</b>			
<b>Address :</b>			
<b>Current Position :</b>			
<b>Other Designations :</b>			
<b>Highest Educational Attainment :</b>			
<b>Specialization :</b>			

**II. Work Experiences** *(List from most current)*

Position	Main Area of Responsibility (e.g. subjects taught, level supervised)	Level (e.g. Elem/Secondary school, District, Division, Region)	Inclusive Period

*\*Note: Please attach separate sheet if necessary*

### III. Training Attended Over the Last Three (3) Years

Please check training focus and management level for all training attended over the last three years.

Training Focus	Training Attended over the last 3 years <i>(kindly indicate the number of trainings attended in every category or put an "X" mark if none)</i>	Management Level of Training <i>(Please put a "check mark" in the appropriate column)</i>				
		Central	Region	Division	Cluster	School
Curriculum						
Resource Materials Development						
Planning						
Management						
Policy Development						
Research						
Others, please specify						
_____						
_____						

\*Note: Please attach a list of trainings attended over the last 3 years starting with the most current

### IV. Significant Experiences

Identify which of the following areas you consider to be your area(s) of expertise:

<input type="checkbox"/>	School Based Management	<input type="checkbox"/>	Monitoring and Evaluation
<input type="checkbox"/>	Quality Assurance / Quality Management	<input type="checkbox"/>	Educational Research & Innovation
<input type="checkbox"/>	Access in Education	<input type="checkbox"/>	Data Management & Utilization
<input type="checkbox"/>	Learning Resource Materials Development	<input type="checkbox"/>	Policy Development & Implementation
<input type="checkbox"/>	Human Resource Management	<input type="checkbox"/>	Technology in Education
<input type="checkbox"/>	Delivery and Facilitation of Training	<input type="checkbox"/>	Technical Assistance
<input type="checkbox"/>	Curriculum Design & Implementation	<input type="checkbox"/>	Others
*Please specify: _____			
<b>A Certified Trainer :</b> Please put a "check" mark in appropriate box		Yes	No
by whom : Please indicate the certification body/institution			
<b>Please write down your significant experiences in the identified area(s):</b>			

\*Note: Please attach separate sheet if necessary

## V. Learning and Development Experiences

Identify which of the following specific areas you consider to be your area(s) of expertise:

<input type="checkbox"/>	Competency Assessment	<input type="checkbox"/>	Program Planning
<input type="checkbox"/>	Program Designing	<input type="checkbox"/>	Resource Materials Development
<input type="checkbox"/>	Program Delivery	<input type="checkbox"/>	Program Management
<input type="checkbox"/>	Monitoring and Evaluation of Training	<input type="checkbox"/>	

Please write down your significant experiences in the identified area(s):

*\*Note: Please attach separate sheet if necessary*

***I certify that the information I have given to the foregoing questions are true, complete, and correct to the best of my knowledge and belief.***

Signature of the Applicant:		Date Accomplished:	
-----------------------------	--	--------------------	--

**Data Privacy Notice:**

***\* All information provided herein shall be dealt with utmost confidentiality and will be used solely for the database of the program. In no case that these data will be used for other purposes without the prior consent of the person involved. (RA 10173 – Data Privacy Act of 2012)***

Please attach most recent  
2 x 2 colored photo with  
white background here

**Please submit the completed form to the SDO SHA Committee for evaluation.**



## SHA FORM 002

### COMPETENCY ASSESSMENT TOOL FOR THE APPLICANTS TO THE SCHOOL HEADS ACADEMY IN DEPED REGION VI

Anchored on the Domains, Strands and Competencies of the Philippine Professional Standards for School Heads (PPSSH) (DepEd Order No. 24, s. 2020)

#### INSTRUCTIONS:

1. This assessment tool is **SELF-ASSESSMENT** that contains a list of competencies covered in the curriculum of the School Heads Academy (SHA) anchored on the Philippine Professional Standards for School Heads (PPSSH). Consider each competency by reflecting on your current understanding or knowledge, application of such knowledge and the attitude expected of a school head.
2. For each competency indicator, there are four possible responses with corresponding scores within a scale that is shown below in which you will see your knowledge, practices and beliefs as an aspiring school head. Please check (✓) under the appropriate column that represents your self-reflection. Do this in each of the competency.

Scale	Description
1	I don't know about it
2	I know a little about it and do not have the skill to practice it
3	I know a lot about it and can share my practices to my colleagues
4	I am an expert of it and can lead others to do it as well

3. Individual results will serve as basis for the development of your Re-Entry Action Plan (REAP) as a pre-requisite to your completion in the SHA. The consolidated result of the individual scholar will be utilized by the SDO SHA Committee in designing and delivering competency-based learning and development programs that are responsive to your identified needs.

**Name of the Applicant:** \_\_\_\_\_  
**Schools Division:** \_\_\_\_\_  
**District:** \_\_\_\_\_  
**School Assignment:** \_\_\_\_\_  
**Present Position/Designation:** \_\_\_\_\_





## SHA FORM 003

# SUPERIOR'S ASSESSMENT TOOL FOR THE APPLICANTS TO THE SCHOOL HEADS ACADEMY IN DEPED REGION VI

Anchored on the Domains, Strands and Competencies of the Philippine Professional Standards for School Heads (PPSSH) (DepEd Order No. 24, s. 2020)

### INSTRUCTIONS:

1. This assessment tool contains a list of competencies covered in the curriculum of the School Heads Academy (SHA) anchored on the Philippine Professional Standards for School Heads (PPSSH). Consider each competency by **REFLECTING ON YOUR ASSESSMENT** of the applicant's current understanding or knowledge, application of such knowledge and the attitude expected of a school head.
2. For each competency indicator, there are four possible responses with corresponding scores within a scale that is shown below in which you will assess the applicant's knowledge, practices and beliefs as an aspiring school head. Please check (✓) under the appropriate column that represents your self-reflection. Do this in each of the competency.

Scale	Description
1	The applicant does not know about it
2	The applicant knows a little about it and does not have enough skill to practice it in the school
3	The applicant knows a lot about it and shares his/her own practices to his/her colleagues
4	The applicant is an expert of it and models and leads his/her colleagues to do it as well

3. Individual results will serve as basis for the development of the applicant's Re-Entry Action Plan (REAP) as a pre-requisite to his/her completion in the SHA. The consolidated result of the individual scholar will be utilized by the SDO SHA Committee in designing and delivering competency-based learning and development programs for school heads that are responsive to the identified needs of the applicants.

**Name of the Applicant:** \_\_\_\_\_  
**Schools Division:** \_\_\_\_\_  
**District:** \_\_\_\_\_  
**School Assignment:** \_\_\_\_\_  
**Present Position/Designation:** \_\_\_\_\_



**SHA FORM 004**

**PEER'S / SUBORDINATE'S ASSESSMENT TOOL FOR THE APPLICANTS TO THE SCHOOL HEADS ACADEMY IN DEPED REGION VI**

Anchored on the Domains, Strands and Competencies of the Philippine Professional Standards for School Heads (PPSSH) (DepEd Order No. 24, s. 2020)

**INSTRUCTIONS:**

1. This assessment tool contains a list of competencies covered in the curriculum of the School Heads Academy (SHA) anchored on the Philippine Professional Standards for School Heads (PPSSH). Consider each competency by **REFLECTING ON YOUR ASSESSMENT** of the applicant's current understanding or knowledge, application of such knowledge and the attitude expected of a school head.
2. For each competency indicator, there are four possible responses with corresponding scores within a scale that is shown below in which you will assess the applicant's knowledge, practices and beliefs as an aspiring school head. Please check (✓) under the appropriate column that represents your self-reflection. Do this in each of the competency.

Scale	Description
1	The applicant does not know about it
2	The applicant knows a little about it and does not have enough skill to practice it in the school
3	The applicant knows a lot about it and shares his/her own practices to his/her colleagues
4	The applicant is an expert of it and models and leads his/her colleagues to do it as well

3. Individual results will serve as basis for the development of the applicant's Re-Entry Action Plan (REAP) as a pre-requisite to his/her completion in the SHA. The consolidated result of the individual scholar will be utilized by the SDO SHA Committee in designing and delivering competency-based learning and development programs for school heads that are responsive to the identified needs of the applicants.

<b>Name of the Applicant:</b>	_____
<b>Schools Division:</b>	_____
<b>District:</b>	_____
<b>School Assignment:</b>	_____
<b>Present Position/Designation:</b>	_____

**START HERE:**

<b>Competency Domain / Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DOMAIN 1. LEADING STRATEGICALLY</b>				
Strand 1.1. Vision, mission and core values - Demonstrate knowledge of the DepEd vision, mission and core values to foster shared understanding and alignment of school policies, programs, projects and activities.				
Strand 1.2. School planning and implementation - Demonstrate knowledge and understanding of the phases of development and implementation of school plans aligned with institutional goals and policies.				
Strand 1.3. Policy implementation and review - Demonstrate knowledge and understanding of policy implementation and review to ensure that school operations are consistent with national and local laws, regulations and issuances.				
Strand 1.4. Research and Innovations - Identify relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.				
Strand 1.5. Program design and implementation - Display understanding of the implementation of programs in the school that support the development of learners.				
Strand 1.6. Learner voice - Demonstrated knowledge and understanding of utilizing learner voice to inform policy development and decision-making towards school improvement.				
Strand 1.7. Monitoring and evaluation processes and tools - Display knowledge and understanding of monitoring and evaluation processes and tools to promote learner achievement.				
<i>Sum of column scores</i>				
<i>Total sum of scores per Domain</i>				
<i>Average Score per Domain</i>				
<b>DOMAIN 2. MANAGING SCHOOL OPERATIONS AND RESOURCES</b>				
<b>Strand 2.1.</b> Use of technology in the management of operations - Display knowledge on the use of ICT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system and online communications)				
Strand 2.2. Financial Management - Demonstrate knowledge and understanding of policies, guidelines and issuances in managing finances such as allocation, procurement, disbursement and liquidation aligned with the school plan.				
Strand 2.3. School facilities and equipment - 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				
Strand 2.4. School safety for disaster preparedness, mitigation and resiliency - Demonstrate knowledge and understanding of laws, policies, guidelines and issuances on managing school safety for disaster preparedness, mitigation and resiliency in ensuring continuous delivery of instruction				
<b>Strand 2.5.</b> Management of school plans and projects - Demonstrate knowledge and understanding on the management, implementation, monitoring, and review of the school improvement plans and other action plans in consultation with the experts				
<i>Sum of column scores</i>				

<b><i>Total sum of scores per Domain</i></b>				
<b><i>Average Score per Domain</i></b>				
<b>DOMAIN 3. FOCUSING ON TEACHING AND LEARNING</b>				
Strand 3.1. School-based review, contextualization and implementation of learning standards - Demonstrate knowledge and understanding of school-based review, contextualization and implementation of learning standards.				
Strand 3.2. Teaching standards and pedagogies - 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.				
Strand 3.3. Teacher performance feedback - Demonstrate understanding of the use of feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.				
Strand 3.4. Learner achievement and other performance indicators - Set achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators.				
Strand 3.5. Learning assessment - Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements.				
Strand 3.6. Learning environment - Demonstrate understanding of managing a learner-friendly, inclusive and healthy learning environment.				
Strand 3.7. Learner discipline - Demonstrate knowledge and understanding of existing national and local policies related to learner discipline.				
<b><i>Sum of column scores</i></b>				
<b><i>Total sum of scores per Domain</i></b>				
<b><i>Average Score per Domain</i></b>				
<b>DOMAIN 4. DEVELOPING SELF AND OTHERS</b>				
Strand 4.1. Personal and professional development - Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards for School Heads.				
Strand 4.2. Professional networks - Seek opportunities to improve one's practice as a school leader through professional networks.				
Strand 4.3. Performance management - Demonstrate knowledge and understanding of the implementation of the performance management system in improving school personnel and office performance.				
Strand 4.4. Professional development of school personnel - Demonstrate knowledge and understanding of the professional development in enhancing strengths and in addressing performance gaps among school personnel.				
Strand 4.5. General welfare of human resources - Display knowledge of laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to promote their general welfare.				
Strand 4.6. Rewards and recognition mechanism - Reward and recognize learners, school personnel and other stakeholders for exemplary performance and/or support.				
<b><i>Sum of column scores</i></b>				
<b><i>Total sum of scores per Domain</i></b>				
<b><i>Average Score per Domain</i></b>				
<b>DOMAIN 5. BUILDING CONNECTIONS</b>				
Strand 5.1. Management of diverse relationships				

- Demonstrate skills in dealing with authorities, colleagues, parents and other stakeholders to encourage an enabling and supportive environment for learners.				
Strand 5.2. Management of school organizations - Demonstrate knowledge and understanding of policies and guidelines on managing school organizations, such as learner organizations, faculty clubs and parent-teacher associations, in support of the attainment of institutional goals.				
Strand 5.3. Inclusive practice - 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.				
Strand 5.4. Communication - Demonstrate competent skills in speaking and writing as well as in utilizing communication platforms, in communicating with teachers, learners, parents and other stakeholders.				
Strand 5.5. Community engagement - Involve the community, as such 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.				
<i>Sum of column scores</i>				
<i>Total sum of scores per Domain</i>				
<i>Average Score per Domain</i>				

<p><b>Name &amp; Signature of Assessor:</b> _____</p> <p><b>Name of School &amp; Division:</b> _____</p> <p><b>Present Position/Designation:</b> _____</p> <p><b>Date Accomplished:</b> _____</p>
---

**Scoring and Interpretation of the Self-Assessment Results:**

1. For each competency there are four possible answers.
2. Score each responses included in the set of indicators. An example of scoring the tool is illustrated below:

<b>Competency Domain / Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DOMAIN 1. LEADING STRATEGICALLY</b>				
Strand 1.1. Vision, mission and core values	✓(4)			
Strand 1.2. School planning and implementation			✓(2)	
Strand 1.3. Policy implementation and review	✓(4)			
Strand 1.4. Research and Innovations	✓(4)			
Strand 1.5. Program design and implementation		✓(3)		
Strand 1.6. Learner voice		✓(3)		
Strand 1.7. Monitoring and evaluation processes and tools			✓(4)	

3. To compute the average score of each Domain, add the scores in each Strand by column and divide it by the number of indicators to get the average assessment score for each Domain.

<b>Competency Domain / Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DOMAIN 1. LEADING STRATEGICALLY</b>				
Strand 1.1. Vision, mission and core values	✓(4)			
Strand 1.2. School planning and implementation			✓(2)	
Strand 1.3. Policy implementation and review	✓(4)			
Strand 1.4. Research and Innovations	✓(4)			
Strand 1.5. Program design and implementation		✓(3)		
Strand 1.6. Learner voice		✓(3)		
Strand 1.7. Monitoring and evaluation processes and tools			✓(2)	
<i>Sum of column scores</i>	<b>12</b>	<b>6</b>	<b>4</b>	<b>0</b>
<i>Total sum of scores per Domain</i>	<b>22</b>			
<i>Average Score per Domain</i>	<b>22 / 7 = 3.1</b>			

4. To compute the average score in all the five Domains, add the scores in each Domain and divide it by 5.

<b>Competency Domain / Strand</b>		
Domain 1	<i>Average Score</i>	3.1
Domain 2	<i>Average Score</i>	3.1
Domain 3	<i>Average Score</i>	3.5
Domain 4	<i>Average Score</i>	3.5
Domain 5	<i>Average Score</i>	3.6
		<b>16.8 / 5 = 3.36</b>

5. The same set of tool shall be used in the assessment of the applicant’s competencies by his/her immediate head and a peer/subordinate.
6. The average result of the self-assessment of the applicant and those of his/her immediate head and peer/subordinate shall be computed per Domain and Strand to determine the perceived level of the applicant’s competence in all areas. A sample computation is shown below:

Competency Domain / Strand	Self- Assessment	Superior’s Assessment	Peer / Subordinate’s Assessment
<b>DOMAIN 1. LEADING STRATEGICALLY</b>			
Strand 1.1. Vision, mission and core values	(4)	(4)	(3)
Strand 1.2. School planning and implementation	(2)	(3)	(2)
Strand 1.3. Policy implementation and review	(4)	(4)	(3)
Strand 1.4. Research and Innovations	(4)	(4)	(3)
Strand 1.5. Program design and implementation	(3)	(3)	(3)
Strand 1.6. Learner voice	(3)	(3)	(3)
Strand 1.7. Monitoring and evaluation processes and tools	(2)	(3)	(2)
<i>Sum of column scores</i>	<b>22</b>	<b>24</b>	<b>19</b>
<i>Average of the column scores</i>	<b>65 / 3 = 21.67</b>		
<i>Average Score per Domain</i>	<b>21.67 / 7 = 3.09</b>		
<b>DOMAIN 2. MANAGING SCHOOL OPERATIONS AND RESOURCES</b>			
<i>Strand 2.1.</i> Use of technology in the management of operations			
Strand 2.2. Financial Management			
Strand 2.3. School facilities and equipment			
Strand 2.4. School safety for disaster preparedness, mitigation and resiliency			
<i>Strand 2.5.</i> Management of school plans and projects			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 3. FOCUSING ON TEACHING AND LEARNING</b>			
Strand 3.1. School-based review, contextualization and implementation of learning standards			
Strand 3.2. Teaching standards and pedagogies			
Strand 3.3. Teacher performance feedback			
Strand 3.4. Learner achievement and other performance indicators			
Strand 3.5. Learning assessment			
Strand 3.6. Learning environment			
Strand 3.7. Learner discipline			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 4. DEVELOPING SELF AND OTHERS</b>			
Strand 4.1. Personal and professional development			
Strand 4.2. Professional networks			

Strand 4.3. Performance management			
Strand 4.4. Professional development of school personnel			
Strand 4.5. General welfare of human resources			
Strand 4.6. Rewards and recognition mechanism			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 5. BUILDING CONNECTIONS</b>			
Strand 5.1. Management of diverse relationships			
Strand 5.2. Management of school organizations			
Strand 5.3. Inclusive practice			
Strand 5.4. Communication			
Strand 5.5. Community engagement			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			

7. A summary of the consolidated average scores (Self-Assessment, Superior’s Assessment, and Peer/Subordinate’s Assessment) in all the five Domains shall be computed to determine the over-all rating and the competency level of the applicant. A sample is shown below:

<b>Competency Domain / Strand</b>		<b>Consolidated Average Scores</b>
Domain 1	<i>Average Score</i>	3.09
Domain 2	<i>Average Score</i>	3.10
Domain 3	<i>Average Score</i>	3.41
Domain 4	<i>Average Score</i>	3.25
Domain 5	<i>Average Score</i>	3.50
		<b>16.35 / 5 = 3.27</b>

8. The following scale ranges with corresponding qualitative equivalents are used to interpret each average score per Domain per Strand.

<b>Range</b>	<b>Description</b>
1.00 – 1.49	I don’t know about it ( <b>Urgent Need of Training - UNT</b> )
1.50 – 2.49	I know a little about it and does not have the skill to practice it ( <b>Strong Need of Training - SNT</b> )
2.50 – 3.49	I know a lot about it and can share my practices to my colleagues ( <b>Need Enhancement Training - NET</b> )
3.50 – 4.00	I am an expert of it and can lead others to do it as well ( <b>Can Support Training - CST</b> )

9. Domains and strands that fall within the **UNT** and **SNT** categories are those that need to be prioritized and given attention in the conduct of learning and development (L&D) interventions and activities, while those that fall within the **NET** may be identified as second priority in the L&D activity. While those that fall within the **CST** represent the applicant’s strong qualities/abilities that may enable them to help in training colleagues to do the same. The applicants should be given a copy of their own profile. Based on the results, the applicants can recognize their need for training in various Domains and Strands of the PPSSH expected of them to demonstrate as effective school leaders in the future.



10. The Senior Education Program Specialist (SEPS) and the Education Program Specialist (EPS II) of the Human Resource Development Section (HRDS) of the School Governance and Operations Division (SGOD) being the focal persons of the L& D System of the SDO shall be responsible in the consolidation of the individual results of the applicants assessment together with their superior's and peer's results.
11. The consolidated result of the assessment tool shall serve as basis in the crafting of the **Strategic Plan for Professional Development of School Heads (SPPDSH)** of the SDO that will also serve as guide of the SDOs in designing the L&D programs and activities for the school heads that are adherent to DepEd Memorandum No. 50, s. 2020 on the *DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023*.
12. The L&D design and proposal shall be submitted to the RO for recognition of the program or course in time of the call for submission of professional development proposals by the DepEd Central Office (CO) through a Memorandum.
13. The RO shall prepare the **Master Plan for Professional Development for School Heads (MPPDSH)** of the region who in like manner shall also submit the L&D design and proposal to the DepEd CO for recognition.



## SHA FORM 005

# CONSOLIDATED RESULT OF THE COMPETENCY ASSESSMENT TOOL FOR THE APPLICANTS TO THE SCHOOL HEADS ACADEMY IN DEPED REGION VI



### PART 1: Assessment Tool Consolidated Result

Competency Domain / Strand	Self-Assessment	Superior's Assessment	Peer / Subordinate's Assessment
<b>DOMAIN 1. LEADING STRATEGICALLY</b>			
Strand 1.1. Vision, mission and core values			
Strand 1.2. School planning and implementation			
Strand 1.3. Policy implementation and review			
Strand 1.4. Research and Innovations			
Strand 1.5. Program design and implementation			
Strand 1.6. Learner voice			
Strand 1.7. Monitoring and evaluation processes and tools			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 2. MANAGING SCHOOL OPERATIONS AND RESOURCES</b>			
<i>Strand 2.1.</i> Use of technology in the management of operations			
Strand 2.2. Financial Management			
Strand 2.3. School facilities and equipment			
Strand 2.4. School safety for disaster preparedness, mitigation and resiliency			
<i>Strand 2.5.</i> Management of school plans and projects			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 3. FOCUSING ON TEACHING AND LEARNING</b>			
Strand 3.1. School-based review, contextualization and implementation of learning standards			
Strand 3.2. Teaching standards and pedagogies			
Strand 3.3. Teacher performance feedback			

Strand 3.4. Learner achievement and other performance indicators			
Strand 3.5. Learning assessment			
Strand 3.6. Learning environment			
Strand 3.7. Learner discipline			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 4. DEVELOPING SELF AND OTHERS</b>			
Strand 4.1. Personal and professional development			
Strand 4.2. Professional networks			
Strand 4.3. Performance management			
Strand 4.4. Professional development of school personnel			
Strand 4.5. General welfare of human resources			
Strand 4.6. Rewards and recognition mechanism			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			
<b>DOMAIN 5. BUILDING CONNECTIONS</b>			
Strand 5.1. Management of diverse relationships			
Strand 5.2. Management of school organizations			
Strand 5.3. Inclusive practice			
Strand 5.4. Communication			
Strand 5.5. Community engagement			
<i>Sum of column scores</i>			
<i>Average of the column scores</i>			
<i>Average Score per Domain</i>			

## PART 2: Summary of Ratings

Competency Domain / Strand		Consolidated Average Scores
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Domain 5		
	<b>Over-All Result</b>	





## SCHOOL HEADS ACADEMY IN DEPED REGION VI RE-ENTRY ACTION PLAN (ReAP) PROPOSAL, PROJECT ACCOMPLISHMENT REPORT (PAR) & EVALUATION RUBRICS

(Adapted from DepEd Memorandum No. 192, s. 2016)

### INSTRUCTIONS:

1. This Re-Entry Action Plan (ReAP) is a prerequisite to completion in the School Heads Academy (SHA) after having satisfactorily met the essential academic requirement of 15-18 units under the partner SUC/HEI.
2. Just like with other project-based learning, the ReAP requires much preparation from planning, implementation to evaluation of the results. Project-based learning is focused on teaching by engaging the scholars in investigation. Within this framework, the scholars will pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts (*Blumenfeld et.al. "Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning – Educational Psychologist Magazine – 2020*).
3. This ReAP proposal template will guide the scholar in planning for the project of his/her choice. He/she will identify a specific school concern that needs to be addressed in 3-6 months period. It is important to remember that in the implementation of the ReAP, many of the content standards learned in the SHA will be applied in the school-based setting. With these standards in mind, a scholar will devise a plan that will integrate as many subjects as possible into the project.
4. In the course of the 3-6 months implementation of the ReAP, the RO and SDO SHA Committee will conduct regular monitoring to ensure that the processes identified in the proposal are met and satisfied and at the end of the implementation, they will do the evaluation of the project with the identified faculty of the partner SUC/HEI using the rubrics stipulated herein.

### A. PROJECT PLAN TEMPLATE:

SHA Form 007 SCHOOL HEADS ACADEMY RE-ENTRY ACTION PLAN PROPOSAL	
<b>Name of the Project :</b>	Schools Heads Academy in DepEd Region VI
<b>Name of the Scholar :</b>	
<b>Schools Division &amp; District :</b>	
<b>Name of School Assignment :</b>	
<b>Key Changes in the school as a result of the implementation of this project :</b> <i>(What are the key changes do you want to see in your school as a result of your having attended the SHA and applied the knowledge you have gained in the program? What are the verifiable indicators of these changes?)</i>	
<b>Target Competency Improvement :</b> <i>(What particular Domain, Strand and Indicator in the PPSSH will you apply through this project?)</i>	

Identify at least three (3) that are directly related to your project.)	
<b>Describe current situation (problem or opportunity) in your school that you need to address through your project :</b> (Give specific, quantifiable, and observable details. For example, number of teachers that need enhancement training on competency-needs assessment, or the current practices in the utilization of monthly MOOE etc.)	
<b>Title of the Project :</b> (Give specific title to your project that captures the attention of your reader or recipients)	
<b>Project Objectives :</b> (Provide SMART objectives of your project that covers the entire purpose of having this implemented: Specific, Measurable, Attainable, Result-Oriented, and Time bound)	
<b>Proposed Date to Commence the Project:</b>	
<b>Expected Date to Conclude the Project:</b> (Make sure that the project is to be implemented in 3-6 months period)	
<b>Expected Outputs:</b> (What are the tangible and verifiable outputs in the implementation of the project? This outputs can be achieved in every milestones identified in the project)	
<b>Beneficiary/ies :</b> (Who will be the recipient/s of the project? Who will take advantage of the results of the project?)	
<b>Identify Success Indicators or measures of success :</b> (What are the identifiable indicators that will tell the success of the project implementation? Identify at least 3)	
<b>Action Steps:</b> (Identify significant milestone targets that could be achieved by the end of 30 days and every 30 days thereafter. Milestone(s) are significant changes achieved and/or major steps taken towards achieving the desired improvement in your school)	

<b>Target Milestone</b> (Identify the target milestones/achievements in the implementation of the project)	<b>Action Needed</b>	<b>Responsible Person</b> (Who will do this step?)	<b>Support Needed From</b>	<b>Target Date</b> (When will this step be accomplished?)
<b>Milestone 1</b>	Action Step 1			
	Action Step 2			
	Action Step 3			
	Etc..			
<b>Milestone 2</b>	Action Step 1			
	Action Step 2			
	Action Step 3			
	Etc..			
<b>Milestone 3</b>	Action Step 1			
	Action Step 2			
	Action Step 3			
	Etc..			
<b>Etc...</b>				
<b>Required Resources :</b> (Provide specific details of the physical and human resources required to successfully implement your ReAP that needs funding by the local funds (school or division) in coordination with the respective head of office)				

Milestone <i>(Identify the target milestones in your project)</i>	Resources Needed	Budgetary Requirement	Approvals Needed From
<b>Milestone 1</b>			
<b>Milestone 2</b>			
<b>Milestone 3</b>			
<b>Milestone 4</b>			
<b>Etc...</b>			

**Risk Management Plan :**  
*(All projects are exposed to risk. Risks are unpredictable events that might or might not happen, and endanger the achievement of your project objectives. You should therefore know what risks to prioritize and what to do when the risk happens.)*

Milestone <i>(Identify the target milestones in your project)</i>	likely Risk	Impact on Project if Risk Happens	Specific Action to Prevent the Risk	Is risk happens, what specific action will be done to soften the risk?
<b>Milestone 1</b>				
<b>Milestone 2</b>				
<b>Milestone 3</b>				
<b>Milestone 4</b>				
<b>Etc...</b>				

**Approvals:**  
*(Identify the person(s) / office(s) responsible in accepting this proposal)*

	Printed Name	Signature	Date
<b>Prepared by :</b>	(Name of the Scholar)		
<b>Noted by :</b>	(Name of the Immediate Head / Supervisor)		
<b>Checked by :</b>	(Name of the HRD - SEPS)		
	(Name of the SM&N - SEPS)		
	(Name of the Chief ES - CID)		
	(Name of the Chief ES - SGOD)		
<b>Approval Recommended :</b>	(Name of the ASDS)		
<b>Approved :</b>	(Name of the SDS)		

**B. PROJECT ACCOMPLISHMENT REPORT (PAR) TEMPLATE:**

SHA Form 008 SCHOOL HEADS ACADEMY ReAP COMPLETION REPORT	
<b>Name of the Scholar :</b>	
<b>Schools Division &amp; District :</b>	
<b>Name of School Assignment :</b>	
<b>Title of the Project :</b>	
<b>Project Objectives :</b> <i>(Write down the specific objectives of the project)</i>	
<b>Duration of the Project Implementation:</b> <i>(Write the starting until the finish date of the project implementation)</i>	
<b>No. of Beneficiary/ies:</b> <i>(Please attach the list of project beneficiaries as Attachment A)</i>	Male : _____ Female : _____

<b>Executive Summary:</b> <i>(Write the summary of the project that highlights the different activities conducted and the corresponding results achieved as milestones)</i>																																					
<b>Key Results of the Program:</b> <i>(Identify the tangible results in your school as the results of the project implementation)</i>																																					
<b>Results of the M&amp;E Conducted by the SHA Committee:</b> <i>(Write down significant observations/comments/areas of improvements identified by the RO and/or SDO SHA Committee during the monitoring activity(ies) – Please attach M&amp;E Results as Attachment B)</i>																																					
<b>General Comments and Issues Encountered:</b> <i>(Identify the different challenges encountered in the implementation of the projects in terms of: strategies employed, achievement of results, budget requirement and utilization, participation of the intended beneficiaries and other perceived issues)</i>																																					
<b>Lessons Learned :</b> <i>(Write down the personal reflections and the various lessons learned in the implementation of the project)</i>																																					
<b>Sustainability Plan &amp; Recommendations :</b> <i>(Write down the various recommendations for the improvement of the project if need to be implemented or sustained in the succeeding years)</i>																																					
<b>Financial Report :</b> <i>(Attach breakdown of expenses in the course of the implementation of the project from Pre-Implementation, Implementation Proper and Post-Implementation as Attachment C)</i>																																					
<b>Approvals:</b> <i>(Identify the person(s) / office(s) responsible in accepting this Accomplishment Report)</i>																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="width: 20%;"></th> <th style="width: 30%;">Printed Name</th> <th style="width: 30%;">Signature</th> <th style="width: 20%;">Date</th> </tr> </thead> <tbody> <tr> <td><b>Prepared by :</b></td> <td>(Name of the Scholar)</td> <td></td> <td></td> </tr> <tr> <td><b>Noted by :</b></td> <td>(Name of the Immediate Head / Supervisor)</td> <td></td> <td></td> </tr> <tr> <td><b>Checked by :</b></td> <td>(Name of the HRD - SEPS)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(Name of the SM&amp;N - SEPS)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(Name of the Chief ES - CID)</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(Name of the Chief ES - SGOD)</td> <td></td> <td></td> </tr> <tr> <td><b>Approval Recommended :</b></td> <td>(Name of the ASDS)</td> <td></td> <td></td> </tr> <tr> <td><b>Approved :</b></td> <td>(Name of the SDS)</td> <td></td> <td></td> </tr> </tbody> </table>			Printed Name	Signature	Date	<b>Prepared by :</b>	(Name of the Scholar)			<b>Noted by :</b>	(Name of the Immediate Head / Supervisor)			<b>Checked by :</b>	(Name of the HRD - SEPS)				(Name of the SM&N - SEPS)				(Name of the Chief ES - CID)				(Name of the Chief ES - SGOD)			<b>Approval Recommended :</b>	(Name of the ASDS)			<b>Approved :</b>	(Name of the SDS)		
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### C. RUBRICS IN THE EVALUATION OF THE ReAP:

The scholar will present to the members of the RO & SDO SHA Committee the accomplishments in the project implementation employing the appropriate modality as deemed appropriate by the committee without prejudice to the existing guidelines by the national, regional and provincial IATF. The scholar shall prepare a 5-minute video presentation of milestones of the project with the corresponding MOVs to be presented and defended to the SHA committee who in turn may ask questions for validation purposes. The following is the rubric to be used in the evaluation of the ReAP implementation:



<b>CRITERIA</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>
<b>EFFECTIVENESS (45%)</b>	<b>25%</b>	<b>35%</b>	<b>45%</b>
	<p>-does not present information, arguments, ideas, or findings clearly, concisely and logically, argument lacks supporting evidence; evaluators cannot follow the line of reasoning as to the percentage of accomplishments and targets of AP</p> <p>-selects information, develops ideas and uses a style inappropriate to the objectives, tasks, and audience (may be too much or too little information, or the wrong approach)</p> <p>-does not address alternative perspectives</p>	<p>-presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow of AP</p> <p>-attempts to select information, develop ideas and use a style appropriate to the objectives, task, and audience but does not fully succeed</p> <p>-attempts to address alternative perspectives, but not clear or complete</p>	<p>-uses relevant information and findings to support the need /address the problem in the school where accomplishments and targets are evident in the AP</p> <p>-designs strategies/ activities /innovative steps effectively to address the situation</p> <p>-clearly and completely addresses the priority need of the school as shown in the results (data based) of the AP</p>
<b>EFFICIENCY OF IMPLEMENTATION (40%)</b>	<b>20%</b>	<b>30%</b>	<b>40%</b>
	<p>-does not meet requirements for what should be included in the Application Project</p> <p>-has project content, action steps, required resources, and risk management plan, but they are not clear and interesting</p> <p>-disorganize flow of the application project</p> <p>-AP objectives cannot be attained</p>	<p>-meets most requirements for what should be included in the Application Project</p> <p>-has project content, action steps, required resources, and risk management plan, but they are not clear and interesting</p> <p>-organizes the flow of the project, but may spend too much or too little on a topic or idea</p> <p>-project is unclear and/or metrics are vague or not thought out in order to attain the AP objectives</p>	<p>-meets all requirements for what should be included in the Application Project</p> <p>implements efficiently the proposed AP activities</p> <p>-has a clear and interesting project content, action steps, required resources, and risk management plan</p> <p>-organizes well the flow of the project</p> <p>-project has clear and measurable goals and has a clear metric to measure its impact and reach to attain the AP objectives</p>

<b>APPLICATION OF LEARNING (10%)</b>	<b>4%</b>	<b>7%</b>	<b>10%</b>
	-does not exhibit appropriate qualification to implement the project and/or has no support structure in place beyond him/herself	-has the potential to implement project but is in need of certain qualifications	-has the capacity to implement plan. Application Project has clear implementation plan that includes staff leadership, qualified advisors and sound financial management
<b>REPLICABILITY (5%)</b>	<b>1%</b>	<b>3%</b>	<b>5%</b>
	-project has no potential for expansion and replicability	-project has the potential to be replicated, but are not well articulated	-project has achieved gains and impacts which has potentials to be replicated in other schools or institutions as it address universal issues and concerns
<b>TOTAL – 100%</b>			



SHA FORM 009  
SCHOOL HEADS ACADEMY IN DEPED REGION VI  
**CRITERIA FOR EVALUATING THE  
RE-ENTRY ACTION PLAN (ReAP) PROJECT**



Name of Scholar: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Name of School: \_\_\_\_\_

Division & District: \_\_\_\_\_

<b>CRITERIA</b>	<b>%</b>	<b>RATING</b>
<b>EFFECTIVENESS</b> (Extent to which the objectives of the ReAP have been attained expressed in terms of percentage of accomplishment vs. targets)	<b>45%</b>	
<b>EFFICIENCY OF IMPLEMENTATION</b> (Expressed in terms of timeliness and resources – human, money and materials used to attain ReAP objectives)	<b>40%</b>	
<b>APPLICATION OF LEARNING</b> (Extent to which the project has integrated learnings from the SHA)	<b>10%</b>	
<b>REPLICABILITY</b> (The feasibility in which the project can be replicated in other schools, districts and Schools Divisions)	<b>5%</b>	
<b>TOTAL</b>	<b>100%</b>	

Evaluated by the SDO SHA Committee:

\_\_\_\_\_  
**Name & Signature of the Evaluator**

Evaluated by the RO SHA Committee:

\_\_\_\_\_  
**Name & Signature of the Evaluator**

Evaluated by the Faculty of the Partner SUC/HEI:

\_\_\_\_\_  
**Name & Signature of the Evaluator**



## SHA FORM 010

# SCHOOL HEADS ACADEMY IN DEPED REGION VI STRATEGIC PLAN FOR PROFESSIONAL DEVELOPMENT FOR SCHOOL HEADS (SPPDSH)

(Adapted from the Training & Development System Operations Manual – Volume 3 - The PD Planning System)

## INTRODUCTION:

The Strategic Plan for Professional Development for School Heads (SPPDSH) is the blueprint of the Schools Division Offices (SDOs) that will direct and influence their activities related to professional development (PD) of school heads over a given period. The SPPDSH sets out the SDO's professional development goals identified by the aspiring school heads themselves, their superior's and peer's assessment through the competency assessment tool administered as part of the profiling of all the applicants to the School Heads Academy (SHA). The SPPDSH describes the prioritized development programs and activities to address the professional development competency gaps of the aspiring school heads of the SDO based on the Philippine Professional Standards for School Heads (PPSSH) through the provision of various learning and development activities and interventions.

The SPPDSH is accomplished to enable the SDO to plan and prioritize the PD activities needed by the school heads. The SPPDSH further identifies the specific details of the PD activities, which will take place to achieve the over-all professional development goals of the SDO. This will serve as a guide of the SDO in the systematic conduct of their PD activities in the next three (3) years in consonance to DepEd Memorandum No. 50, s. 2020 on the *DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023*, with a certain degree of flexibility as reviewed by the SDO SHA Committee in a regular basis.

In the development of the SPPDSH, the following guiding principles are considered:

1. PD plans and programs are focused on the improvement of knowledge, skills and attitude of the aspiring school heads of the SDO.
2. All the schools heads and aspiring school heads are provided with equal opportunities to participate in ongoing and continuous PD in order to enhance their current level of competency.
3. Effective strategies are utilized to increase participation and involvement of target participants without prejudice to the existing health and safety protocols implemented in the locality.
4. PD programs and activities are formative, cyclical, and accurately collects and analyses data through the M&E system to improve future activities.
5. The SPPDSH are aligned in a unified approach to the achievement of DepEd's thrusts and programs as stipulated in various issuances.
6. Although the SPPDSH outlines the PD activities to be carried out by the SDO from the competency assessment of the aspiring school heads, it is flexible enough to incorporate emerging priorities of the SDO.

**SHA FORM 010**

<b>STRATEGIC PLAN FOR PROFESSIONAL DEVELOPMENT FOR SCHOOL HEADS (SPPDSH) for School Years _____</b>	
Schools Division Office:	
Date of Accomplishment:	
Prepared by:	
	<i>(Signature Over Printed Name)</i>
Recommending Approval:	
	<i>(Signature Over Printed Name of the ASDS/Chairman of the SDSC)</i>
Approved by:	
	<i>(Signature Over Printed Name of the SDS)</i>
Professional Development Priority Programs for School Heads: <i>(pls. identify the Top 6 priorities)</i>	1.
	2.
	3.
	4.
	5.
	6.
<b>I. The SDO Context</b>	
<b>A. SDO Thrusts for the Professional Development of School Heads</b>	
<i>(Develop here an introductory narrative that outlines the current priorities of the SDO in relation to professional development of school heads as a result of the consolidated report of the competency-based assessment – self-assessment, superior’s assessment and peer’s/subordinate’s assessment administered to all the applicants of the program)</i>	
<b>B. Best Practices in Professional Development</b>	
<i>(Indicate here the various practices of the SDO in terms of the delivery of PD activities and interventions for school heads, teachers and non-teaching personnel that will have a great impact in the execution of the SPPDSH)</i>	
<b>C. Data Analysis of the School Heads’ Learning and Development Needs</b>	
<i>(Develop here a presentation of the data gathered on the competency-based assessment – self-assessment, superior’s assessment and peer’s/subordinate’s assessment results of the applicants to the SHA)</i>	

**D. SDO Personnel Development Committee (PDC)**

*(List the identified members of the approved PDC of the SDO in-charge in the crafting and delivery of various PD activities and interventions for school heads, teachers and non-teaching personnel)*

**II. Professional Development Goal and Objectives**

**A. Overall Professional Development Goal**

*(Formulate the overall goal for the Professional Development based on the context presented in the preceding section. Align your professional development goal to your applicants learning and development needs and to the standards of the PPSSH)*

**B. Specific Professional Development Objectives**

*(Formulate the specific objectives of the professional development programs of the SDO based on the overall goal. The specific objectives should align with the consolidated result of the competency-based assessment of the applicants targeting the specific domains, strand and indicators of the PPSSH)*

Client Group	Priority Learning Needs (PPSSH Domains)	Specific Competencies (PPSSH Strands)	Objectives (Specific Performance Indicators)	Target Group (Identify the applicants who have identified this specific competency as their priority need)	No. of Pax
All SHA applicants					

**III. Program Content/Process, Professional Development activities per Target Group**

*(Decide on the content and process of the professional development program/activity for each target group.)*

**Target Group:**

*(All applicants to the SHA who have identified this as their priority need)*

**Objective #1.**

**Objective #2.**

**Objective #3.**

**Priority Learning Needs:**

*(PPSSH Domain that will be addressed by the PD activity)*

**End-of-Program Output(s):**

*(Identify the tangible and measurable output(s) of the target participants after the conduct of the PD program/activity)*

**Expected Final Outcome/Success Indicator in terms of demonstrated change in KSAs :**

*(Indicate what the PD activity will create in terms of positive change in behaviour and/or improvements in institutional performance. The change of the participant's behaviour, acquisition of additional knowledge and skills are shared to the school community so that there would be a lasting impact, institutionalization or potential to scale when possible.)*

<b>Program Title</b> <i>(Write the proposed title of the PD program/activity)</i>	<b>General Content</b> <i>(refer to the PPSSH specific indicator that will be covered by the PD program)</i>	<b>Delivery Mode</b> <i>(Identify the possible mode of the conduct of the proposed activity considering the existing health and safety protocol in place )</i>	<b>Target Time Frame</b> <i>(Identify the expected date of delivery of the program/activity)</i>
<b>Program 1.</b>			
<b>Program 2.</b>			
<b>etc..</b>			

**Monitoring and Evaluation:**

*(Identify the how the program/activity will be monitored by the PDC and the corresponding tool(s) to be utilized. Indicate also how the progress of the participants be evaluated for the success indicator.)*

**Target Group:**

*(All applicants to the SHA who have identified this as their ANOTHER priority need)*

**Objective #1.****Objective #2.****Objective #3.****Priority Learning Needs:**

*(PPSSH Domain that will be addressed by the PD activity)*

**End-of-Program Output(s):**

*(Identify the tangible and measurable output(s) of the target participants after the conduct of the PD program/activity)*

**Expected Final Outcome/Success Indicator in terms of demonstrated change in KSAs :**

*(Indicate what the PD activity will create in terms of positive change in behaviour and/or improvements in institutional performance. The change of the participant's behaviour, acquisition of additional knowledge and skills are shared to the school community so that there would be a lasting impact, institutionalization or potential to scale when possible.)*

<b>Program Title</b> <i>(Write the proposed title of the PD program/activity)</i>	<b>General Content</b> <i>(refer to the PPSSH specific indicator that will be covered by the PD program)</i>	<b>Delivery Mode</b> <i>(Identify the possible mode of the conduct of the proposed activity considering the existing health and safety protocol in place )</i>	<b>Target Time Frame</b> <i>(Identify the expected date of delivery of the program/activity)</i>
<b>Program 1.</b>			
<b>Program 2.</b>			
<b>etc..</b>			

**Note:** Continue the table for other programs here. Use more space if necessary.

**Monitoring and Evaluation:**

*(Identify the how the program/activity will be monitored by the PDC and the corresponding tool(s) to be utilized. Indicate also how the progress of the participants be evaluated for the success indicator.)*

#### IV. Budgetary Requirements

(Indicate the estimated budget for the conduct of each program.)

Program Reference	Estimated Cost	Source of Available Funds	Additional Funds Required	Program Schedule
Target Group 1				
Program 1				
Program 2				
etc...				
Totals				

**Note:** Continue the table for other target groups. Use more space as necessary.