

August 6, 2018

Division Memorandum
No. 154, s. 2018

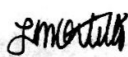
ADDENDUM/ CORRIGENDUM to Division Memorandum No 145, s. 2018
RE: Validation of School-Based Management (SBM) Level of Practice

To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Public Schools District Supervisors
School Heads
All Other Concerned

1. Please be informed that the schedule of the division validation of School-Based Management (SBM) Level of Practice – Document Analysis, Observation and Discussion (DOD) is re-scheduled as shown below:

District	Date
I	August 13-15, 2018
II	August 13-14, 2018
III	August 10, 13-14, 2018
IV	August 13-14, 2018
V	August 13-14, 2018

2. Attached is **Enclosure 1: List of MOVs (Mode of Verifications) per Principle** as bases in rating the different indicators.
3. Public Schools District Supervisors shall submit the final DOD template (with rating) of the schools in their respective districts to the Division SBM Coordinator on or before August 16, 2018 for division consolidation and will submit to the Region on August 17, 2018.
4. Widest dissemination of this memorandum is highly desired.


MA. LORLINE M. ORTILLO, CESO VI
Schools Division Superintendent

List of SBM Level of Practice MOVs (SY: 2015-16, 2016-17, 2017-18)

Principles	MOVs	Rating
I. Leadership and Governance		
1. In place is a Development Plan (e.g. ESIP) developed collaboratively by the stakeholders of the school and community.	a. Letter of invitation for ESIP crafting b. Attendance/ Pictures in crafting ESIP c. Minutes of meeting in crafting ESIP d. List of School Planning Team in crafting ESIP e. A copy of approved ESIP	3 – all MOVs are present 2 – presence of 3-4 MOVs 1 – presence of 1-2 MOVs
2. The development plan (e.g. ESIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	a. Letter of invitation for ESIP review and adjustment b. Attendance/ Pictures in ESIP review and adjustment c. Minutes of meeting in ESIP review and adjustment d. List of School Planning Team in ESIP review and adjustment e. A copy of adjusted ESIP (reviewed and adjusted PAPs)	3 – all MOVs are present 2 – presence of 3-4 MOVs 1 – presence of 1-2 MOVs
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders	a. Letter of invitation in organizing SGC, PTA, etc. b. Attendance/ Pictures c. Minutes of meeting/ election d. List of the officers/ members of the different school organizations/teacher coordinator e. Terms of Reference (roles and responsibilities) f. Guidelines/ policies of the different school organizations formulated by the stakeholders g. A copy of an organizational structure	3 – all MOVs are present 2 – presence of 4-6 MOVs 1 – presence of 1-3 MOVs
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems.	a. List of assistance of internal/external stakeholders to school (in kind/ financial) b. List of PAPs involving stakeholders c. Letter of invitation to stakeholders d. Attendance/ pictures during meeting/assembly (presentation of school's performance/ achievements/ SRC) e. Minutes of meeting related to presentation of School's PAPs f. Facebook account g. School paper h. Flyers/tarpaulins/streamers/ posters/ any form information dissemination of school's PAPs/ achievements i. Updated SRC	3 – all MOVs are present 2 – presence of 5-8 MOVs 1 – presence of 1-4 MOVs

5. A long term program is in operation that addresses the training and development needs of school and community leaders.	a. A copy of action plan/research to achieve VMG b. Record/ list of Teaching/ non-teaching personnel trainings/seminars/ professional development c. Certificate of coaching, mentoring, providing TA, training / seminars/ personnel or professional development d. Regular conduct of LAC session (approved Program design, pictures, attendance) e. Conduct of INSET (approved program design, attendance, pictures) f. Organizational structure/list of school's T & D committee with TOR g. M & E result h. Attendance/ pictures/ minutes in planning school-based training / LAC session	3 – all MOVs are present 2 – presence of 4-7 MOVs 1 – presence of 1-3 MOVs
II. Curriculum and Instruction		
1. The curriculum provides for the development needs of all types of learners in the school community.	a. SF 4/ learners record b. Graphical record of the following: * Phil-IRI * Quarterly test result * Inventory test c. Recognition of honors/ list of honor pupils/students d. Intervention programs identified earlier are fully implemented revealed by approved intervention e. Monitoring tool for the different intervention programs f. Record of benchmarking of other schools such as logbook of visitors or certificate of recognition for hosting the benchmarking activity. g. Rewards/Awards received by the school on curriculum innovations or programs and interventions	3 – all MOVs are present 2 – presence of the first 5 MOVs 1 – presence of first 3 MOVs
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	a. Record of local beliefs, norms, values, traditions, folklores, current events, existing technologies b. Localization guidelines c. Orientation of teachers: * Attendance sheet	3 – all MOVs are present 2 – presence of first 5 MOVs 1 – presence of first 3 MOVs

	<ul style="list-style-type: none"> * Pictures d. Monitoring tool and Monitoring results on curriculum localization e. Conduct workshop on localization of materials <ul style="list-style-type: none"> * attendance * accomplishment/ narrative report * pictures f. Program with demo teaching on localized curriculum g. Portfolio of outputs on localized IMs/resources h. Record of community-outreach programs/activities conducted i. Sample LPs with localization /contextualization 	
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.	<ul style="list-style-type: none"> a. Written feedback of the community stakeholders on learning content and methods b. Inventory of learning materials c. Supervisory Accomplishment of SH showing suggestions and reactions on content/pedagogy/IMs d. Learning materials reflective of localized curriculum 	3 – all MOVs are present 2 – presence of 3 MOVs 1 – presence of 1-2 MOVs
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	<ul style="list-style-type: none"> a. Copy of the M & E with the schedule of monitoring b. List of M & E team c. Copy of the minutes of the meeting with one item indicating acceptance of the school and community of the M & E tool and process d. Analysis of the conduct of Assessment e. Conference with stakeholders on the feedback of the M&E results <ul style="list-style-type: none"> * Memo/letter for the conference * Attendance sheet * Agenda./Minutes of the conference f. Pictorial evidences g. Observation Record focused on method effectiveness h. FGD on the results of assessment 	3 – all MOVs are present 2 – presence of 5-7 MOVs 1 – presence of 1-4 MOVs
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the	<ul style="list-style-type: none"> a. List of Community Review Committee b. Conference/ meeting related to the review of assessment tools: 	3 – all MOVs are present 2 – presence of 4-5 MOVs 1 – presence of 1-3 MOVs

<p>learner and local situation and the attainment of relevant life skills.</p>	<ul style="list-style-type: none"> * attendance * minutes * agenda <p>c. Actual Review: date, pictures, result</p> <p>d. Sharing of results to the community members (minutes, attendance record)</p> <p>e. Sample learning programs contextualized based on the results of assessment process</p> <p>f. Action Plan for Interventions (needs-based)</p>	
<p>6. Learning managers and facilitators nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.</p>	<p>a. Copy of the Child Protection Policy (school)</p> <p>b. List of the School Child Protection Committee</p> <p>c. Record of offenses against the child and some resolutions.</p> <p>d. Copy of the lesson plan integrating child protection in lessons (child-friendliness)</p>	<p>3 – all MOVs are present</p> <p>2 – presence of 3 MOVs</p> <p>1 – presence of 1-2 MOVs</p>
<p>7. Methods and resources are learner – and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.</p> <p>Learners are equipped with essential knowledge, skills and values to assume responsibility and accountability for their own learning.</p>	<p>a. Copy/Sample lesson plan integrating strategies in the development of self-directed learners</p> <p>b. Conference with community stakeholders to share and mainstream practices for a learner-friendly and community-friendly school.</p> <ul style="list-style-type: none"> * Minutes of the conference * Attendance Sheet * Agenda reflected in the minutes * Pictorial evidences <p>c. A document which manifests that development of SDL emerges in homes and community</p>	<p>3 – all MOVs are present</p> <p>2 – presence of 2 MOVs</p> <p>1 – presence of 1 MOV</p>
<p>III. Accountability and Continuous Improvement</p>		
<p>1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders</p>	<p>a. List of the officers and members of the different school organizations.</p> <p>b. Formulation of roles and responsibilities of the officers and members of the school organizations</p> <ul style="list-style-type: none"> * letter of invitation * attendance * minutes * agenda * pictures <p>c. A copy of formulated roles and responsibilities/ TOR of the officers and members of the different school organizations</p>	<p>3 – all MOVs are present</p> <p>2 – presence of 2 MOVs</p> <p>1 – presence of 1 MOV</p>

<p>2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.</p>	<p>a. MOA/MOU b. Formulation and signing of MOA/ MOU) * letter of invitation * attendance * minutes * agenda * pictures c. Records/ documents of outstanding performance/ achievements/ rewards of excellence model of good behavior of pupils/students/ teachers/parents * certificates * pictures * other evidence</p>	<p>3 – all MOVs are present 2 – presence of 2 MOVs 1 – presence of 1 MOV</p>
<p>3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.</p>	<p>a. Updated Transparency wall b. Accomplishment reports of School's PAPs c. Liquidation reports d. Records of involvement of Stakeholders in school's PAPs * attendance * letters * pictures * minutes/ agenda e. Updated SRC f. M & E tool in the review of school's PAPs g. M & E result in the assessment/ review of school's PAPs h. Conducted AIP review by stakeholders * letter * attendance * minutes/ agenda * pictures</p>	<p>3 – all MOVs are present 2 – presence of 5-7 MOVs 1 – presence of 1-4 MOVs</p>
<p>4. Accountability assessment criteria and tools, feedback mechanisms , and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.</p>	<p>a. Conducted SMEA * attendance * minutes/agenda * pictures b. Presentation of updated SRC to stakeholders * attendance * letter * minutes/agenda * copy of updated SRC * pictures c. M & E tool in the review of school's PAPs d. M & E result in the assessment/ review of school's PAPs e. Conducted AIP review by stakeholders</p>	<p>3 – all MOVs are present 2 – presence of 3-4 MOVs 1 – presence of 1-2 MOVs</p>

	<ul style="list-style-type: none"> * letter * attendance * minutes/ agenda * pictures 	
<p>5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.</p>	<p>a. Conducted ESIP/AIP review</p> <ul style="list-style-type: none"> *letter of invitation *attendance * minutes/agenda *pictures * copy of reviewed/adjusted ESIP/AIP <p>b. Updated transparency board</p> <p>c. Updated SRC</p> <p>d. List of M & E team</p> <p>e. Monitoring tool</p> <p>f. M & E result</p> <p>g. Conducted feedback/report of result of M & E to stakeholders</p> <p>h. Recognition/ giving of awards to outstanding stakeholders</p> <ul style="list-style-type: none"> * certificates/trophies * pictures *list of outstanding stakeholders 	<p>3 – all MOVs are present</p> <p>2 – presence of 4-7 MOVs</p> <p>1 – presence of 1-4 MOVs</p>
IV. Management of Resources		
<p>1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.</p>	<p>a. Inventory of Properties/ List of Donation</p> <p>b. Personnel profiling</p> <p>c. Financial report</p> <p>d. Solicitation letter/Deed of donation/Acknowledgement receipt</p> <p>e. Updated transparency board</p> <p>f. Learning materials inventory</p> <p>g. MOOE liquidation</p> <p>h. ESIP/ AIP</p> <p>i. Communication letter to stakeholders</p>	<p>3 – all MOVs are present</p> <p>2 – presence of 5-8 MOVs</p> <p>1 – presence of 1-4 MOVs</p>
<p>2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.</p>	<p>a. Letters to stakeholders/ SPT for ESIP/AIP/PPMP/APP review and adjustment</p> <p>b. Minutes of meeting related to planning/review and adjustment of ESIP/PAPS</p> <p>c. Attendance/ pictures during meeting</p> <p>d. BAC Members with TOR</p> <p>e. Accomplishment report on the implementation of PAPs with pictures</p> <p>f. Resolution for implementation of PAPs</p>	<p>3 – all MOVs are present</p> <p>2 – presence of 3-5 MOVs</p> <p>1 – presence of 1-2 MOVs</p>
<p>3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure</p>	<p>a. MOU/MOA for the last 3 years of the same stakeholders</p> <p>b. Local/Regional/ National awards/ recognition received for the last 3 years</p>	<p>3 – all MOVs are present</p> <p>2 – presence of 3-5 MOVs</p> <p>1 – presence of 1-2 MOVs</p>

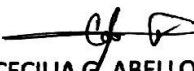
judicious, appropriate, and effective use of resources.	c. Pictures d. Record/list of donation received for the last 3 years from the same stakeholders e. Sustained / implemented PAPs for the 3 years f. Letters/minutes/attendance of planned/implemented PAPs for the 3 years	
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.	a. M & E reports in the implementation of PAPs/ updated monitoring report form in ESIP b. List of M & E team and TOR c. M & E tools for PAPs implement d. Letter of invitation/ attendance/ pictures / minutes in planning for M & E and in reporting M & E results to stakeholders e. Updated school report card	3 – all MOVs are present 2 – presence of 3-4 MOVs 1 – presence of 1-2 MOVs
5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	a. Letter to LGUs, NGOs, other stakeholders b. Attendance/ Pictures/ Minutes of meeting c. Pledge of commitment	3 – all MOVs are present 2 – presence of 4-6 MOVs 1 – presence of 1-3 MOVs

Prepared by:

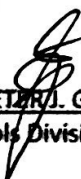
Division SBM Level of Practice Technical Working Group

Noted:


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