



Republic of the Philippines
Department of Education

07 SEP 2020

DepEd O R D E R
No. **025**, s. 2020

**NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE
PROFESSIONAL STANDARDS FOR SUPERVISORS**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
Others Concerned

1. In line with the commitment of the Department of Education (DepEd) to support supervisors in the regional or division to better perform their roles, including the improvement of teacher and school head quality, and, through this, learner achievement, the Department issues this Order titled **National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS)**.
2. The DepEd recognizes the roles of supervisors in improving the quality of basic education in the Philippines. It upholds that quality student learning is contingent upon quality teachers who are supported by quality school leaders. It also recognizes the importance of professional standards in the continuing professional development and advancement of supervisors based on the principles of career-long learning.
3. This policy supports the implementation of the Republic Act No. 10533 otherwise known as the Enhanced Basic Education Act of 2013, the implementation of the Philippine Professional Standards for Teachers established through DepEd Order (DO) No. 42, s. 2017, the transformation of the National Educators Academy of the Philippines pursuant to DO 011, s. 2019, and the implementation of the Philippine Professional Standards for School Heads (PPSSH). Moreover, this policy institutionalizes the PPSS as a public statement of professional accountability for supervisors to reflect on and assess their own practice as they aspire for and pursue professional development.
4. The development and validation work of the PPSS, led by the Bureau of Human Resource and Organizational Development (BHROD) and the National Educators Academy of the Philippines (NEAP), in collaboration with the Philippine National Research Center for Teacher Quality (RCTQ), has ensured that this set of standards is K to 12 aligned, internationally comparable, and responsive to the career aspirations of supervisors.

5. The PPSS aims to:
- set out clear expectations of supervisors along well-defined career stages of professional development from beginning to exemplary practice;
 - engage supervisors to actively embrace a continuing effort to attain high levels of proficiency; and
 - provide support for professional learning and development, help identify development needs and facilitate uniform assessment of performance.
6. All DepEd Orders and other related issuances, rules and regulations and provisions which are inconsistent with this Order are repealed, rescinded or modified accordingly.
7. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encls:
As stated



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DEPED-OSEC-435191

References:
DepEd Order: (Nos. 42, s. 2017 and 011, s. 2019)

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

BASIC EDUCATION
OFFICIALS
POLICY
PROGRAMS
SCHOOLS

MCR, SMMA – DO National Adoption and Implementation of PPSS
June 19, 2020

NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR SUPERVISORS

I. Rationale

1. The K to 12 Basic Education Program provides for the development of holistic learners equipped with 21st century skills, and core values of being *Maka-Diyos, Makatao, Makakalikasan* and *Makabansa*, who could contribute to nation building.
2. In consonance with this, the Department of Education (DepEd) renews its focus on making decisive gains in upgrading education quality by strengthening the quality of its teachers through the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST) through DepEd Order (DO) No. 42, s. 2017.
3. Teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. Supervisors play a key role in upgrading education quality at the regional, division, or school levels, including the improvement of teacher and school head quality, and through this, learner achievement.
4. The **Philippine Professional Standards for Supervisors (PPSS)** clearly articulates a developmental continuum of professional practice that supports supervisors in the conduct of their roles in the regions, divisions, schools and learning centers, and provides clear guidance for career progression.
5. The PPSS addresses the overlaps and duplications among the diverse supervisory functions at the regional and division levels, thereby streamlining and supporting the attainment of the overall mandate of each governance level, and the DepEd as a whole.

II. Scope of the Policy

6. This DepEd Order directs the adoption and implementation of the Philippine Professional Standards for Supervisors in the Department.
7. The supervisory positions relevant to the PPSS are:
 - a. Chief Education Supervisors and Education Program Supervisors in the Regional Offices; and
 - b. Chief Education Supervisors, Education Program Supervisors and Public School District Supervisors in Schools Division Offices.



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III. Definition of Terms

8. For the purposes of this policy, the following terms are defined:
 - a. **Domain** – A broad conceptual sphere of school leadership practices defined by specific strands in the set of Philippine Professional Standards for Supervisors
 - b. **Indicator** – Concrete, observable and measurable supervisor behavior/practice covered in every strand in the Philippine Professional Standards for Supervisors
 - c. **Professional Standards** – Professional practice expected of quality professionals to achieve at every stage of their career
 - d. **Strand** – A specific dimension of practice under a domain in the Professional Standards
 - e. **Supervisors** – Chief Education Supervisors and Education Program Supervisors in Regional and Schools Division Offices, and Public School District Supervisors in Schools Division Offices

IV. Policy Statement

9. The Department hereby institutionalizes a set of professional standards for supervisors, which articulates the professional practice expected of a quality supervisor. The PPSS shall be one of the foundations of relevant human resource systems, policies, guidelines and mechanisms, including the recruitment, selection and placement, performance appraisal, rewards and recognition and talent management of supervisors, and the basis for all their professional development programs. Through the PPSS, DepEd commits to:
 - a. support supervisors in the performance of their mandates and roles in the regions, divisions and/or schools, including the improvement of teacher and school head quality, and, eventually, learner achievement;
 - b. promote the continuing professional development and advancement of supervisors based on the principles of career-long learning; and
 - c. help supervisors reflect on and assess their own practice as they aspire for and pursue professional development.

V. The PPSS Framework

10. The PPSS is anchored on the principles of learner-centeredness, lifelong learning, and inclusivity.
11. The PPSS defines professional standards that constitute a quality supervisor in the regions and divisions. It shall serve as a public statement of professional accountability of supervisors. It sets out what supervisors are expected to know, be able to do, and value as they progress in their profession. It provides for a common language for high-impact leadership expected of supervisors to guide individual professional reflections, as well as professional discussions among educational leaders and other stakeholders, and to inform the provision of professional learning and development for supervisors.



12. The PPSS Framework shows a broad sphere of supervisory practices in four domains:
- Supporting Curriculum Management and Implementation;
 - Strengthening Shared Accountability;
 - Fostering a Culture of Continuous Improvement; and
 - Developing Self and Others.
13. The PPSS Framework (Figure 1) depicts the link between regional and division supervisors, and the link between division supervisors and school heads. The four domains constitute a broad conceptual sphere of leadership practices for all supervisors. The placement of learners at the center of the framework emphasizes the coordinated and interconnected roles of supervisors, school heads and teachers for the improvement of learner achievement.

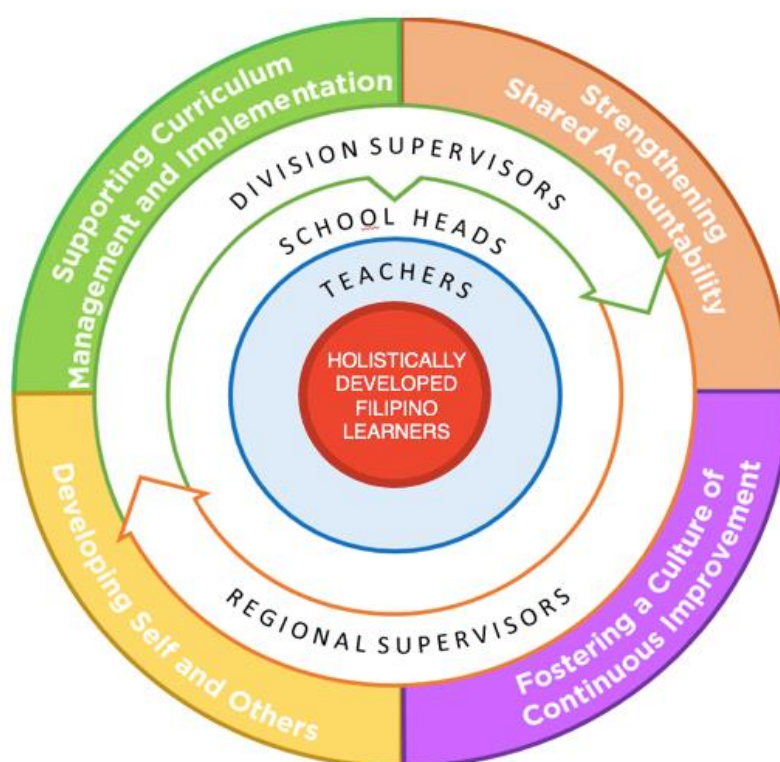


Figure 1. The PPSS Framework

VI. Procedures

14. The Bureau of Human Resource and Organizational Development (BHROD) shall review and ensure that relevant human resource systems, policies, guidelines, and processes, including the recruitment, selection and placement, performance appraisal, rewards and recognition, and talent management of supervisors, are anchored on the professional standards as defined in the PPSS.
15. The National Educators Academy of the Philippines (NEAP) shall ensure that the design of all professional development interventions and programs for supervisors,



whether developed and implemented by internal or external partners, is anchored on the professional standards.

16. The BHROD and NEAP shall promote and ensure wide dissemination of the professional standards in DepEd through the conduct of orientations and capability-building activities in all governance levels.
17. The Regional Offices through the NEAP in the Regions shall facilitate and organize the conduct of orientations and capability-building activities on PPSS in all Schools Division Offices within their jurisdictions. In addition, they shall supervise, monitor, and evaluate the Schools Division Offices as they cascade the PPSS within their respective jurisdictions.
18. Reporting of the conduct of orientations and capability-building activities on PPSS and other related activities shall be submitted by the Regional Offices to the Office of the Secretary through the BHROD and NEAP.

VII. Monitoring and Evaluation

19. The BHROD shall monitor and evaluate the achievement of the professional standards among supervisors through the adoption and implementation of the PPSS in human resource systems, policies, guidelines and mechanisms.
20. The NEAP shall monitor and evaluate the achievement of professional standards through the implementation of all professional development interventions and programs for supervisors, whether developed and implemented by internal or external partners.
21. Ultimately, the BHROD shall ensure that supervisors in the Department embody the professional standards as defined in the PPSS.

VIII. Effectivity

22. This DepEd Order shall take effect immediately after its publication in the Official Gazette or in two newspapers of general circulation, and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

IX. Transitory Provisions

23. Notwithstanding the issuance of this DepEd Order, existing policies shall govern the Department's human resource systems, mechanisms, rules and regulations until implementing guidelines anchored on the PPSS are issued.

X. Reference

Government of the Philippines. Department of Education. 2017. *DepEd Order No. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers*. Pasig City.





Philippine Professional Standards for Supervisors



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The Philippine Professional Standards for Supervisors was developed through the Philippine National Research Center for Teacher Quality (RCTQ), a partnership between the Philippine Normal University and the University of New England-Australia, with support from the Australian Government.

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INTRODUCTION

RATIONALE

The implementation of the K to 12 Basic Education Program (RA 10533; DepEd Order No. 21, s. 2019) provides for the development of holistic learners equipped with 21st century skills, and core values of being “*Maka-Diyos, Makatao, Makakalikasan* and *Makabansa*” (DepEd Order No. 36, s. 2013), who could contribute to nation building.

The dynamic character of the 21st century learners has posed pressing challenges that make it imperative for teachers and education leaders to enhance their practice. The Department of Education (DepEd) responded to these challenges by strengthening the quality of its teachers through the national adoption and implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, s. 2017).

While international research evidence undeniably shows that teacher quality is vital in raising learner achievement, teachers alone cannot bring about substantive changes without effective leadership. Supervisors play a key role in upgrading education quality in the regional, division and school levels, including the improvement of teacher and school head quality, and through this, learner achievement.

Supervisors need to be supported to become more effective in the conduct of their roles in various functional divisions in the regions and schools divisions to improve their professional practice and address their career progression. The Philippine Professional Standards for Supervisors (PPSS) clearly articulates a developmental continuum of professional practice that supports supervisors in the conduct of their roles in the regions, divisions, schools and learning centers, and provides clear guidance for career progression.

ROLES AND FUNCTIONS OF SUPERVISORS

The primary role of supervisors is to create an enabling and supportive environment for effective learning by empowering school principals so that they could in turn create innovative and caring school climates where teachers productively execute their roles in supporting the learners to reach their full potential.

In the Philippines, the roles and functions of different supervisors have been informed by the policies listed in Table 1.

Table 1. Policies that have informed the roles/functions of education supervisors

Year	Policy	Description
2001	IRR of RA 9155 Sec 1.3.1 and 1.3.2	Provides the framework for the governance of basic education, setting the general directions for educational policies and standards, and establishing authority, accountability and responsibility for achieving higher learner outcomes; and defines the roles and responsibilities of regions, schools divisions and schools in implementing educational programs, projects and services in communities they serve.
2003	DepEd Order No. 81, s. 2003	Delineates the specific roles and functions of supervisors from Chief Education Supervisors to Education Supervisors I – III and Public Schools District Supervisors highlighting their respective scopes of supervision and main responsibility.
2004	Executive Order No. 366, s. 2004	Strategically reviews the operations and organizations of the executive branch aimed at focusing government efforts and resources on its vital services; and improving the quality and efficiency of government services delivery by eliminating or minimizing overlaps and duplications, and improving agency performance through the rationalization of service delivery and support systems, and organization structure and staffing.

2005	DepEd Order No. 29, s. 2005	Focuses on the roles and functions of division supervisors towards improved educational outcomes.
2013	DepEd Rationalization Program	Ensures the smooth transition of the Department of Education which includes the supervisory positions.
2015	DepEd Order No. 52, s. 2015	Sets a new organizational structure in line with RA 9155 in keeping with the principles of decentralization and shared governance to ensure accountability and relevance to the context and development needs of learners and stakeholders of various organizational levels.

Consequently, five (5) supervisor functions were established in the schools divisions, namely:

- Education Program Supervisor - Curriculum Implementation Division – Learning Resource Management
- Education Program Supervisor - Curriculum Implementation Division - Instructional Management
- Education Program Supervisor - School Governance and Operations Division
- Public Schools District Supervisor - Curriculum Implementation Division - District Instructional Supervision
- Chief Education Supervisors – Curriculum Implementation Division and School Governance and Operations Division

Six (6) supervisor functions were also established in the regions, namely:

- Education Program Supervisor - Curriculum Learning Management Division
- Education Program Supervisor - Field Technical Assistance Division
- Education Program Supervisor - Quality Assurance Division

- Education Program Supervisor - Human Resource Development Division
- Education Program Supervisor - Policy, Planning and Research Division
- Chief Education Supervisor – all functional divisions in every region

Since the inception of the 11 supervisors' roles and functions, there have been some overlaps and conflicts due to the differences in the interpretation and implementation of the rationalized functions and structures. For this, there is a need for a set of professional standards that can unify all supervisors in dispensing their roles and functions creating a common understanding, mindset and skillset.

PHILIPPINE PROFESSIONAL STANDARDS FOR SUPERVISORS

The development of the Philippine Professional Standards for Supervisors (PPSS) began with the review of varied competency-related documents of DepEd, the Civil Service Commission and the Career Executive Service Board in the absence of existing professional standards for supervisors. All these were mapped against international standards across 60 jurisdictions.

The PPSS supports supervisors by creating a common language that articulates supervisor competencies using well-defined domains, strands and indicators to provide varying degrees of professional learning, competent leadership practices and effective management.

The PPSS is anchored on the principles of learner-centeredness, lifelong learning, and inclusivity to gain understanding of underlying structures, perspectives and beliefs that shape the organization. Specifically, it aims to

- set out clear expectations of what supervisors need to know, be able to do and value in order to become competent managers and exemplary leaders;
- provide a uniform measure of professional accountability and development; and
- engage supervisors to assess and reflect on their practices continuously.

DOMAINS AND STRANDS

Four (4) domains collectively comprise 20 strands that refer to more specific dimensions of school leadership practices.

DOMAIN 1: Supporting Curriculum Management and Implementation

- 1.1 Curriculum implementation
- 1.2 Curriculum innovation
- 1.3 Curriculum contextualization
- 1.4 Learning resource development
- 1.5 Learning resource management
- 1.6 Learning outcomes assessment

DOMAIN 3: Fostering a Culture of Continuous Improvement

- 3.1 Support for instructional leadership
- 3.2 Technology-based innovation including ICT
- 3.3 Culture of research
- 3.4 Communities of practice
- 3.5 Use of communication platforms

DOMAIN 2: Strengthening Shared Accountability

- 2.1 Educational development plan operationalization
- 2.2 Technical assistance provision
- 2.3 Policy review and recommendation
- 2.4 Disaster preparedness, mitigation and resiliency support

DOMAIN 4: Developing Self and Others

- 4.1 Learning and development
- 4.2 Professional networks
- 4.3 Personal and professional development
- 4.4 Professional reflection and learning to improve practice
- 4.5 Support for rewards and recognition mechanisms

CAREER STAGES

Career Stage 1

Career Stage 1 Pre-supervisors have acquired the prerequisite qualifications for the position of a supervisor.

They possess considerable knowledge and understanding of the functions expected of supervisors as specified in the Philippine Professional Standards for Supervisors.

They are equipped with exceptional teaching skills as stipulated in Career Stage 3 and/or Career Stage 4 in the Philippine Professional Standards for Teachers or school leadership skills stipulated in the Philippine Professional Standards for School Heads, or other relevant/equivalent qualifications and experiences.

Career Stage 2

Career Stage 2 Supervisors independently display the required knowledge and skills in performing their leadership and supervisory functions.

They provide support to divisions/districts/schools and/or learning centers for curriculum management and implementation by strengthening shared accountability and fostering a culture of continuous improvement while developing themselves and others.

They solicit proactive support from colleagues and their immediate superiors in performing more advanced tasks.

They manifest maturity in decision-making and exhibit influence, credibility and authority in following basic standards and procedures of work.

Career Stage 3

Career Stage 3 Supervisors consistently exhibit in-depth knowledge and remarkable skills in performing their leadership and supervisory functions.

They are able to develop and/or collaborate with colleagues in the implementation of strategies to support divisions/districts/schools and/or learning centers for curriculum management and implementation by strengthening shared accountability and fostering a culture of continuous improvement while developing themselves and others.

They mentor and coach colleagues to help them achieve significant transitions and/or advance to the next career stage.

They exhibit sound decision-making, bringing influence and establishing credibility and authority.

Career Stage 4

Career Stage 4 Supervisors embody outstanding qualities and exemplary practice in executing their leadership and supervisory functions.

They lead and empower Career Stage 2 and Career Stage 3 Supervisors in curriculum management and implementation by strengthening shared accountability and fostering a culture of continuous improvement while developing themselves and others.

They exemplify principled decision-making, bringing impact with strong credibility and authority.

DOMAIN 1

Supporting Curriculum Management and Implementation

D **DOMAIN 1, Supporting Curriculum Management and Implementation**, focuses on supervisors' leadership and managerial skills in providing proactive support to divisions, districts, schools and learning centers in curriculum management and implementation.

In this domain, supervisors are expected to provide assistance for effective management and implementation of curricular reforms, learning resources, and assessment of learning outcomes.



DOMAIN 1: SUPPORTING CURRICULUM MANAGEMENT AND IMPLEMENTATION

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 1.1 Curriculum implementation	1.1.1 Demonstrate knowledge and understanding of support for curriculum implementation through the management of programs, projects and activities aligned with curriculum standards.	1.1.2 Support curriculum implementation through the management of programs, projects and activities aligned with curriculum standards.	1.1.3 Provide needs-based support for curriculum implementation through the application of efficient and effective programs, projects and activities aligned with curriculum standards.	1.1.4 Lead in designing and managing responsive support for curriculum implementation through efficient and effective programs, projects and activities aligned with curriculum standards.
Strand 1.2 Curriculum innovation	1.2.1 Demonstrate knowledge and understanding of support for curriculum innovation.	1.2.2 Provide support for curriculum innovation to divisions/districts/schools/ and/or learning centers to improve teaching and learning.	1.2.3 Mentor and coach colleagues in providing support for curriculum innovation to enhance practice.	1.2.4 Exhibit and share research-based exemplary practice in intensifying support for curriculum innovation within and across regions/divisions.
Strand 1.3 Curriculum contextualization	1.3.1 Demonstrate knowledge and understanding of support for curriculum contextualization.	1.3.2 Implement relevant strategies to support curriculum contextualization.	1.3.3 Adapt harmonized strategies to support curriculum contextualization based on the needs analysis of targeted clusters of divisions/districts/schools and/or learning centers.	1.3.4 Lead colleagues in innovating strategies to support curriculum contextualization.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 1.4 Learning resource development	1.4.1 Display knowledge and understanding of learning resource development to support divisions/districts/schools and/or learning centers.	1.4.2 Conduct activities such as sharing of one's expertise, writing instructional materials, capacity building, and needs assessment that support learning resource development in divisions/districts/schools and/or learning centers.	1.4.3 Design and implement activities that support learning resource development in divisions/districts/schools and/or learning centers.	1.4.4 Lead colleagues in designing and implementing activities that support learning resource development in divisions/districts/schools and/or learning centers.
Strand 1.5 Learning resource management	1.5.1 Demonstrate knowledge and understanding of the different processes to support learning resource management in divisions/districts/schools and/or learning centers.	1.5.2 Apply relevant processes to support learning resource management in divisions/districts/schools and/or learning centers.	1.5.3 Exhibit effective practices in providing support for learning resource management in divisions/districts/schools and/or learning centers.	1.5.4 Model exemplary practices in providing support for learning resource management in divisions/districts/schools and/or learning centers.
Strand 1.6 Learning outcomes assessment	1.6.1 Demonstrate knowledge and understanding of the utilization of the results of learning outcomes assessment.	1.6.2 Utilize results of learning outcomes assessment in developing intervention strategies to support divisions/districts/schools and/or learning centers.	1.6.3 Mentor and coach colleagues in the development and implementation of an effective harmonized intervention strategy based on analyses of results of learning outcomes assessment to support divisions/districts/schools and/or learning centers.	1.6.4 Show exemplary leadership skills in applying a wide range of intervention strategies based on results of learning outcomes assessment to support divisions/districts/schools and/or learning centers.



DOMAIN 2

Strengthening Shared Accountability

D **OMAIN 2, *Strengthening Shared Accountability***, underscores supervisors' leadership and collaboration skills in strengthening shared accountability in operationalizing educational development plans, providing technical assistance, reviewing and recommending policies, and supporting disaster preparedness, mitigation and resiliency.

In this domain, supervisors are expected to provide harmonized needs-based support to division personnel/school heads and other field implementers to inform forward planning and decision-making.

DOMAIN 2: STRENGTHENING SHARED ACCOUNTABILITY

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 2.1 Educational development plan operationalization	2.1.1 Demonstrate knowledge and understanding of the operationalization of educational development plans.	2.1.2 Conduct programs, projects and activities aligned with the educational development plan.	2.1.3 Develop and implement responsive programs, projects and activities aligned with the educational development plan.	2.1.4 Model exemplary skills on evidence-based approaches in the evaluation of programs, projects and activities aligned with the educational development plan.
Strand 2.2 Technical assistance provision	2.2.1 Demonstrate knowledge and understanding of the provision of technical assistance based on quality assurance, and monitoring and evaluation results.	2.2.2 Adopt and implement appropriate technical assistance modalities to divisions/districts/schools and/or learning centers based on quality assurance, and monitoring and evaluation results.	2.2.3 Mentor and coach colleagues in providing efficient and effective technical assistance to a targeted cluster of divisions/districts/schools and/or learning centers based on quality assurance, and monitoring and evaluation results.	2.2.4 Model exemplary skills in the provision of technical assistance by designing and implementing responsive interventions based on quality assurance, and monitoring and evaluation results.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 2.3 Policy review and recommendation	2.3.1 Identify national, regional and/or division policies for review and recommendation to ensure relevance within the context of one's area of concern.	2.3.2 Conduct review and recommendation of national, regional and/or division policies to ensure relevance within the context of one's area of concern.	2.3.3 Mentor and coach colleagues on the effective conduct of review and recommendation of national, regional and/or division policies to ensure their relevance in addressing the harmonized needs of the cluster of divisions/districts/schools and/or learning centers.	2.3.4 Lead colleagues in designing strategies such as creating a review committee, conducting focus group discussions (FGDs) and roundtable discussions for efficient and effective review and recommendation of national, regional and/or division policies to ensure their relevance to the improvement of divisions/districts/schools and/or learning centers.
Strand 2.4 Disaster preparedness, mitigation and resiliency support	2.4.1 Demonstrate knowledge and understanding of laws, policies, guidelines and issuances on disaster risk reduction management.	2.4.2 Support the management of disaster preparedness, mitigation and resiliency in the divisions/district/schools and/or learning centers to ensure delivery of basic education.	2.4.3 Provide enhanced support in the management of disaster preparedness, mitigation and resiliency in the divisions/district/schools and/or learning centers to ensure delivery of basic education.	2.4.4 Share best practice in the provision of enhanced support in the management of disaster preparedness, mitigation and resiliency in the divisions/district/schools and/or learning centers to ensure delivery of basic education.

DOMAIN 3

Fostering a Culture of Continuous Improvement

D **OMAIN 3, *Fostering a Culture of Continuous Improvement***, underpins supervisors' organizational and technical skills in providing support for instructional leadership, technology-based innovation including ICT, a culture of research, communities of practice, and the use of communication platforms.

In this domain, supervisors are expected to provide support in creating an environment to ensure efficient and effective delivery of basic education services.



DOMAIN 3: FOSTERING A CULTURE OF CONTINUOUS IMPROVEMENT

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 3.1 Support for instructional leadership	3.1.1 Demonstrate knowledge and understanding of instructional leadership for continuous improvement of the teaching-learning process.	3.1.2 Apply appropriate instructional leadership support strategies to help divisions/districts/schools and/or learning centers with the continuous improvement of the teaching-learning process.	3.1.3 Mentor and coach colleagues in adapting relevant instructional leadership support strategies to address the harmonized needs of clusters of divisions/districts/schools and/or learning centers.	3.1.4 Lead colleagues in developing a compendium of effective and efficient instructional leadership support strategies to address the identified priority needs of divisions/districts/schools and/or learning centers.
Strand 3.2 Technology-based innovation including ICT	3.2.1 Display knowledge and understanding of relevant technology-based innovations including ICT in the effective delivery of roles and functions.	3.2.2 Utilize relevant technology-based innovations including ICT in the effective delivery of roles and functions to support divisions/districts/schools and/or learning centers.	3.2.3 Adapt technology-based innovations including ICT in addressing the harmonized needs of a cluster of divisions/districts/schools and/or learning centers.	3.2.4 Exhibit best practice in applying technology-based innovations including ICT to strengthen shared accountability and foster a culture of continuous improvement.
Strand 3.3 Culture of research	3.3.1 Demonstrate knowledge and understanding of relevant research findings.	3.3.2 Utilize findings of research undertaken and/or adapted to improve practice.	3.3.3 Mentor and coach colleagues in planning and conducting research, and utilizing findings to improve practice.	3.3.4 Model exemplary skills in conducting, utilizing and communicating research findings to improve practice.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 3.4 Communities of practice	3.4.1 Demonstrate understanding of establishing communities of practice to improve the delivery of basic education services.	3.4.2 Implement communities of practice to support the improvement of the delivery of basic education services.	3.4.3 Sustain effective communities of practice in collaboration with colleagues for continuous improvement in the delivery of basic education services.	3.4.4 Exhibit exemplary skills in institutionalizing communities of practice for continuous improvement in the delivery of basic education services.
Strand 3.5 Use of communication platforms	3.5.1 Familiarize oneself with the effective use of different communication platforms including print and non-print media to improve basic education services.	3.5.2 Use communication platforms including print and non-print media to support divisions/districts/schools and/or learning centers in improving basic education services.	3.5.3 Manage the efficient and effective use of communication platforms including print and non-print media to support divisions/districts/schools and/or learning centers in improving basic education services.	3.5.4 Exhibit exemplary skills in using a wide range of efficient and effective communication platforms to support divisions/districts/schools and/or learning centers in improving basic education services.

DOMAIN 4

Developing Self and Others

D **OMAIN 4, *Developing Self and Others***, centers on supervisors' abilities to develop themselves and others through sustained commitment for learning and development, professional networks, personal and professional development, professional reflection and learning to improve practice, and support for rewards and recognition.

In this domain, supervisors are expected to commit to ensuring people and team effectiveness.



DOMAIN 4: DEVELOPING SELF AND OTHERS

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 4.1 Learning and development	4.1.1 Demonstrate knowledge and understanding of different learning and development interventions.	4.1.2 Ensure the delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.	4.1.3 Sustain the effective delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.	4.1.4 Model exemplary practices in the delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers.
Strand 4.2 Professional networks	4.2.1 Seek opportunities to improve one's practice through professional networks.	4.2.2 Participate actively in professional networks to enhance knowledge and skills in improving practice.	4.2.3 Support colleagues to engage in advanced activities of various professional networks in enhancing practice.	4.2.4 Model exemplary practice in leading and engaging colleagues through professional networks to maximize potential and enhance practice.
Strand 4.3 Personal and professional development	4.3.1 Reflect on the Philippine Professional Standards for Supervisors to plan for personal and professional development goals.	4.3.2 Set achievable personal and professional development goals based on the Philippine Professional Standards for Supervisors.	4.3.3 Assist colleagues in setting and achieving their personal and professional development goals based on the Philippine Professional Standards for Supervisors.	4.3.4 Lead reforms in enhancing personal and professional development programs based on in-depth knowledge and understanding of the Philippine Professional Standards for Supervisors.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 4.4 Professional reflection and learning to improve practice	4.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.	4.4.2 Apply professional reflection and learning to improve one's practice.	4.4.3 Promote learning opportunities by initiating professional reflections to improve practice.	4.4.4 Provide leadership within and across school contexts in critically reflecting on and setting clearly defined targets for professional learning to improve practice.
Strand 4.5 Support for rewards and recognition mechanisms	4.5.1 Demonstrate knowledge and understanding of rewards and recognition mechanisms.	4.5.2 Support the implementation of rewards and recognition mechanisms in acknowledging the outstanding performance of personnel in regions/divisions/districts/schools and/or learning centers.	4.5.3 Provide enhanced support in the implementation of rewards and recognition mechanisms to acknowledge the outstanding performance of personnel in regions/divisions/districts/schools and/or learning centers.	4.5.4 Share best practice in providing enhanced support in the implementation of rewards and recognition mechanisms to acknowledge the outstanding performance of personnel in regions/divisions/districts/schools and/or learning centers.

GLOSSARY OF TERMS

Basic Education Services	Refer to the instructional programs that provide children, youths and adults with the essential foundation for lifelong learning and human development from which further levels and types of education and training could be built.
Colleagues	Refer to fellow supervisors in the field including supervisors from the School Governance and Operations Division (SGOD), Curriculum Implementation Division (CID), Field Technical Assistance Division (FTAD), Quality Assurance Division (QAD), Policy, Planning and Research Division (PPRD), Curriculum Learning Management Division (CLMD), Human Resource Development Division (HRDD), Education Support Services Division (ESSD), and Public Schools District Supervisors (PSDS) in the districts.
Communication Platforms	Refer to print and non-print media used to convey information, plans, programs and activities.
Communities of Practice	Refer to social units of learning that involve mutual engagement and accountability on converging competence and experience (Wenger, 1998, p. 229).
Continuous Improvement	Refers to the constant assessment, analysis and action on the performance improvement of key processes, focusing on both stakeholder needs and desired performance.
Curriculum Contextualization	Refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to learners, which includes localization and indigenization (DO 35, s. 2016).
Curriculum Contextualization Strategies	Refer to processes or activities that support curriculum contextualization such as capacity building on contextualization, quality assurance of contextualized materials, research, planning, tapping partners, and facilitating interfacing activities between and among supervisors.
Curriculum Implementation	Refers to teaching and learning process taking place in schools through interactions between learners and teachers as well as among learners observing the standards prescribed in the intended curriculum.
Curriculum Innovation	Refers to evidenced-based and creative initiatives adopted/adapted/developed by supervisors, addressing specific concerns to support targeted school/division or cluster of schools/divisions for better implementation of the intended curriculum.

Curriculum Management	Refers to the conduct of activities designed to assess and adjust the curriculum. The activities include curriculum mapping, content and structure analysis, learner assessment, program evaluation, research, and review in which output would be part of the policy recommendation to be submitted to a higher office.
Curriculum Standards	Refer to program standards, grade level standards, content standards and performance standards.
Disaster mitigation	Refers to lessening the adverse impacts of hazardous events through hazard-resistant construction and engineering, as well as improved environmental policies and public awareness (DO 44, s. 2018).
Disaster preparedness	Refers to the capacities developed by institutions and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent, or current hazard events or conditions. This includes setting up early warning systems, contingency planning, stockpiling of equipment and supplies, creating coordination and communication mechanisms, evacuation protocols, other training and field exercises (DO 44, s. 2018).
Domain	As used in this document, this refers to a broad conceptual sphere of leadership practices defined by specific strands.
Field Implementers	Refer to teachers of formal schools and the Alternative Learning System (ALS).
Forward Planning	Refers to future-oriented exercises for identifying professional opportunities for growth and development and other purposes such as staffing, budgeting, and resource provision.
Harmonized Needs-based Support	Refers to intervention/s that address/es the need/s of a target school/learning center/division, or cluster of schools/learning centers/divisions collectively conceptualized and provided by supervisors as a result of an interfacing venture between and among them.
Indicator	As used in this document, this refers to concrete, observable, and measurable supervisor practices covered in every strand.
Information and Communication Technology (ICT)	As used in this document, this refers to a management mechanism in handling information, and its application and association with social and educational matters.
Instructional Leadership Support Strategies	Refer to a wide range of actions that support schools/learning centers/divisions to address gaps, strengthen or institutionalize practices in order to continuously improve the teaching-learning process.

Learning and Development Interventions	Refer to a wide array of activities designed to support divisions/districts/schools/learning centers to address the performance gaps of identified DepEd employees as reflected in their Individual Performance Commitment and Review (IPCR), Office Performance Commitment and Review (OPCR) or other relevant assessment tools.
Learning Resource	Refers to learning material, teaching material or professional development material.
Learning Resource Development	Refers to the process of producing learning resources conforming to LRMD and Intellectual Property Rights (IPR) requirements and standards to address the needs of schools/learning centers/divisions based on the LR Needs Analysis and Assessment Report.
Learning Resource Management	Refers to the conduct of activities to ensure the availability of learning resources needed in implementing the intended curriculum in support of schools/learning centers/divisions. The activities may include needs assessment, evaluation, reproduction, redevelopment, development, procurement, quality assurance, and distribution of learning resources.
Policy Recommendation	Refers to the means through which reviewed policy/ies is/are being endorsed to higher authorities adhering to the organization's protocol.
Policy Review	Refers to the process of evaluating a policy to ascertain its impact with regard to the issue it sought to address (DepEd Order No. 13, s. 2015).
Professional networks	Refer to connected communities of supervisors with common values, mutually sharing their knowledge, skills and expertise for growth and development.
Programs, projects and activities	Refer to different academic and non-academic deliverables and learning interventions categorized as nationally-funded or region/division/district-initiated to address identified educational needs of divisions/districts/schools and/or learning centers.
Strand	As used in this document, this refers to a specific dimension of supervisor practices under every domain.
Technical Assistance	Refers to appropriate, relevant and timely professional support/interventions to divisions/districts/schools and learning centers based on identified development opportunities.

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