



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF TAGBILARAN CITY
City of Tagbilaran



November 9, 2016

DIVISION MEMORANDUM
NO. 613, s. 2016

SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE

TO: All Division Chiefs, Education Program Supervisors
Public Schools District Supervisor
Public Elementary and Secondary School Principals, Teachers
All Others Concerned

1. Per DepEd Memorandum No. 192, s. 2016, the DepEd through the NEAP and HRDD of Regional Offices shall conduct the roll out of the School Heads Development Program (SHDP): Foundation Course from September 2016 to May 2017. This is to improve the capacity of school heads as instructional leaders and as administrative managers.
2. For more details, please read enclosures to DepEd Memorandum No. 192, s. 2016 and Republic Act No. 9155 for your guidance and compliance.
3. Immediate dissemination of this memorandum is desired.


VIRGINIA C. ZAPANTA, Ed.D., CESO V
Schools Division Superintendent




Republic of the Philippines
Department of Education

08 NOV 2016

DepEd MEMORANDUM
No. **192**, s. 2016

SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary Schools Heads
All Others Concerned

1. In line with Republic Act (RA) No. 9155 or the *Governance of Basic Education Act of 2001* that specifies that a school head shall be both an instructional leader and administrative manager and RA 10533 or the *Enhanced Basic Education Act of 2013* that stipulates that principals shall undergo workshops and trainings to enhance their skills on their role as academic, administrative and community leaders, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP) and the Human Resource Development Division (HRDD) of the Regional Offices (ROs), shall conduct the roll out of the **School Heads Development Program (SHDP): Foundation Course** from September 2016 to May 2017.
2. The SHDP is intended to improve the capacity of the school heads to manage their schools, as well as prepare aspirants to handle the responsibilities of a school head. The program design is anchored on the National Competency-Based Standards for School Heads (NCBSSH).
3. The participants of this activity are the following:
 - a. National Qualifying Examination for Principals/National Qualifying Examination for School Heads (SH)/Principals' Test Passers (2008-2015), including SHs who have attended the Basic Course on School-Based Management (BCSBM) and who have not attended the SHDP Specialized Course on Senior High School (SHDP-SHS);
 - b. Incumbent SHs or Schools Division Office-designated teachers-in-charge (TICs) or officers-in-charge (OICs) of elementary, secondary or integrated schools who passed the Regional Qualifying Examination for Principals before 2008 without NEAP accredited training or those who have not passed the Principal's Test; and
 - c. Training Management Team per region composed of the learning facilitators, class managers, and Quality Assurance and Monitoring and Evaluation (QAME) monitors.
4. Training costs, which cover board and lodging and travel expenses of the management staff and facilitators, supplies and materials and contingency, shall be charged to the downloaded OSEC Human Resource Training and Development (OSEC HRTD) Funds, while the travel expenses of the participants shall be charged to local funds subject to the usual accounting and auditing rules and regulations. **No registration fee** shall be collected.

5. The following documents are enclosed for reference:

- Enclosure No. 1 : School Heads Development Program (SHDP):
Foundation Course Implementing Guidelines;
- Enclosure No. 2A : Training Matrix for Module 1: The School Head as
Instructional Leader;
- Enclosure No. 2B : Training Matrix for Module 2: The School Head as
Organizational Leader;
- Enclosure No. 2C : Training Matrix for Module 3: The School Head as
Exemplar;
- Enclosure No. 3 : Number of Participants per Region;
- Enclosure No. 4 : Templates for the Certificates;
- Enclosure No. 5A : Template for the Concept Paper;
- Enclosure No. 5B : Template for the Application Project – Implementation
Paper;
- Enclosure No. 6 : Number of Training Management Team (Facilitators,
Class Manager and QAME Monitor) Per Region;
- Enclosure No. 7 : Allocated and Downloaded Funds per Region;
- Enclosure No. 8A : Monthly Physical and Financial Status Report
Template;
- Enclosure No. 8B : Training Completion Report Template; and
- Enclosure No. 9 : SHDP: Foundation Course Logo.

6. The participants and training management team shall be entitled to Compensatory Time-Off (CTO) in accordance with Civil Service Commission and Department of Budget and Management Joint Circular No. 2, s. 2004 on *Non-Monetary Remuneration for Overtime Service Rendered*.

7. For more information, all concerned may contact **National Educators Academy of the Philippines (NEAP)**, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone no. (02) 633-9455 or through email address at deped.neap@gmail.com and the **Regional HRDD** for the complete list of participants, specific dates and venues, and regional implementation scheme.

8. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl:

As stated

Reference:

N o n e

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

BASIC EDUCATION	PROJECTS
OFFICIALS	SCHOOLS
PROGRAMS	TRAINING PROGRAMS

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SCHOOL HEADS DEVELOPMENT PROGRAM (SHDP): FOUNDATION COURSE IMPLEMENTING GUIDELINES

A. BACKGROUND

1. Rationale

The SHDP is intended to improve the capacity of the school heads to manage their schools as well as prepare aspirants to handle the responsibilities of a school head. The SHDP targets to develop leadership and management effectiveness in the three core roles of the school head. The SHDP shall be conducted by the National Educators Academy of the Philippines (NEAP) and the Human Resource Development Division (HRDD) of the Regional Offices (ROs).

2. Content

The training program is anchored on the National Competency-Based Standards for School Heads (NCSBS-SH) with the following domains: School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, HR Management and Professional Development, Parent Involvement and Community Partnership, School Management Operations and Personal and Professional Attributes and Interpersonal Effectiveness.

The following 21st Century Skills, embedded in the course content, will be developed among the participants:

1. Communication Skills
2. Information, Media and Technology Skills
3. Life and Career Skills
4. Innovation Skills

The three (3) modules will be run **STRICTLY** for nineteen (19) days with at least a two week- interval to be allotted to the application of the competencies learned.

The training matrices can be found in Enclosure Nos. 2A, 2B, and 2C.

B. PARTICIPANTS

1. Selection

The pre-identified and submitted list of participants was based on the following criteria:

- a. NQEP/NQESH/ Principals' Test Passers (2008-2015) including school heads who have attended the Basic Course on School-Based Management (BCSBM) and who have not attended the SHDP Specialized Course on SHS and
- b. incumbent SHs/ Teachers In-Charge (TICs) or Officers In-Charge (OICs) designated by the School Division Office (SDOs) of:
 - elementary, secondary or integrated schools who passed the regional qualifying examination for Principals before 2008 without NEAP accredited training; or
 - those who have not passed the Principal's Test.

The breakdown of participants per region is reflected in Enclosure No. 3.

2. Attendance and Certification

After each module, the SHs will be given Certificates of Appearance and Participation indicating the actual number of hours of attendance of the participants. Three months after the end of Module 3, a colloquium will be conducted by the ROs to provide a

venue for the SHs to report the implementation and initial gains of their Application Project. The Certificate of Completion will be distributed during the aforementioned colloquium.

Templates for the Certificates are contained in Enclosure No. 4.

3. Requirements

The SHs are expected to prioritize their attendance in the training program and must assign OICs/TICs during their absence. Complete attendance and active participation are required. Outputs after sessions and modules must be submitted. The final requirement is the Application Project as proof of learning.

4. Application Project

The Application Project (AP) requires the participants to identify a specific school concern that needs to be addressed or needs improvement and that will deliver the best impact on school measures in three (3) months. The participants will be required to present significant milestones achieved at the end of each month in a colloquium that will be organized by the ROs.

Participants who are not holding a school head position and are non-school-based may adopt a school for AP implementation.

APs that have funding requirements may be funded by local funds (school, division, region) in coordination with the respective head of office.

An entry requirement to the Course is the submission of a duly accomplished Concept Paper that identifies three (3) specific school concerns that include:

- Curriculum, Assessment and Support Programs
- Instructional Leadership
- School leadership: SBM, SIP, CI, Partnership
- Strategic Human Resource Development
- Fiscal Management

Templates for the Concept Paper and Application Project are reflected in Enclosure Nos. 5A and 5B.

NEAP-R should evaluate the Application Projects with the support of the SDOs during the colloquium using these criteria:

Effectiveness (Extent to which the objectives of the AP have been attained expressed in terms of percentage of accomplishment vs. targets)	- 45%
Efficiency of Implementation (Expressed in terms of timeliness and resources - human, money and materials used to attain AP objectives)	- 40%
Application of Learning (Extent to which the project has integrated learnings from SHDP)	- 10%
Replicability	- 5%

NEAP will conduct an orientation for the Regional HRDDs to ensure that there is a common understanding of how the APs will be evaluated.

A participant has to get at least a grade of 85% to pass.

C. OPERATIONS

1. Management Structure

In the conduct of the SHDP in the regions, the Human Resource Development Division (HRDD) of the Regional Office will be in-charge of the training management and delivery. In accordance with training standards, a maximum of fifty (50) participants per class with two (2) Content Facilitators, one (1) Class Manager, and one (1) from Quality Assurance and Monitoring and Evaluation shall be observed. Facilitators shall be deployed as identified by the Regional HRDD. Enclosure No. 6 contains the number of Training Management Team per region.

2. Terms of Reference

Below are the terms of reference (TOR) of the training management team:

- a. Dean of the Regional Academy – provides guidance and overall direction to the training program; oversees the planning, actual conduct and evaluation of the course. The Dean of the Regional Academy is the Regional Director (RD) or the OIC-RD.
- b. Training Manager – organizes committees for the rollout including class management, monitoring, budget, welfare and logistics. The Training Manager is the HRDD Chief and will assign facilitators for deployment based on a sound competency and needs assessment.
- c. Class Manager – serves as class adviser all throughout the three (3) modules, handles learning session for Day 0, conducts pre and post tests for competency assessment, provides technical support, evaluates Application Projects, manages feedback sessions, and prepares reports. Class managers can be the EPS or EPS II of the HRDD or Schools Division Office’s SGOD HRDS SEPS, EPS II or the PSDS.
- d. Facilitators – reviews and contextualizes the session guides and materials, conducts and facilitates sessions, and attends briefing and debriefing orientation with the training management team. They were preselected by the Regions using these criteria:

	# of Facilitators	Minimum Qualifications
Team A	5	<ul style="list-style-type: none">o OIC-ASDS/ Regional/ Division/ District Supervisor or secondary school heado Has strong background in curriculum and school operations
Team B	5	<ul style="list-style-type: none">o Incumbent SBM Coordinator, Supervisor or School Heado Experience in Continuous Improvement Program and Enhanced School Improvement Plan would be an advantageo With outstanding facilitation skills
Team C	10	<ul style="list-style-type: none">o Regional/ Division/ District Supervisor or school heado Has strong background in curriculum and school operations

Additional Trainers	Will be based on the number of facilitators needed after deducting the number of existing facilitators	<ul style="list-style-type: none"> o Regional/ Division/ District Supervisor or school head o Has strong background in curriculum and school operations
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- e. QAME Monitor - conducts and reports quality assurance and monitoring & evaluation of sessions using the tools provided by NEAP. Leads the briefing & debriefing sessions with facilitators and Class Managers. Monitors can be the supervisors from the other functional divisions of the RO.

D. FUND ALLOCATION AND UTILIZATION

1. Budget Allocation per Region

Funding allocations from OSEC-HRTD Funds are downloaded to the ROs through Sub-Allotment Release Orders (SubAROs) to defray the board and lodging of participants, travel expenses of management staff and facilitators, training materials, and contingency. The breakdown of the downloaded budget is in Enclosure No. 7.

2. Scope

a. Travel Expenses

The travel expenses of the Training Management Team specifically the Class Manager, QAME Monitor, and Facilitators shall be charged to the downloaded HRTD funds while those of the participants shall be charged to their local funds. The amount of PhP 1,000.00 was allotted for each member of the team per module. The following documents will be submitted to reimburse travel expenses: travel order or travel authority, approved itinerary of travel, certificate of travel completed, certificate of appearance, tickets, and RER.

b. Board and lodging

The board and lodging of the Training Management Team and participants shall be billed and paid from the downloaded funds. They must conform to NEAP standards and must adhere to the requirements of the course and needs of the participants.

c. Supplies

The amount of PhP 200.00 is allotted per participant for supplies and materials. Each kit shall contain basic training necessities.

d. Contingency

For the SHDP: FC Rollout, each Region is allotted PhP 10,000.00 as Contingency Fund per tranche. Items to be purchased must be necessary and indispensable in the conduct of the training and not be included in the identified expenditure items (board and lodging, supplies and materials and travel expenses). Examples are medicines (commonly-used drugs only), gasoline and toll fees (emergency pick up / send-off of resource persons and training materials), cellular phone cards (for the Training Management Team), and the like. Official receipts and RERs are needed for liquidation.

e. Documentation and Reporting

The regions shall be accountable for the disbursement and liquidation of the funds, subject to the usual accounting and auditing rules and regulations. Monthly technical and financial status reports will be submitted by the ROs to the NEAP Director.

The Technical Report shall contain the updated Regional Training Implementation Plan (RTIP) reflecting:

- Program description
- Training design
- Names and numbers of training management team, facilitators, and participants
- Attendance sheets
- Evidence of receipt of training materials
- Training report/proceedings
- Results and analysis of evaluation (NEAP's QAME Form 3)
- Insights, challenges met and how they were managed
- Request for technical assistance, if any
- Photo documentation
- Financial report showing details of expenditures (breakdown of board and lodging, training materials, travel expenses, and contingency)

Likewise, a Training Completion Report shall be submitted a month after the last conduct of training. Templates for both reports are found in Enclosure Nos. 8A and 8B.

On the first week of October, all ROs are requested to furnish NEAP-CO with the Notice of Award of Contract and winning bidders "Conforme" and Signed Contract containing the following: agreement, conditions, technical specifications, IAEB, bidding documents, bid form including all the documents/statements contained in the winning bidder's two bidding envelopes, as annexes, eligibility requirements, documents and/or statements and performance security.

E. QUALITY ASSURANCE AND MONITORING AND EVALUATION (QAME)

1. Scheme for the Region

The Regional QAD will meet all the Division QAD teams for deployment purposes and for a common understanding of QAME Mechanism, TORs and utilization of QAME Tools. It should be emphasized that quality assurance covers looking at the content, delivery, and overall management of the training program.

2. Central Office

NEAP-CO through its QAD shall conduct its own QAME. Two monitors are assigned to look at the RO's conduct of the three modules. A separate memorandum to give specific details of the said QAME will be disseminated.

F. Communication Materials for Consistent SHDP Branding

Enclosure No. 9 contains the official logo of the SHDP: Foundation Course to be utilized in the tarpaulins, materials, kits, and presentations. Regions shall submit selected high resolution quality action photos to be uploaded in the official social media account of NEAP.

TRAINING MATRIX FOR MODULE 1: THE SCHOOL HEAD AS INSTRUCTIONAL LEADER

MODULE 1: THE SCHOOL HEAD AS INSTRUCTIONAL LEADER (6 days)							
COURSE SCHEDULE							
<i>Time</i>	<i>Day 0</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>	<i>Day 6</i>
7:45 - 8:00			MOL	MOL	MOL	MOL	MOL
8:00 - 8:30		Session 1: Leading from Within 1 (2H)	Session 1D: What is a Learner Centered School? (2H)	Session 2C: Classroom Assessment (3.5H)	Session 2E: Contextualization (7H)	Session 3: Special Interest Programs (3.5H)	Session 5: ALS and ADM (3.5H)
8:30 - 9:00							
9:00 - 9:30							
9:30 - 10:00							
10:00 - 10:30							
10:00 - 10:30	Break	Break	Break	Break	Break	Break	Break
10:30 - 11:00		Session 1A: Understanding the Learners' Context (1.5H)	Session 2A: K to 12 Curriculum (1.5H)	(Cont.) Session 2C: Classroom Assessment	(Cont.) Session 2E: Contextualization	(Cont.) Session 3: Special Interest Programs	(Cont.) Session 5: ALS and ADM in connection with Education in Emergency
11:00 - 11:30							
11:30 - 12:00							
12:00 - 12:30							
12:30 - 1:00							
12:00 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 1:00							
1:00 - 1:30	Arrival and Registration (2H)	Session 1B: Who are our Learners (2H)	Session 2B.1: Curriculum Standards (3.5H)	Session 2D: K to 12 Pedagogies (3.5H)	(Cont.) Session 2E: Contextualization	Session 4: Learner Support (3.5H)	Session 6: LRMS (2H)
1:30 - 2:00							
2:00 - 2:30							
2:30 - 3:00							
3:00 - 3:30	Opening Program and Course Overview (2H) with GTKY & Leveling of Expectations	Break	Break	Break	Break	Break	Break
3:30 - 4:00		Session 1C: DepEd VMV (1.5H)	(Cont.) Session 2B.2: Lesson Planning (Daily Lesson Plan and Daily Lesson Log)	(Cont.) Session 2D: K to 12 Pedagogies	(Cont.) Session: LAC with Planning and Application in the School	(Cont.) Session 4: Learner Support	Integration Session: Instructional Leadership with focus on 21st Century Skills and Closing (2H)
4:00 - 4:30							
4:30 - 5:00							
5:00 - 5:30							
5:30 - 6:00	Reflection						
5:30 - 6:00				Fellowship			

TRAINING MATRIX FOR MODULE 2: THE SCHOOL HEAD AS ORGANIZATIONAL LEADER

MODULE 2: THE SCHOOL HEAD AS ORGANIZATIONAL LEADER (6 days)							
COURSE SCHEDULE							
<i>Time</i>	<i>Day 0</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>	<i>Day 6</i>
7:45 - 8:00			MOL	MOL	MOL	MOL	MOL
8:00 - 8:30		SBM	School Processes	Continuous Improvement	Continuous Improvement	School Improvement Plan	Partnership & Communication
8:30 - 9:00							
9:00 - 9:30							
9:30 - 10:00							
10:00 - 10:30		Break	Break	Break	Break	Break	Break
10:30 - 11:00		SBM	School Processes	Continuous Improvement	Continuous Improvement	School Improvement Plan	
11:00 - 11:30							
11:30 - 12:00							
12:00 - 12:30							
12:30 - 1:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 1:30	Arrival and Registration (2H)	SBM	CI	Continuous Improvement	SIP	School Improvement Plan	Integration Session: Instructional Leadership and Closing (2H)
1:30 - 2:00							
2:00 - 2:30							
2:30 - 3:00							
3:00 - 3:30	Opening Program and Course Overview (2H)	Break	Break	Break	Break	Break	
3:30 - 4:00		SBM	CI	Continuous Improvement	SIP	School Improvement Plan	
4:00 - 4:30							
4:30 - 5:00							
5:00 - 5:30		Reflection	Reflection	Reflection	Reflection	Reflection	
5:30 - 6:00				Fellowship			

TRAINING MATRIX FOR MODULE 3: THE SCHOOL HEAD AS EXEMPLAR

MODULE 3: THE SCHOOL HEAD AS EXEMPLAR (7 days)																
COURSE SCHEDULE																
Time	Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7								
7:45 - 8:00			MOL	MOL	MOL	MOL	MOL	MOL								
8:00 - 8:30		HR Management	HR Management	HR Management	Fiscal Management	Fiscal Management	Fiscal Management	Leadership	Closing Program							
8:30 - 9:00																
9:00 - 9:30																
9:30 - 10:00																
10:00 - 10:30										Break	Break	Break	Break	Break	Break	Break
10:30 - 11:00										HR Management	HR Management: Learning Action Cell (LAC) Structure with Simulation	Fiscal Management	Fiscal Management	Fiscal Management	Fiscal Management	Leadership
11:00 - 11:30																
11:30 - 12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH								
12:00 - 12:30																
12:30 - 1:00																
1:00 - 1:30		Arrival and Registration (2H)	HR Management	Fiscal Management	Fiscal Management	Fiscal Management	Fiscal Management	Fiscal Management	Leadership							
1:30 - 2:00																
2:00 - 2:30																
2:30 - 3:00																
3:00 - 3:30	Opening Program and Course Overview (2H)	Break	Break	Break	Break	Break	Break	Break								
3:30 - 4:00		HR Management	Fiscal Management	Fiscal Management	Fiscal Management	Fiscal Management	Ethics	Integration								
4:00 - 4:30																
4:30 - 5:00																
5:00 - 5:30	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection										
5:30 - 6:00				Fellowship												

NUMBER OF PARTICIPANTS PER REGION

Luzon:

REGION	PARTICIPANTS
I	1,611
II	1,421
III	1,871
IV-CALABARZON	1,748
IV-MIMAROPA	1,477
V	789
CAR	1,076
NCR	353
TOTAL	10,346

Visayas:

REGION	PARTICIPANTS
VI	467
VII	568
VIII	1,527
NIR	367
TOTAL	2,929

Mindanao:

REGION	PARTICIPANTS
IX	1,840
X	1,031
XI	1,525
XII	1,445
CARAGA	391
ARMM	517
TOTAL	6,749

TOTAL NO.OF SHs TO BE TRAINED	20,024
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REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City



presents this

CERTIFICATE OF COMPLETION

to

*for successfully implementing the Application Project
in fulfillment of the requirements of the*

SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE

held at the National Educators Academy of the Philippines (NEAP-NCR) Marikina City,
on September 19-23, 2016

Given this 23rd day of September 2016 in Marikina City, Philippines.

Regional Director



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City



Certificate of Appearance

This is to certify that _____

of _____ attended the

SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE

held at the National Educators Academy of the Philippines (NEAP-NCR) Marikina City,
on September 19-23, 2016

Regional Director



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City



presents this

CERTIFICATE OF RECOGNITION

to

for serving as Facilitator/Resource Person during the

SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE

held at the National Educators Academy of the Philippines (NEAP-NCR) Marikina City,
on September 19-23, 2016

Given this 23rd day of September 2016 in Marikina City, Philippines.

Regional Director



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City



presents this

CERTIFICATE OF PARTICIPATION

to

for attending the

SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE

held at the National Educators Academy of the Philippines (NEAP-NCR) Marikina City,
on September 19-23, 2016

Given this 23rd day of September 2016 in Marikina City, Philippines.

Regional Director

**SCHOOL HEADS DEVELOPMENT PROGRAM:
FOUNDATION COURSE**

**APPLICATION PROJECT
CONCEPT PAPER**

Welcome to the School Heads Development Program (SHDP) -Foundation Course! The SHDP is a systematic competency-based educational leadership and management development program that aims to enable school heads to lead and manage K to 12 schools in the 21st century.

The course aims to improve the capacity of the school heads to manage their schools as well as prepare aspirants to handle the responsibilities of a school head. The program design is anchored on the National Competency-Based Standards for School Heads (NCBSSH).

Participants of the Foundation Course are new school heads, school heads who need training to be promoted as principal, and other candidates who are being considered for the position who do not have prior experience as a school head. It is a three-module course that covers **the principal's role in delivering the curriculum and core programs, managing school processes, strategic human resource management and development, fiscal management, partnership, and leadership.**

The requirements for a Certificate of Completion include complete attendance in the course and the implementation of an **Application Project** as proof of learning. **The Project requires the participant to identify a specific school concern that require improvement and that will deliver the best impact on school measures in three (3) to six (6) months.** In this project, the principal is expected to **apply learned competencies in improving the school.** The participant will be required to present significant milestones achieved at the end of each month.

An entry requirement to the Course is the submission of a duly accomplished Concept Paper that identifies three (3) specific areas of concern that need significant improvement in the school. The area for consideration include:

1. Curriculum, Core, and Support Programs
2. Instructional Leadership
3. School leadership: SBM, SIP, CI, Partnership
4. Strategic Human Resource Development
5. Fiscal Management

By the end of this three-module course, the participant will be asked to select one of these three areas as a project.

Please adhere to the word limit requirement.

SHDP Foundation Course Concept Paper

Name of Participant			Current Position		
Name of School			District		
Division			Region		
Introduction <i>maximum of 100 words</i>	What is your understanding of DepEd's vision and mission? What is the role of your school in delivering DepEd's vision and mission?				
Problem Description	Nominate three issues and/or concerns in your school that you would like to work on in this course. You will be helped in clarifying and selecting the final problem for your Application Project. (See attached sheet for the course coverage. This will help guide you in your problem selection). For each problem, answer the following questions. Give <u>quantifiable</u> or <u>observable</u> indicators.				
	(1) What is the problem? (<i>maximum 20 words</i>) (2) When does the problem happen? (<i>maximum 20 words</i>) (3) Where does the problem happen? (<i>maximum 20 words</i>) (4) Who are affected by the problem? (<i>maximum words</i>)				
	Problem 1				
	Problem 2				
	Problem 3				
Statement of Project Objective	What result do you want to see after solving the problem? Give <u>quantifiable</u> or <u>observable</u> indicators. (maximum of 50 words)				
	Problem 1				
	Problem 2				
	Problem 3				

SHDP Foundation Course Concept Paper

Benefits of solving the problem

- (1) Who benefits from solving this problem? Be specific. If possible, give exact numbers. (maximum 50 words)
- (2) What is the exact benefit to them? (maximum 50 words)
- (3) How will solving this problem contribute to achieving DepEd's vision and mission? (maximum 75 words)

Problem 1

Problem 2

Problem 3

Your signature over printed name

Date submitted

School Head’s Application Project Implementation Paper

The School Head’s Application Project (AP) is a requirement for a Certificate of Completion in the Foundation Course of the School Heads Development Program.

The Project requires the participant to identify a specific school concern that needs to be addressed requires improvement and that will deliver the best impact on school measures in three (3) to six (6) months. The choice of project will be derived from the three priority concerns identified in the Concept Paper submitted at the start of the Foundation Course. Project Results will be presented by the school head at a colloquium of Foundation Course participants.

This Implementation Paper guides the school heads in planning for the project of their choice. It must be completed and submitted by the end of Module 3. Participants who are not holding a school head position and are non-school-based may adopt a school for AP implementation.

A. Project Context

NEAP PROGRAM	School Heads Development Program - Foundation Course
Name of School Head	
Region, Division, District	
Name of School	
<p align="center">Key changes in my school as a result of this project</p> <p><i>What key changes do you want to see in your school as a result of your having attended the SHDP Foundation Course? What are your specific, verifiable indicators of these changes?</i></p>	

<p>Target Competency Improvement</p> <p><i>What school head competency/ies will you apply through your project Identify maximum of three that are directly related to your project.</i></p>	
<p>Describe current situation (problem or opportunity) in your school that you need to address through your project.</p> <p><i>Give specific, quantifiable, observable details. For example, number of non-readers in Grade 2. Or, number of teachers that need training by a certain period. Or, timely utilization of MOOE.</i></p>	
<p>Title of Application Project</p>	
<p>PROJECT OBJECTIVE/S: SMART-Specific, measurable, attainable, result-oriented and with timeframe</p>	TO:
<p>Start date</p>	
<p>Length of project</p> <p><i>The project should be completed within 3 to 6 months.</i></p>	
<p>Expected Outputs</p>	
<p>Beneficiary/ies</p>	
<p>Identify Success Indicators or measures of success</p>	<p><i>This project will be a success when the following indicators have been achieved and verified through unbiased means (maximum of 3):</i></p>

B. Action Steps -

Identify significant Milestone targets that could be achieved by the end of 30 days and every 30 days thereafter. Milestones are (a) significant changes achieved; and/or, (b) major steps taken towards achieving the desired improvement in your school

Target Milestone	Actions	Responsible Person <i>Who will do this step?</i>	Support Needed from:	Target Date <i>When will this step be accomplished?</i>
Milestone 1	Action Step 1			
	Action Step 2			
	Action Step 3			
	Etc.,			
Milestone 2	Action Step 1			
Milestone 3	Action Step 1			
Etc				

C. Required Resources

Provide Specific Details of the physical and human resources required to successfully implement your Application Project. Aps that have funding requirements may be funded by local funds (school, division, region) in coordination with the respective head of office.

Milestone	Resources Needed	Budget	Approvals needed

D. 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	Likely Risk	Impact on Project if Risk Happens	Specific Action to Prevent Risk	If Risk Happens, Specific Action to Soften Impact of Risk

E. APPROVAL:

	Printed Name	Signature	Date
Prepared by			
Approved by			

TRAINING MANAGEMENT TEAM PER REGION

REGION	<i>No. of School Heads</i>	<i>No. of Classes (50 pax/class)</i>	<i>No. of Facilitators (2 per class)</i>	<i>No. of Class Manager (1 per class)</i>	<i>No. of QAME Monitor (1 per class)</i>	<i>Total No. of Paxs (SHs + Faci + Class Manager + QAME Monitor)</i>
1	1611	32	64	32	32	1739
2	1421	29	58	29	29	1537
3	1871	37	74	37	37	2019
4A	1748	35	70	35	35	1888
4B	1477	30	60	30	30	1597
5	789	16	32	16	16	853
6	467	9	18	9	9	503
7	568	11	22	11	11	612
8	1527	31	62	31	31	1651
9	1840	37	74	37	37	1988
10	1031	21	42	21	21	1115
11	1525	31	62	31	31	1649
12	1445	30	60	30	30	1565
CARAGA	391	8	16	8	8	423
ARMM	517	10	20	10	10	557
CAR	1076	22	44	22	22	1164
NCR	353	7	14	7	7	381
NIR	367	7	14	7	7	395
	20,024	403	806	403	403	21,636

ALLOCATED AND DOWNLOADED FUNDS TO THE REGIONS

REGION	<i>Total No. of Paxs (SHs + Faci + Class Manager + QAME Monitor)</i>	<i>Board and Lodging (Total Number of Pax x 1200 pesos x 19 days)</i>	<i>Supplies (Total Number of Participants x 200 pesos x 3modules)</i>	<i>Traveling Expenses (Total No. of Facis, Class Manager & QAME Monitor x 1,000 pesos x 3days)</i>	<i>Contingency</i>	TOTAL AMOUNT TO BE DOWNLOADED
1	1739	39,649,200	966,600	384,000	30,000	41,029,800
2	1537	35,043,600	852,600	348,000	30,000	36,274,200
3	2019	46,033,200	1,122,600	444,000	30,000	47,629,800
4A	1888	43,046,400	1,048,800	420,000	30,000	44,545,200
4B	1597	36,411,600	886,200	360,000	30,000	37,687,800
5	853	19,448,400	473,400	192,000	20,000	20,133,800
6	503	11,468,400	280,200	108,000	10,000	11,866,600
7	612	13,953,600	340,800	132,000	10,000	14,436,400
8	1651	37,642,800	916,200	372,000	30,000	38,961,000
9	1988	45,326,400	1,104,000	444,000	30,000	46,904,400
10	1115	25,422,000	618,600	252,000	20,000	26,312,600
11	1649	37,597,200	915,000	372,000	30,000	38,914,200
12	1565	35,682,000	867,000	360,000	30,000	36,939,000
13	423	9,644,400	234,600	96,000	10,000	9,985,000
ARMM	557	12,699,600	310,200	120,000	10,000	13,139,800
CAR	1164	26,539,200	645,600	264,000	20,000	27,468,800
NCR	381	8,686,800	211,800	84,000	10,000	8,992,600
NIR	395	9,006,000	220,200	84,000	10,000	9,320,200
TOTAL	21,636	493,300,800	12,014,400	4,836,000	390,000	510,541,200

Department of Education

School Heads Development Program (SHDP): Foundation Course

MONTHLY TECHNICAL AND FINANCIAL STATUS REPORT

Region	
Training Period (Month)	
Batches/Clusters Covered	
Training Venue	

ALLOCATED/DOWNLOADED BUDGET	Physical (Based on No. of Expected Participants)	Financial	Total
Board and Lodging			
Supplies			
Travel Expenses			
Contingency			
TOTAL			

Less: ALLOCATED/DOWNLOADED BUDGET	Physical (Based on Actual No. of Participants)	Financial	Total
Board and Lodging			
Supplies			
Travel Expenses			
Contingency			
TOTAL EXPENSES			
BALANCE			

SHDP: Foundation Course
Training Program Completion Report

Location and Venue	
Durations	
Dates	
No. of Participants:	Male _____ Female _____ Total _____
	(Attach list of participants) attachment 1
Facilitators	(Add names of the facilitators/trainees and their position)
Summary of Attendance	(Attach attendance sheets) attachment 2
<i>Executive Summary</i>	
Program Objectives	At the end of the program the participants will have... <ul style="list-style-type: none"> • (add objectives from the program design /resource package
Program design/matrix/schedule	
Key Results	(Identify the Key Results from the conduct of the training program) * *
Resources Materials	(identify the resources required to conduct the program , etc. session guides, references etc.) *
M & E Analysis	(Based on the result of the End -program -evaluation) Analysis should include: <ul style="list-style-type: none"> • Results from the participants evaluation of the program • Results from the facilitators’ review of the program • Results from the program managers review of the program

	<ul style="list-style-type: none"> Strengths and areas of improvement should be identified in this section. (Include as attachment 3 a copy of the M & E)
General Comments and Issues Encountered	<p>In this section make any general comments about the program and identify any issues encountered in relation to:</p> <ul style="list-style-type: none"> Its delivery <ul style="list-style-type: none"> * trainers/facilitators * participants
General Comments and Issues Encountered	<p>In this section make any general comments about the program and identify any issues encountered in relation to:</p> <ul style="list-style-type: none"> <i>Its delivery</i> <ul style="list-style-type: none"> * trainers/facilitators * participants * content of program * delivery strategies * training materials * <i>Its management</i> <ul style="list-style-type: none"> * <i>prior to delivery</i> * <i>during the training proper</i> <p><i>Other issues</i></p>
Recommendations	<p>In this section discuss any recommendations you may have to improve future programs . Suggestions may cover program management, facilitation, session guides, resource materials . Other concerns</p>
<p>Financial Report (Attach breakdown of board and lodging , honoraria, training materials , administrative cost and profit margin)</p>	
<p>Program Report Attachments Attachment 1 – List of participants (insert here) Attachment 2 – Attendance Sheets (arranged chronologically) (Insert here)</p>	

Enclosure No. 9 to DepEd Memorandum No. 192, s. 2016



SCHOOL HEADS DEVELOPMENT PROGRAM:
FOUNDATION COURSE

INSTRUCTIONAL LEADER ★ ORGANIZATIONAL LEADER ★ EXEMPLAR

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