



Republic of the Philippines  
**Department of Education**

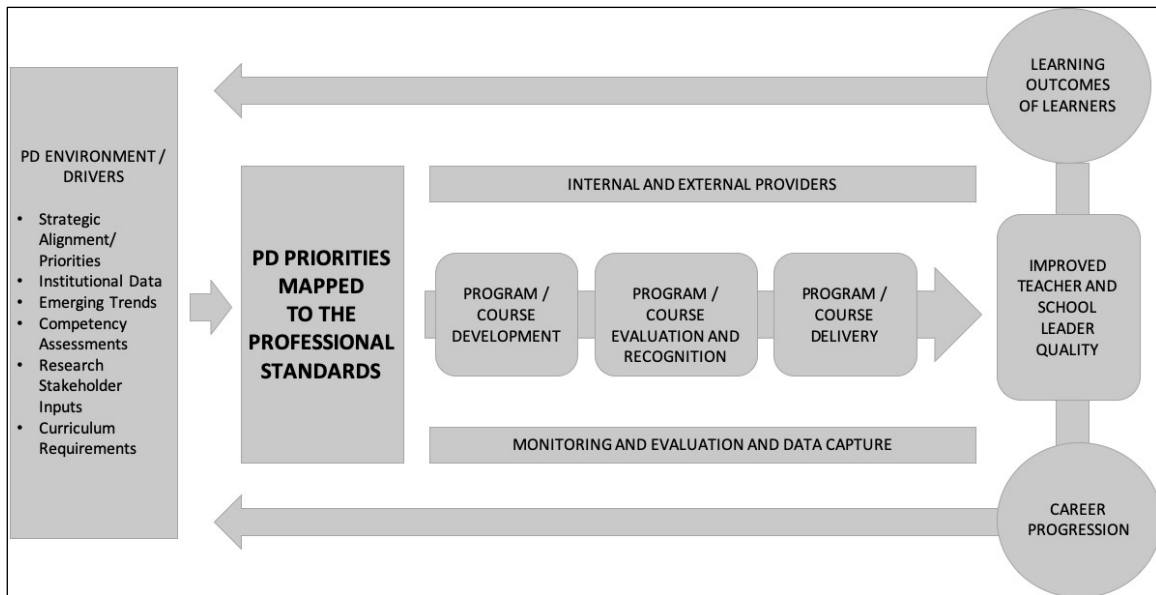
04 MAY 2020

DepEd MEMORANDUM  
No. **050**, s. 2020

**DEPED PROFESSIONAL DEVELOPMENT PRIORITIES FOR TEACHERS  
AND SCHOOL LEADERS FOR SCHOOL YEAR 2020-2023**

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to DepEd Order (DO) No. 001, s. 2020 titled **Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders**, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), issues the **DepEd Professional Development (PD) Priorities for Teachers and School Leaders for SY 2020-2023**.
2. The PD Priorities shall support the realization of the Department's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes.
3. The three-year PD Priorities shall be drawn from the Philippine Professional Standards for Teachers (PPST), while the PD Priorities for school leaders—school heads and supervisors—shall be drawn from the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS), respectively.
4. The three-year PD Priorities shall adhere to the provisions defined in Item VI, Nos. 16-18 of DO 001, s. 2020. Among others, the policy states that PD Priorities shall allow flexibility for specific local needs, priorities, and emerging developments in teacher and school leader professional development.
5. The PD Priorities reflect the needs assessment from the focus group discussions conducted by NEAP with various units of the Department. They are intended to provide DepEd units and Learning Service Providers guidance in the development of proposals that are responsive to present DepEd needs. However, NEAP may consider proposals not under the priority list, provided their importance or urgency is established in the application.
6. The PD Priorities are situated within the NEAP PD Process Flow shown in Figure 1.



**Figure 1. NEAP Professional Development Process Flow**

7. The list of PD Priorities for Teachers and School Leaders for SY 2020-2023 is provided in the enclosure. In addition to the enclosure, professional development programs or courses directly supporting the effective operationalization of DepEd's Learning Continuity Plan (LCP) in light of COVID-19, shall also be given priority for School Year 2020-2021.

8. For more information, please contact the National Educators Academy of the Philippines, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at askneap@deped.gov.ph or at telephone no. (02) 8633-7207.

9. This Memorandum shall take effect upon signing by the Secretary.

10. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
 Secretary

Encl.: As stated


Reference: DepEd Order (No. 001, s. 2020)


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


NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES  
 OFFICIALS  
 PROGRAMS  
 REQUIREMENTS  
 TEACHERS





**Table 1.1 Professional Development (PD) Priorities for Teachers for SY 2020 to 2023**


PPST DOMAINS	PPST Strand	MOVING TO PROFICIENT TEACHER	MOVING TO HIGHLY PROFICIENT	MOVING TO DISTINGUISHED TEACHER
		PROFESSIONAL DEVELOPMENT CONTINUUM 		
<b>Domain 1</b> Content Knowledge and Pedagogy	<b>1.1</b>	Applying knowledge of content within and across curriculum teaching areas	Modelling effective applications of content knowledge within and across curriculum teaching areas	Modelling exemplary practices to improve the applications of content knowledge within and across curriculum teaching areas
	<b>1.4</b>	Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	Evaluating with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	Modelling a comprehensive selection of effective teaching strategies that promote learner achievement in literacy and numeracy
	<b>Special Topic:</b> Financial Literacy Education			
	<b>1.5</b>	Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills	Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills	Leading colleagues in reviewing, modifying and expanding the range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills
	<b>1.6</b>	Displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	Modelling and supporting colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture	Showing exemplary skills in and advocating the use of Mother Tongue, Filipino and English in teaching and learning to facilitate the learners' language, cognitive and academic development and to foster pride of their language, heritage and culture

PPST DOMAINS	PPST Strand	MOVING TO PROFICIENT TEACHER	MOVING TO HIGHLY PROFICIENT	MOVING TO DISTINGUISHED TEACHER
		PROFESSIONAL DEVELOPMENT CONTINUUM 		
Domain 2 Learning Environment	2.1	Establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Exhibiting effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Applying comprehensive knowledge of and acting as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners
		<b>Special Topics:</b> <ul style="list-style-type: none"> <li>● Child Protection Policy (CPP)</li> <li>● Anti-bullying Policy</li> </ul>		
	2.6	Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments	Providing leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments
Domain 3 Diversity of Learners	3.1	Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	Working with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences	Leading colleagues to evaluate differentiated strategies to enrich teaching practices that address learners' differences in gender, needs, strengths, interests and experiences
		<b>Special Topic:</b> Socio-emotional learning		
	3.3	Designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents	Assisting colleagues to design, adopt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Leading colleagues in designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents

PPST DOMAINS	PPST Strand	MOVING TO PROFICIENT TEACHER	MOVING TO HIGHLY PROFICIENT	MOVING TO DISTINGUISHED TEACHER
		PROFESSIONAL DEVELOPMENT CONTINUUM 		
	3.4	Planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	Evaluating with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	Modeling a range of high level skills responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices
		<b>Special Topics:</b> <ul style="list-style-type: none"> <li>● Children at-risks and children in conflict with the law</li> <li>● Reproductive health and early pregnancy</li> <li>● Increasing adversity quotient</li> <li>● Mental health in the school setting</li> </ul>		
	3.5	Adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups	Developing and applying teaching strategies to address effectively the needs of learners from indigenous groups	Showing comprehensive skills in delivering culturally appropriate teaching strategies to address the needs of learners from indigenous groups
Domain 4 Curriculum and Planning	4.1	Planning, managing, and implementing developmentally sequenced teaching and learning process for varied learning needs and contexts	Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts	Modelling exemplary practice and leading colleagues in enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes
	4.2	Setting achievable and appropriate learning outcomes that are aligned with learning competencies.		


PPST DOMAINS	PPST Strand	MOVING TO PROFICIENT TEACHER	MOVING TO HIGHLY PROFICIENT	MOVING TO DISTINGUISHED TEACHER
		PROFESSIONAL DEVELOPMENT CONTINUUM 		
	<b>4.5</b>	Selecting, developing, organizing and using appropriate teaching and learning resources to address learning goals	Advising and guiding colleagues in the selection, organization and development of appropriate teaching and learning resources, including ICT, to address specific learning goals	Modelling exemplary skills and leading colleagues in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school
<b>Domain 5</b> Assessment and Reporting	<b>5.1</b>	Designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements	Working collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements	Leading initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment consistent with curriculum requirements
	<b>5.2</b>	Monitoring and evaluating learner progress and achievement using learner data	Interpreting collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement	Providing advice on, and mentoring colleagues in the effective analysis and use of learner attainment data
<b>Domain 6</b> Community Linkages and Professional Engagement	<b>6.1</b>	Maintaining learning environments that are responsive to community contexts	Reflecting on and evaluating learning environments that are responsive to community contexts	Modelling exemplary practice and empowering colleagues to establish and maintain effective learning environments that are responsive to community contexts
	<b>6.2</b>	Building relationships with parents/guardians and the wider school community to facilitate involvement in the educative process	Guiding colleagues to strengthen relationship with parents/guardians and the wider school community to facilitate involvement in the educative process	Leading in consolidating networks that strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process


PPST DOMAINS	PPST Strand	MOVING TO PROFICIENT TEACHER	MOVING TO HIGHLY PROFICIENT	MOVING TO DISTINGUISHED TEACHER
		PROFESSIONAL DEVELOPMENT CONTINUUM 		
	6.3	Reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	Discussing with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	Leading colleagues in the regular review of existing codes, laws and regulations that apply to the teaching profession, and the responsibilities as specified in the <i>Code of Ethics for Professional Teachers</i> .
	6.4	Complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.		
Domain 7 Personal Growth and Professional Development	7.2	Adopting practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	Identifying and utilizing personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Acting as a role model and advocate for upholding the dignity of teaching and learning culture within and beyond the school
		<b>Special Topic:</b> DepEd Core Behavioral Competencies		
	7.3	Participating in professional networks to share knowledge and to enhance practice	Contributing actively to professional networks within and between schools to improve knowledge and to enhance practice	Taking a leadership role in supporting colleagues' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need
		<b>Special Topic:</b> Communities of Practice		

PPST DOMAINS	PPST Strand	MOVING TO PROFICIENT TEACHER	MOVING TO HIGHLY PROFICIENT	MOVING TO DISTINGUISHED TEACHER
 PROFESSIONAL DEVELOPMENT CONTINUUM				
	<b>7.5</b>	Setting professional development goals based on the Philippine Professional Standards for Teachers	Reflecting on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Leading reforms in enhancing professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers





**Table 2.1 Professional Development (PD) Priorities for School Heads for SY 2020 to 2023**


PPSSH Domains	PPSSH Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
<b>Domain 1</b> Leading Strategically	<b>1.1</b>	Demonstrating knowledge of the DepEd vision, mission and core values to foster shared understanding and alignment of school policies, programs, projects and activities	Communicating the DepEd vision, mission and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects and activities	Collaborating with school personnel in communicating the DepEd vision, mission and core values to the wider school community to strengthen shared understanding and alignment of school policies, programs, projects and activities	Serving as a role model in the school and the wider school community in embodying the DepEd vision, mission and core values to sustain shared understanding and alignment of school policies, programs, projects and activities
	<b>1.2</b>	Demonstrating knowledge and understanding of the phases of development and implementation of school plans aligned with institutional goals and policies	Developing and implementing with the planning team school plans aligned with institutional goals and policies	Engaging the school community in the development and implementation of school plans aligned with institutional goals and policies	Sharing with fellow school heads best practice in the development and implementation of school plans aligned with institutional goals and policies
	<b>1.7</b>	Displaying knowledge and understanding of monitoring and evaluation processes and tools to promote learner achievement	Utilizing available monitoring and evaluation processes and tools to promote learner achievement	Designing supplemental monitoring and evaluation tools following standard processes to promote learner achievement	Leading in the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement
<b>Domain 2</b> Managing School	<b>2.1</b>	Demonstrating skills in managing school data and information using technology, including ICT	Managing school data and information using technology, including ICT, to	Capacitating school personnel in managing school data and information using technology, including ICT, to	Exhibiting best practice in managing school data and information using technology, including ICT, to ensure

PPSSH Domains	PPSSH Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
Operations and Resources			ensure efficient and effective school operations	ensure efficient and effective school operations	efficient and effective school operations
	2.2	Demonstrating knowledge and understanding of policies, guidelines and issuances in managing finances such as allocation, procurement, disbursement and liquidation aligned to the school plan	Managing finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned to the school plan	Exhibiting efficient and effective practices in the management of finances consistently adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned to the school plan	Creating and implementing a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned to the school plan
	2.3	Demonstrating knowledge and understanding of policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal in managing school facilities and equipment	Managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal	Establishing shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal	Systematizing processes in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal
	2.4	Demonstrating knowledge and understanding of laws, policies, guidelines and issuances on managing school staff	Managing staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school	Engaging school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school	Empowering school personnel in sustaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school


PPSSH Domains	PPSSH Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM			
	2.5	Demonstrating knowledge and understanding of laws, policies, guidelines and issuances on managing school safety for disaster preparedness, mitigation and resiliency in ensuring continuous delivery of instruction	Managing school safety for disaster preparedness, mitigation and resiliency to ensure continuous delivery of instruction	Working with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction	Institutionalizing the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction
		<b>Special Topic:</b> Disaster Preparedness			
	2.6	Identifying emerging opportunities and challenges in addressing the needs of learners, school personnel and other stakeholders	Managing emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders	Capacitating school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders	Empowering school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders
Domain 3 Focusing on Teaching and Learning	3.1	Demonstrating knowledge and understanding of school-based review, contextualization and implementation of learning standards	Assisting teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners	Working with teams in the conduct of review, contextualization and implementation of learning standards to assist teachers in making the curriculum relevant for learners	Sharing exemplary practice in the review, contextualization and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners
	3.2	Demonstrating knowledge and understanding of teaching standards and	Providing technical assistance to teachers on teaching standards and	Engaging school personnel such as master teachers, head teachers and department	Exhibiting best practice in providing technical assistance to teachers for them to develop


PPSSH Domains	PPSSH Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
		pedagogies within and across learning areas to provide technical assistance to teachers for them to improve their teaching practice	pedagogies within and across learning areas to improve their teaching practice	heads in providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice	exemplary practices consistent with teaching standards and pedagogies within and across learning areas
	<b>3.3</b>	Demonstrating understanding of the use of feedback obtained from learners, parents and other stakeholders to help teachers improve their performance	Using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance	Collaborating with school personnel in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance	Exhibiting exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance
	<b>3.4</b>	Setting achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators	Utilizing learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators	Engaging the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators	Mentoring fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts
	<b>3.5</b>	Demonstrating knowledge and understanding of learning assessment tools, strategies, and utilization of results consistent with curriculum requirements	Providing technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes	Working with concerned personnel in evaluating teachers' use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in	Leading initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes

PPSSH Domains	PPSSH Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
				achieving higher learning outcomes	
	3.6	Demonstrating understanding of managing a learner-friendly, inclusive and healthy learning environment	Managing a learner-friendly, inclusive and healthy learning environment	Engaging the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment	Empowering the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment
	3.8	Demonstrating knowledge and understanding of existing national and local policies related to learner discipline	Implementing learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community	Ensuring that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels	Leading concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements
Domain 4 Developing Self and Others	4.4	Demonstrating knowledge and understanding of the implementation of the performance management system in improving school personnel and office performance	Implementing the performance management system with a team to support the career advancement of school personnel, and to improve office performance	Monitoring and evaluating with school personnel the implementation of the performance management system to ensure career advancement for individual school personnel and to improve office performance	Exhibiting exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel, and to sustain improved office performance
	4.5	Demonstrating knowledge and understanding of professional development in enhancing strengths and in addressing performance	Implementing professional development initiatives to enhance strengths and address performance gaps among school personnel	Monitoring and evaluating the implementation of professional development initiatives in enhancing strengths and in addressing	Modelling exemplary practice in the implementation of professional development initiatives to enhance strengths


PPSSH Domains	PPSSH Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
		gaps among school personnel		performance gaps among school personnel	and address performance gaps among school personnel
	4.6	Identifying strengths, capabilities and potentials of individuals and teams in performing leadership roles and responsibilities	Providing opportunities to individuals and teams in performing leadership roles and responsibilities	Capacitating individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability	Empowering individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals in shared governance and accountability
	4.8	Rewarding and recognizing learners, school personnel and other stakeholders for exemplary performance and/ or support	Implementing a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support	Working with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support	Institutionalizing the implementation of the school rewards system with support from the wider school community in recognizing and motivating learners, school personnel and other stakeholders for sustained exemplary performance and/or continued support
Domain 5 Building Connections	5.5	Involving the community, such as parents, alumni, authorities, industries and other stakeholders, in school programs, projects and activities to gain support for learner development, as well as school and community improvement	Initiating partnerships with the community, such as parents, alumni, authorities, industries and other stakeholders, to strengthen support for learner development, as well as school and community improvement	Empowering the community, such as parents, alumni, authorities, industries and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement	Leading the community, including parents, alumni, authorities, industries and other stakeholders, in creating collaborative actions in solving complex issues on learner development, as well as school and community improvement


**Table 3.1 Professional Development (PD) Priorities for Supervisors for SY 2020 to 2023**

PPSS Domain	PPSS Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
<b>Domain 1</b> Supporting Curriculum Management and Implementation	<b>1.1</b>	Demonstrating knowledge and understanding of support for curriculum implementation through management of programs, projects and activities aligned with curriculum standards	Supporting curriculum implementation through management of programs, projects and activities aligned with curriculum standards	Providing needs-based support for curriculum implementation through application of efficient and effective programs, projects and activities aligned with curriculum standards	Leading in designing and managing responsive support for curriculum implementation through efficient and effective programs, projects and activities aligned with curriculum standards
	<b>1.3</b>	Demonstrating knowledge and understanding of support for curriculum contextualization	Implementing relevant strategies to support curriculum contextualization	Adapting harmonized strategies to support curriculum contextualization based on the needs analysis of targeted clusters of divisions/districts/schools and learning centers	Leading colleagues in innovating strategies to support curriculum contextualization
	<b>1.5</b>	Demonstrating knowledge and understanding on the different processes to support learning resource management in divisions / districts / schools and learning centers	Applying relevant processes to support learning resource management in divisions / districts / schools and learning centers	Exhibiting effective practices in providing support for learning resource management in divisions / districts / schools and learning centers	Modelling exemplary practices in providing support for learning resource management in divisions / districts / schools and learning centers
	<b>1.6</b>	Demonstrating knowledge and understanding in the	Utilizing results of learning outcomes assessment in	Mentoring and coaching colleagues in the	Showing exemplary leadership skills in applying a

PPSS Domain	PPSS Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
		utilization of the results of learning outcomes assessment	developing intervention strategies to support the divisions / districts / schools and learning centers	development and implementation of an effective harmonized intervention strategy based on analyses of results of learning outcomes assessment to support the divisions / districts / schools and learning centers	wide range of intervention strategies based on results of learning outcomes assessment to support the divisions / districts / schools and learning centers
Domain 2 Strengthening Shared Accountability	2.2	Demonstrating knowledge and understanding in the provision of technical assistance based on quality assurance and monitoring and evaluation results	Adopting and implementing appropriate technical assistance modalities to divisions / districts / schools and learning centers based on quality assurance and monitoring and evaluation results	Mentoring and coaching colleagues in providing efficient and effective technical assistance to a targeted cluster of divisions/districts/schools and learning centers based on quality assurance and monitoring and evaluation results	Modeling exemplary skills in the provision of technical assistance by designing and implementing responsive interventions based on quality assurance and monitoring and evaluation results
	2.4	Demonstrating knowledge and understanding of laws, policies, guidelines and issuances on disaster risk reduction management	Supporting the management of disaster preparedness, mitigation and resiliency in the divisions/district/ schools and learning centers to ensure delivery of basic education	Providing enhanced support in the management of disaster preparedness, mitigation and resiliency in the divisions/district/ schools and learning centers to ensure delivery of basic education	Sharing best practice in the provision of enhanced support in the management of disaster preparedness, mitigation and resiliency in the divisions / district / schools and learning centers to ensure delivery of basic education



PPSS Domain	PPSS Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
<b>Domain 3</b> Fostering a Culture of Continuous Improvement	<b>3.1</b>	Demonstrating knowledge and understanding on instructional leadership for continuous improvement of the teaching-learning process	Applying appropriate instructional leadership support strategies to help divisions/districts/schools and learning centers for the continuous improvement of the teaching-learning process	Mentoring and coaching colleagues in adapting relevant instructional leadership support strategies to address the harmonized needs of clusters of divisions/districts/schools and learning centers	Leading colleagues in developing a compendium of effective and efficient instructional leadership support strategies to address the identified priority needs of divisions/ districts/schools and learning centers
	<b>3.2</b>	Displaying knowledge and understanding of relevant technology-based innovations including ICT in the effective delivery of roles and functions	Utilizing relevant technology-based innovations including ICT in the effective delivery of roles and functions to support divisions/districts/schools and/or learning centers	Adapting technology-based innovations including ICT in addressing the harmonized needs of a cluster of divisions/districts/schools and/or learning centers	Exhibiting best practice in applying technology-based innovations including ICT to strengthen shared accountability and foster a culture of continuous improvement
	<b>3.4</b>	Demonstrating understanding of establishing communities of practice to improve the delivery of basic education services	Implementing communities of practice such as job-embedded learning, learning networks and learning action cells, to improve the delivery of basic education services	Sustaining effective communities of practice in collaboration with colleagues for continuous improvement in the delivery of basic education services	Exhibiting exemplary skills in institutionalizing communities of practice for continuous improvement in the delivery of basic education services
<b>Domain 4</b> Developing Self and Others	<b>4.1</b>	Demonstrating knowledge and understanding of different learning and development interventions	Ensuring the delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers	Sustaining the effective delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers	Modelling exemplary practices in the delivery of different learning and development interventions to support divisions/districts/schools and/or learning centers

PPSS Domain	PPSS Strand	Moving to Career Stage 1	Moving to Career Stage 2	Moving to Career Stage 3	Moving to Career Stage 4
		PROFESSIONAL DEVELOPMENT CONTINUUM 			
	4.3	Reflecting on the Philippine Professional Standards for Supervisors to plan for personal and professional development goals	Setting achievable personal and professional development goals based on the Philippine Professional Standards for Supervisors	Assisting colleagues in setting and achieving their personal and professional development goals based on the Philippine Professional Standards for Supervisors	Leading reforms in enhancing personal and professional development programs based on in-depth knowledge and understanding of the Philippine Professional Standards for Supervisors
	4.5	Demonstrating knowledge and understanding on rewards and recognition mechanisms	Supporting the implementation of rewards and recognition mechanisms in acknowledging outstanding performance of personnel in region/divisions/districts/schools and learning centers	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	Sharing 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