



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

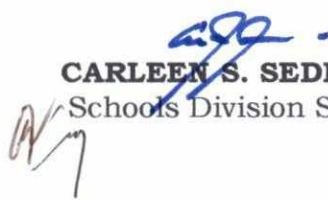
APR 13 2022

MEMORANDUM

**ADDENDUM TO REGIONAL MEMORANDUM NO. 71, S. 2022 –
TECHNICAL ASSISTANCE PROGRAM FOR LEADERSHIP DEVELOPMENT
OF ASPIRING PRINCIPALS**

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum and Implementation Division
Chief Education Supervisor, School Governance and Operations Division,
MNHS, MSHS, TNHS, and CESM School Heads
All Others Concerned

1. Attached is Regional Memorandum No. 190, s. 2022 on the above-captioned title, dated April 5, 2022, the contents of which are self-explanatory for guidance and information of all concerned.
2. The mentors and mentees from SDO-Muntinlupa reflected in *Enclosure No. 3* are directed to actively engage in the series of synchronous and asynchronous sessions of the LILOK Mentoring Program.
3. Immediate dissemination of, and strict compliance to this Memorandum is desired.


CARLEEN S. SEDILLA CESO V
Schools Division Superintendent

Encl: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects

TRAINING PROGRAMS

EMPLOYEES

IMR/ Addendum – RM 71 s 2022
133 April 12, 2022



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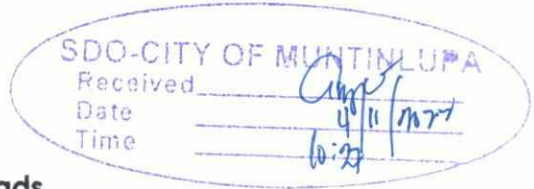
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DEPARTMENT OF EDUCATION
RECORDS SECTION, DEPED NCR
RELEASED
By: _____ Date: **APR 07 2022**

DNCR-F-ORD-033/R0/01112019

REGIONAL MEMORANDUM

NCR No. 190, s. 2022



TO : **Assistant Regional Director**
Functional Division Chiefs and Unit Heads
Schools Division Superintendents
Assistant Schools Division Superintendent
Members of the Regional Field Technical Assistance Team
Members of the Division Field Technical Assistance Team
All Others Concerned

FROM : **WILFREDO B. CABRAL**
Regional Director, DepEd NCR and
Officer-In-Charge, Office of the Undersecretary
Human Resource and Organizational Development

SUBJECT : **Addendum to Regional Memorandum No. 71, s. 2022 - Technical Assistance Program for Leadership Development of Aspiring Principals**

Date : April 5, 2022

1. Relative to Regional Memorandum No. 71, s. 2022, this Region, through the Field Technical Assistance Division, shall conduct, monitor and evaluate the **Synchronous and Asynchronous Mentoring Activities** to ensure the successful implementation of LILOK Mentoring Program.
2. Enclosure No. 1 is the LILOK Mentoring Program Terms of Reference.
3. Enclosure No. 2 is the Matrix of Activities for LILOK Mentoring Program.
4. Enclosure No. 3 is the List of Mentors and Mentees.
5. Immediate dissemination and compliance are highly desired.





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Enclosure No. 1 - LILOK Mentoring Program Terms of Reference

LILOK MENTORING PROGRAM
Terms of Reference

I. General Provisions

Rationale

Although many educators aspire for principalship, limited program is focused on preparing aspiring principals for school leadership. Some teachers move into principal positions without the necessary preparation to lead teachers and students appropriately and respond to constantly changing mandates. Indeed, there is a need for leadership development and preparation among aspiring principals.

The LILOK Mentoring Program intends to address the needs and gaps in leadership preparation and development of aspiring principals in public schools in the National Capital Region (NCR). Specifically, the program aims to:

- a. develop the competencies of aspiring principals based on the PPSSH standards;
- b. provide technical assistance on leadership development through mentoring; and
- c. assist mentees on their readiness to the critical roles, responsibilities and accountabilities they shall demonstrate as school heads.

Definition of Terms

Mentees/ Aspiring Principals

They are teachers, master teachers, head teachers and non-teaching personnel who aspire to become principals in the public schools in the National Capital Region.

Mentors

They are Principals, educational or school leader or other middle managers in the Schools Division Offices who are seasoned in managing and leading schools.





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Leadership Development.

This refers to the preparation of the aspiring principals in the schools division offices for the critical roles they will play as future principals.

Mentoring

This is a learning process and a helping relationship between aspiring principal as mentee and educational or school leader or middle managers in SDO as mentor that supports leadership development.

Framework

Figure 1

L.I.L.O.K. Model for Mentoring Aspiring Principals

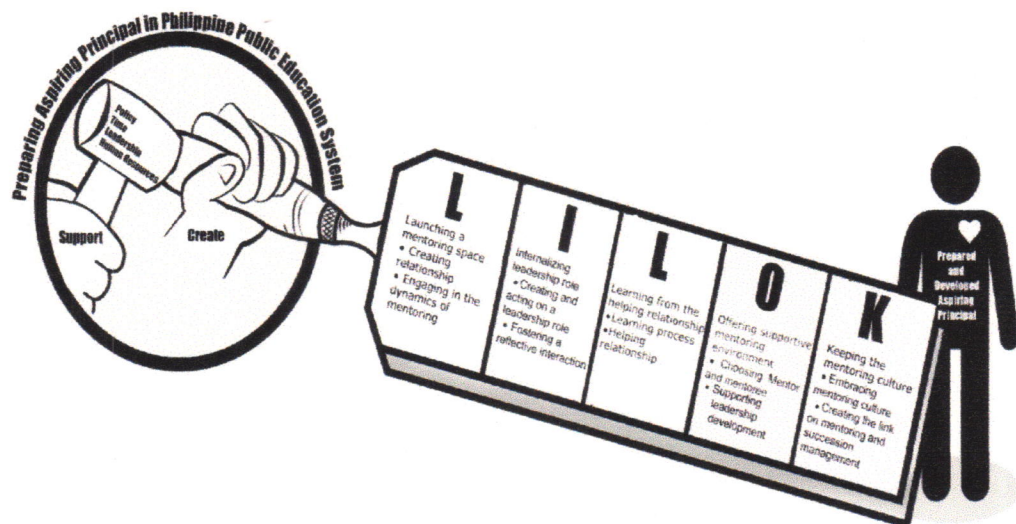


Figure 1 provides visual representation of the L.I.L.O.K. model. It is a model for leadership development of aspiring principals. Mentoring aspiring principals is analogous to "lilok" – a Filipino word which means carving. Carving is cutting solid material so as to form something. Just like carving, mentoring is shaping the leadership ability of aspiring principals in public schools.

This model was conceptualized based on the experiences of educational leaders, school heads, and aspiring principals in selected





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schools in the National Capital Region (NCR). **L.I.L.O.K.** stands for: **L**aunching a mentoring space; **I**nternalizing leadership role; **L**earning from the helping relationship; **O**ffering supportive mentoring environment; and **K**eeping the mentoring culture.

The L.I.L.O.K. Model shall be utilized as a guide to develop leadership ability of aspiring principals. Mentoring aspiring principals in the public education system supports professional development and creates leadership roles for aspiring principals through the help of a mentor. The mentor holds the chisel which serves as a tool in producing prepared and developed aspiring principals. Just like a chisel as a shaping tool, mentoring also serves as a tool to sharpen the leadership ability of aspiring principals in public schools. The hammer represents the mentoring infrastructure that needs to be in place to push chisel to produce valuable aspiring principals. The mentoring infrastructure includes policy, time, leadership and human resources. Just like a hammer that helps the chisel to create and turn a raw material to a more valuable object, the mentoring infrastructure helps the mentoring process to turn aspiring principals to become better leaders prepared to lead and manage public schools.

In **launching a mentoring space**, it is important to create a mentoring relationship that matters where both the mentor and mentoree are comfortable with each other while enjoying the process of mentoring. In this model it is important to develop a trusting mentoring relationship between the mentor and the mentoree. Creating a relationship that matters gives a strong foundation between the mentor and the mentoree. This model promotes engagement of the mentor and mentoree in the dynamics of mentoring. This includes preparation of the relationship, employment of mentoring strategies and closing the mentoring interaction. Preparation of the relationship includes identifying aspiring principals as mentees, recruitment and selection of mentors, pairing of mentor and mentee, understanding the needs of the mentor and mentee, and setting expectations. In identifying aspiring principals, recruitment and selection of mentors, and pairing of mentor and mentee, the knowledge, attitudes, values and skills (KAVS) of both the mentor and mentee which were identified by the participants should be taken into consideration.

Employment of mentoring strategies such as sharing, empowering, shadowing, and reflecting allow the aspiring principal to internalize the leadership role, share reflections and experience the process. Sharing strategy refers to sharing of experiences and ideas that would help aspiring principals learn how to develop his leadership skills. Empowering





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strategy, however, allows the aspiring principals to be involved in crafting plans and programs including decision-making in leading and managing school. Moreover, shadowing strategy facilitates the hands-on experience of aspiring principals to become “acting principals” that allows the aspiring to learn what it is like to be a school head. In this strategy the aspiring principal is exposed to the job of a principal in school including dealing with managing people, decision-making, planning, examinations and document preparations, leading, meetings and training, conflict management, managing teaching and learning, and communications. Lastly, the reflecting strategy would allow the aspiring school heads to reflect on his or her learning in the process of mentoring. This should be embedded in the mentoring interaction from the first phase up to the last phase of mentoring.

The last phase is closing the mentoring interaction which includes the feed backing and evaluation before formally closing the mentoring interaction. In this phase, the aspiring principal as mentee learn in the helping relationship. Closing the mentoring interaction does not mean closing the relationship that has been established between the mentor and the mentee. It would only mean closing the interaction in the leadership mentoring of aspiring principals because the aspirant is now ready to take the critical role of a school head in public school. The same is true with the mentoring process. The mentor and mentee should ensure durability of the process to ensure achievement of the desired result.

Internalizing leadership roles would facilitate the adjustment of aspiring principals on role transition from being a teacher or staff to being administrator. This model emphasized empowering aspiring principals through creating and acting on a leadership role.

Through creating and acting on a leadership role, aspiring principals would internalize the role that would facilitate the adjustment on a role transition from being a teacher to administrator. Moreover, the leadership role given to aspiring principals will make them develop their skills in managing people, decision-making, planning, conflict management, and program implementation

Moreover, this fosters reflective interaction that would help aspiring principals find relevance and meaning in their mentoring experiences. This makes the connection between their mentoring experiences and real life situations as they assume the critical role of being a principal in public school. On the other side, the mentor also learns from reflections in his or her interaction with the mentee.





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Reflecting helps both the aspiring school heads as mentee and the mentor to be reflective practitioners. It facilitates how the mentee can improve himself and how the mentor can create pathways for future learning. Hence, both the mentor and mentee enhances their ability to grow and change. Reflection as an instrumental part of mentoring experiences promotes the development of aspiring principals to become reflective leaders in the future.

Learning from the helping relationship is a process where both mentor and mentee learn. L.I.L.O.K. is a people-centered mentoring model wherein there is constant conversation that focuses in developing aspiring principals. This give and take relationship allows experienced and less experienced person to share knowledge, experiences and skills. In this model, mentee could learn from the experiences and knowledge shared by the mentor while the mentor could also learn by discovering and learning from the conversation with the mentee.

Mentoring in the public education system where the learning process and helping relationship is present serve as the foundation of the mentoring process. This model upholds learning as a product of mentoring relationships.

Offering a supportive mentoring environment plays a vital role in ensuring the success of the mentoring interaction. This includes choosing a mentor and mentee. This means setting the criteria for choosing aspiring principals and setting the qualifications of mentors. Mentee should have knowledge on leadership, policies including functions of school heads and school context. In terms of attitude, openness, willingness and commitment of mentee should be considered. While being respectful and proactive, resiliency should not be taken for granted as an important skill of the mentee. Part of offering a supportive mentoring environment is setting the qualifications of mentors which include knowledge on school leadership and management, knowledge on policies and guidelines, sensitivity, concern for others, ethics and integrity, accommodating, art of questioning, listening skills, people skills, giving encouragement, handling risks, and providing feedback.

Part of a supportive mentoring environment is to ensure that components necessary to support leadership development among aspiring principals are in place. In this model, supporting leadership development means supporting professional development of aspiring principals through mentoring. Hence, it is imperative to initiate and implement a mentoring program supported by policy with defined structures, time frame and human resources. It may include development activities such as preparation for qualifying examinations, group formation,





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exposure to training and mentoring sessions. In this model, mentoring acted as a professional development effort led towards developing leadership skills and promoted professional growth of aspiring principals. This model aims to offer benefits for the mentee, for the mentor and for the organization. Through mentoring, both the mentor and the mentee would acquire a sense of confidence. On the part of the mentee, after being exposed to mentoring they will be confident in communicating, handling people and managing programs and activities in school. While on the part of the mentor, they will gain confidence on developing the next generation leaders in schools and enjoy the sense of fulfillment and professional branding as "mentor" while practicing mentoring as a profession. This model also aims to deliver positive impact such as improved organizational performance and cost effectiveness to the Department of Education as an organization. Producing quality leaders who are trained, experienced, prepared and developed aspiring principals would result to public schools with clear directions managed by leaders who are not just compliant but innovative in leading and managing schools, hence, delivery quality basic education for the learners.

Keeping the mentoring culture pertains to sustainability of mentoring programs in preparing and developing the aspiring principals in public schools. This requires embracing the mentoring culture in the public education system and creating the link of mentoring and succession management in the organization to ensure that the next generation of educational leaders are prepared to take the critical role of leading and managing public schools.

In embracing the mentoring culture, proper documentation of conduct of mentoring should be in place. The knowledge management of mentoring practices would keep the mentoring culture since documents will be available for the next generation of leaders to pursue and improve the practices of mentoring.

In this model, mentoring should be incorporated in the succession management of the Department of Education specifically for preparing and developing aspiring principals. Mentoring-related policies play a vital role in keeping the mentoring culture in public schools. Moreover, mentoring would facilitate effective organizational positioning and development to ensure that within the organization, the right leaders are available at the right time. This means that efforts must be sustained to plan for a leadership transition gap and ensure effective leadership succession.





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Scope

LILOK Mentoring Program that supports the leadership development of the aspiring principals in public schools in NCR. A total of 48 mentors and 48 mentees from 16 Schools Division Offices in the National Capital Region were included in the program.

II. Guidelines

Implementing Guides and Instructions

1. In identifying mentees (aspiring principals) and mentors, the **knowledge, attitudes, values and skills (KAVS)** were taken into consideration by the SDOs in submitting their recommendations.
2. Pairing of mentor and mentee was facilitated by FTAD through the help of SDOs.
3. FGD was conducted to understand the needs of the mentees and mentors
4. Expectations will be set during the meeting of mentors and mentees.
5. The activities included in the implementation of LILOK mentoring Program will be discussed during the meeting of mentors and mentees.
6. Mentoring sessions shall be done in a hybrid modality and shall be flexible for both the mentors and the mentees provided that deliverables shall be accomplished.
7. Mentees are expected to have their mentoring journal as part of the portfolio to be submitted.
8. Mentors are also expected to write in their mentoring journal for documentation of learning and insights for the development of processes based on the existing mentoring practices.
9. Mentoring materials and tools will be prepared by FTAD to be uploaded to the drive where both mentors and mentees can access.
10. All announcements pertaining to the implementation of the program will be through the Group Chats created by FTAD.
11. Monthly monitoring of SDOs and region shall be done.
12. Evaluation shall be done for the mentees, mentors and the LILOK Mentoring Program.
13. Recognition of mentors and mentees shall be done after the evaluation phase.





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Roles and Responsibilities in the Implementation of LILOK Mentoring Program

1. The Field Technical Assistance Division shall:

- a. Provide direction to the mentoring program.
- b. Oversee and manage the activities in the program.
- c. Coordinate with the Schools Division Offices on the effective implementation of LILOK Mentoring Program.
- d. Monitor and guide schools the mentors and mentees in the direction of the program.
- e. Prepare materials to be used in the mentoring program.
- f. Monitor and evaluate the mentoring program.
- g. Submit report on the implementation of the program.
- h. Do other task as required by higher offices in relation to the mentoring program.

2. The Schools Division Office shall:

- a. Assist the region in overseeing and managing the activities in the mentoring program.
- b. Resolve problems and issues affecting the implementation of the program in respective SDOs.
- c. Assist the region in the monitoring and evaluation of the mentoring program.
- d. Consolidate the outputs in the mentoring program

3. The Mentors shall:

- a. Establish rapport with the mentee.
- b. Assist the assigned mentee to develop the competencies indicated in the Philippine Professional Standards for School Heads (PPSSH)
- c. Allot time for mentoring sessions as indicated in the matrix of activities.
- d. Guide the mentee in accomplishing the expected outputs to be included in the portfolio.
- e. Resolve problems and issues affecting the mentoring with the aspiring principal.
- f. Assess the mentees improvement in terms of career stage.
- g. Provide constructive feedback to the mentees.

4. The Mentees shall:

- a. Attend the mentoring sessions intended for him/her as indicated in the matrix of activities.





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- b. Accomplish the expected outputs to be included in the portfolio.
- c. Submit outputs in an online portfolio provided by the region.
- d. Confer with mentor for issues and concerns affecting the mentoring.
- e. Conduct self-assessment on their career stage based on the Philippine Professional Standards for School Heads (PPSSH)
- f. Provide constructive feedback to the mentors.





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Enclosure No. 2 - Matrix of Activities for LILOK Mentoring Program

LILOK Mentoring Activities/ Exercises

Preparation Phase

Date	Activities/Exercises	Expected Output/ MOVs (for documentation)
April 6-13, 2022	Administration of PPSSH Standards to Aspiring Principals (Self-Assessment through Google Form)	Profile of Aspiring Principals based on PPSSH
April 18, 2022 SDO Makati City SDO Mandaluyong City SDO Manila City SDO Taguig City and Pateros April 19, 2022 SDO Malabon City SDO Navotas City SDO Quezon City SDO Valenzuela City April 20, 2022 SDO Marikina City SDO Paranaque City SDO Pasig City SDO San Juan City April 21, 2022 SDO Caloocan City SDO Las Pinas City SDO Muntinlupa City	Meeting of Mentors and Mentees -Mentoring -PPSSH -LILOK Mentoring Program Terms of Reference -Content of the Mentoring Program -One-on-One Encounter of Mentors and Mentees	Program of Activities Documentation Report





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SDO Pasay City		
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Mentoring Proper

Date	Target Domains/Strands/Indicators	Synchronous Mentoring Activities/Exercises	Asynchronous Mentoring Activities/Exercises	Expected Output/ MOVs (for documentation)
Domain 1				
Week 1 April 25-30, 2022	Strand 1.1 – Vision, mission and core values	Mentoring Session: 1 hour/session 2 sessions/week	Conduct meeting with stakeholders discussing the schools programs related to the vision, mission and core values of DepEd	Documentation and minutes of the meeting with stakeholders
Week 2-4 May 2-20, 2022	Strand 1.2 – School planning and implementation	Mentoring Session: 2 hours/session	Crafting of SIP Crafting of AIP	SIP AIP





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		3 sessions/week		
Week 5-6 May 23- June 3, 2022	Strand 1.7 – Monitoring and evaluation processes and tools	Mentoring Session: 2 hours/session 3 sessions/week	Conduct of SMEA	Accomplished SMEA templates
Domain 2				
Week 6 May 30- June 3, 2022	Strand 2.1 – Records Management	Mentoring Session: 1 hour/session 2 sessions/week	Preparation of school database using technology	School database using technology
Week 7-9 June 6-24, 2022	Strand 2.2 -Financial Management	Mentoring Session: 1 hour/session 2 sessions/week	MOOE downloading and liquidation	Sample MOOE downloading and liquidation report
Week 10- 11 June 27- July 8, 2022	Strand 2.3 – School Facilities and Equipment	Mentoring Session: 1 hour/session 2 sessions/week	Preparation of documents related to Repairs and Rehabilitation	documents related to Repairs and Rehabilitation
Week 12 July 11- 15, 2022	Strand 2.4 – Management of Staff	Mentoring Session: 1 hour/session 2 sessions/week	Preparation of Class Schedule and Teaching Load Distribution	Class Schedule and Teaching Load Distribution





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Week 13 July 18-22, 2022	Strand 2.5 – School safety for disaster preparedness, mitigation and resiliency	Mentoring Session: 1 hour/session 2 sessions/week	DRRM planning	Mitigation and resiliency plan to ensure delivery of instruction amidst disaster and other emergency situation
Week 14 July 25-29, 2022	Strand 2.6 – Emerging opportunities and challenges	Mentoring Session: 1 hour/session 2 sessions/week	SWOT Analysis	Identified emerging opportunities and challenges in addressing the needs of learners, school personnel and other stakeholders
Week 15 August 1-5, 2022				
Week 16 August 8-12, 2022	Strand 3.1 – School-based review, contextualization, and implementation of learning standard	Mentoring Session: 1 hour/session 2 sessions/week	LAC session on contextualization	Contextualized materials
Week 17 August 15-19, 2022	Strand 3.2 – Teaching standards and pedagogies	Mentoring Session: 1 hour/session 2 sessions/week	Technical Assistance (TA) Planning	TA Plan to teachers on teaching standards and pedagogies
Week 18	Strand 3.3 – teacher performance feedback	Mentoring Session:	Feedbacking to teachers (learners, parents and	Documentation of feedbacking session to teachers using





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August 22-26, 2022		1 hour/session 2 sessions/week	other stakeholders)	the validated feedback
Week 19 August 29 – September 2, 2022	Strand 3.4 –Learner achievement and other performance indicators	Mentoring Session: 1 hour/session 2 sessions/week	Crafting of intervention program	Data-Driven intervention to maintain learner achievement and attain other performance indicators
Week 20 September 5-9, 2022	Strand 3.5 – learning assessment	Mentoring Session: 1 hour/session 2 sessions/week	Technical Assistance (TA) Planning	TA Plan to teachers in using learning assessment tools
Week 21 September 12-16, 2022	Strand 3.6 –learning environment	Mentoring Session: 1 hour/session 2 sessions/week	Preparation of plan for promoting learner-friendly, inclusive and healthy learning environment	Plan for promoting learner-friendly, inclusive and healthy learning environment
Week 22 September 19-23, 2022	Strand 3.8 –learner discipline	Mentoring Session: 1 hour/session 2 sessions/week	Conduct of meeting to develop learner discipline policies	Learner discipline policies developed with stakeholders
Domain 4				
Week 23	Strand 4.4 – Performance management	Mentoring Session:	Conduct meeting to support career	Career Progression Plan for targeted





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September 26-30, 2022		1 hour/session 2 sessions/week	advancement of school personnel	teachers/employees
Week 24 October 3-7, 2022	Strand 4.5 – Professional development	Mentoring Session: 1 hour/session 2 sessions/week	Identifying and planning for the development needs of target teachers/employees	Accomplished Performance Monitoring and Coaching Form and Individual Development Plan
Week 25 October 10-14, 2022	Strand 4.6 – Leadership development in individuals and teams	Mentoring Session: 1 hour/session 2 sessions/week	Identifying strengths, capabilities and potentials of individuals and teams	Delegation of work to perform leadership roles and responsibilities
Week 26 October 17-21, 2022	Strand 4.8 – rewards and recognition mechanism	Mentoring Session: 1 hour/session 2 sessions/week	Identifying teachers, students and stakeholders for exemplary performance and or support	School Reward System
Domain 5				
Week 27 October 24-November 4, 2022	Strand 5.5 – community engagement	Mentoring Session: 1 hour/session 2 sessions/week	Initiating partnership with the community	MOU, MOA, Deed of Donation, Declaration of Support from stakeholders





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Supporting Activities

Date	Synchronous Mentoring Activities/Exercises	Expected Output/ MOVs (for documentation)
April-December 2022	Monthly Monitoring Kumustahan	Minutes of meeting and agreements
May-October	Review Sessions: NQESH	Review Materials Results of Mock Tests Pool of Reviewers Pool of Pool of Test Items Writers
June 15-17, 2022	School Leadership Development Training Program (Phase I)	Workshop Outputs
September 14-16, 2022	School Leadership Development Training Program (Phase II)	Workshop Outputs
November 16-18, 2022	School Leadership Development Training Program (Phase III)	Workshop Outputs

Evaluation Phase

Date	Activities/Exercises	Expected Output/ MOVs (for documentation)
November 7-11, 2022	Administration of PPSSH Standards to Aspiring Principals	Profile of Aspiring Principals based on PPSSH





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	(Self-Assessment and Mentor's Assessment through Google Form)	
November 14-30, 2022	360 Feedbacking	List of feedback from mentors, mentees, colleagues, and subordinates
December 2022	Knowledge Management • Development of processes based on mentoring practices	Documentation of Mentoring Practices Processes developed based on mentoring practices
December 2022	Recognition Program for Mentors and Mentees	List of mentors and mentees recognized





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Enclosure No. 3 - List of Mentors and Mentees

Schools Division Office	Mentors	Mentees
SDO Caloocan City	Ms. Jocelyn L. Pancito	Ms. Ma. Theresa N. Esguerra
	Dr. Romeo S. Egot	Ms. Malou. Lourdes D. Rola
	Mr. Ferdinand A. De Leon	Mr. Venancio R. Dela Cruz
SDO Las Pinas City	Dr. Rizalina J. Millevo	Mrs. Mary Joy Dador
	Mr. Ignacio L. Son Jr.	Dr. Michael M. Landrito
	Mrs. Jennifer T. Erispe	Mrs. Vilma G. Ebano
SDO Makati City	Benzon German	Samson V. Matias
	Corazon N. Caculitan	Gremicilla D. Roque
	Lilybeth D. Sagmaquen	Michael V. Lorenzana
SDO Malabon City	Dr. Ma. Victoria R. De Gulan	Teresita C. Dalmacio
	Dr. Emelbon S. Mayrina	Magie May Q. Sari
	Ms. Maria Luisa R. Jacaban	Gemma Santiago
SDO Mandaluyong City	Mr. Rex A. Ado	Mrs. Rosie A. Casono
	Dr. Alyn G. Mendoza	Mrs. Viva D. Carreon
	Dr. Aurelio G. Alfonso	Mrs. Maria Venancia P. Causon
SDO Manila	Trinidad R. Galang	Wilbert Tangi
	Gene T. Pangilinan	Sheila Bernardo
	Ligaya G. Quides	Romeo T. Navoa
SDO Marikina	Hadji M. Tejada	Tiburcio A. Aplacador, Jr.
	Wilfredo C. Padua	Ma. Lourdes A. Oreza
	Jeannette J. Coroza	Daniel R. Estrella
SDO Muntinlupa	Dr. Florante C. Marmeto	Mr. Darryle Ceasar Hilapo
	Dr. Ador B. Querubin	Mrs. Almarie F. Morales





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	Dr. Antonio B. Rocha	Mr. Jason B. Albaro
SDO Navotas City	Dr. Sonia M. Padernal	Dr. Rico C. Tarectecan
	Dr. Cristina Castillo-Miclat	Mr. Russell P. Samson
	Ms. Wilfreza P. Balagosa	Ms. Melanie Marie F. Israel
SDO Paranaque City	Dr. Genie Ann Santos	Marilyn Tamundong
	Dr. Gerry A. Lumaban	Rodel Vallejo
	Marilou A. De Jesus	Jacque Montes
SDO Pasay	Ms. Glenda D. Tabaquirao	Ms. Shery P. Funcion
	Dr. Felina P. Patagan	Ms. Ivy A. Tanglao
	Dr. Rolando E. Soriano	Dr. Mark Anthony Familiaran
SDO Pasig	Emily Medina	Candelaria Balmeo
	Dr. Ruben Opeña	Pepito B. Cagunot
	Gilbert O. Inocencio	Rowena Dimagiba
SDO Quezon City	Eladio Escolano	Percy Regino
	Remedios Danao	Kerwin Regis
	Wilma Manio	Marites Santiago
SDO San Juan	Ms. Hernanda R. Santos	Maria Aileen B. Callorina
	Mr. Lloyd T. Tulaylay	Roy Dan R. Pido
	Mr. Dennis Bacle	Demie S. Atienza
SDO Taguig City-Pateros	Dr. Noreen B. Billanes	Fernando Tabia
	Dr. Mary Jane Fernando	Marieta Junio
	Dr. Gil Teodoro	Donnabelle Balantac
SDO Valenzuela	Remedios L. Santos	Jed A. Camposano
	Dr. Florita R. Matic	Mary Jane C. Gabriel
	Edwin L. Valera	Silverino M. Agustin

