



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

MEMORANDUM

No. 354, s. 2024

ADDITIONAL GUIDELINES ON THE IMPLEMENTATION OF PROJECT S.H.A.P.E.
(School Head Apprenticeship toward Priming and Empowerment):
a Pre-Recruitment Onboarding Mechanism for Aspiring School Heads

To: Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance and Operations Division
Mentor School Principals/OICs
2023 NQESH Passers
Others Concerned

1. This Office hereby informs the 2023 NQESH Passers and their mentor school heads of the additional guidelines on the indicated components, to wit:

1.1 Shadowing

- The passers shall submit their portfolios with the job shadowing plan to their mentor principals on/before December 13, 2024.
- The mentor principal shall submit the duly accomplished rating tool via <https://tinyurl.com/3j4hbxs9> on December 16, 2024.

1.2 Application Project

- The final colloquium for the application project component shall be on December 16, 2024, at 9:00 AM in the SDO Conference Room.
- The members of the panel of raters are as follows:

Mrs. Madeline Ann L. Diaz	-	Chairperson
Dr. Shella C. Navarro	-	Member
Mr. Hilario G. Canasa	-	Member

1.3 Exit Interview

- The exit interview with the OIC-SDS shall be on December 16, 2024, 1:00 PM at the OSDS.
- All 2023 NQESH Passers shall be in the prescribed uniform.



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2. The approved work program is enclosed for your reference.
3. For your information, guidance, and compliance.


VIOLETA M. GONZALES

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Encl: As stated
To be indicated in the **Perpetual Index**
Under the following subjects

SCHOOL HEADS

PROGRAMS AND PROJECTS

**JBE/Memo — Additional Guidelines on the Implementation of Project S.H.A.P.E.
(School Head Apprenticeship toward Priming and Empowerment): a Pre-
Recruitment Onboarding Mechanism for Aspiring School Heads**

354 /December 12, 2024



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WORK PROGRAM

S.H.A.P.E.

(School Head Apprenticeship toward Priming and Empowerment)
a Pre-Recruitment Onboarding Mechanism for Aspiring School Heads

I. Rationale

The Department of Education (DepEd) recognizes the indispensable role of the school principal in ensuring quality basic education service delivery. It upholds that quality learning is achieved through quality teachers, who require effective, timely, and targeted support for quality school heads. The Governance of Basic Education Act of 2021 refers to the school head as the person responsible for administrative and instructional supervision of a school or cluster of schools. Further expounding on the role, DepEd Order No. 24, s. 2024 or the Adoption and Implementation of the Philippine Professional Standards for School Heads underscored that school heads have the authority, responsibility, and accountability for taking care of people in schools (people effectiveness) while maximizing organizational performance and health (school effectiveness) by setting the directions of schools, managing their systems and processes, promoting quality teaching and learning, nurturing themselves and others, and engaging stakeholders in initiatives towards the improvement of school communities.

As a crucial step towards professionalizing the position, the mentioned DepEd Order articulated a continuum of professional practice expected of a school head, which serves as a foundation for recruitment, selection, and placement, performance appraisal, rewards and recognition, talent management, and professional development program. In keeping with this mandate, the professional standards indicated therein became the basis for the National Qualifying Examination for School Heads (NQESH)—one of the requirements for appointment and reclassification of all aspiring applicants to the Principal and Assistant Principal Positions in all public elementary and secondary schools pursuant to DepEd Order No. 97, s. 2011 (Revised Guidelines on the Allocation and Reclassification of School Heads Position), DO 41, s. 2016 (*Additional Guidelines to DepEd Order No. 19, s. 2016 or the Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High Schools*), DO 0007, s. 2023 (*Guidelines on Recruitment, Selections, and Appointment in the Department of Education*) and DepEd Memorandum No. 025, s. 2023 (*Amendment to DepEd Memorandum No. 100, s. 2022 of the Results of the Fiscal Year 2021 National Qualifying Examination for School Heads*) and among others.



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City
8805-9935, 8805-9940
sdo.muntinlupa@gmail.com
depd-muntinlupa.com



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SDO Muntinlupa was fortunate that fourteen (14) of its 57 takers passed the 2023 NQESH. This is a welcome development given that six (6) schools are currently headed by officers-in-charge due to a shortage of NQESH passers in the past years, and several vacancies will be created soon due to retirement and other reasons.

SDO Muntinlupa believes that for the passers to succeed in the new role, they must be immersed in learning and development activities designed to address the gap between the current and desired leadership and management knowledge, practice, and professional engagement.

In compliance with DO 41, s. 2016 and in keeping with its commitment to continuing education, SDO Muntinlupa will hold *S.H.A.P.E (School Head Apprenticeship toward Priming and Empowerment)*, a pre-recruitment onboarding mechanism is proposed. Composed of four (4) components: training workshop, shadowing, application project, and exit interview, it seeks to shape the trajectory of the passers' preparation to highlight essential PPSH competencies thereby ensuring they can effectively respond to the current demands of the school head position as situated in Muntinlupa schools.

This work program presents the program objectives, delivery process, budgetary requirements, and other important details.

II. Objectives

After the onboarding process, NQESH passers are expected to:

1. walk through the PPSH to deepen aspiring school heads' understanding of the principal's Authority, Accountability, and Responsibility (ARA).
2. assist aspiring school heads in reflecting on and assessing current practices to build their understanding of exemplary school leadership and management.
3. obtain objective bases for assigning aspiring school heads as officers-in-charge of schools.

III. Program Details

A. Components

Training Workshop is a three-day master class designed to provide high-quality inputs across domains required of school heads to be effective in the 21st century. The foci are tailored to fit the development needs of the passers based on the unique needs of Muntinlupa public schools.



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deped-muntinlupa.com



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Shadowing is a two-week engagement with a highly proficient or distinguished principal known for transformative school leadership to provide passers with firsthand experience of different roles, responsibilities, and challenges within an organization and allow them to gain valuable insights into team dynamics, decision-making processes, and operational workflows.

Application Project requires the participants to identify a specific school concern that needs to be addressed within the two-week shadowing period and present significant milestones achieved after the prescribed period in a colloquium organized by the SDO Onboarding team.

Exit Interview and Competency Validation is a discussion designed to allow the OIC-SDS to validate the results of the three other components and serve as a confirmatory assessment of leadership and management competencies.

B. **Program Design and Delivery**

B.1 **Training Workshop**

Date and Time	Activity	In-Charge
Day 1 (November 27, 2024)		
7:00am-7:30am	Arrival and Registration	
7:30am-8:00am	Breakfast	
8:00am-9:00am	Opening Program	Secretariat
9:00am-12:00nm	Lecture 1: Setting School Directions	Dr. Florante C. Marmeto Principal IV Muntinlupa National High School
	Workshop 1: School Improvement Planning	
12:00 nn-1:00pm	Lunch Break	
1:00 pm-3:00pm	Lecture 2: Human Resource Systems (Competency-Based Performance Management, Learning and Development)	Dr. Shella C. Navarro Principal IV Muntinlupa Elementary School
3:00pm-3:15pm		
3:15pm-5:00pm	Workshop 2: Provision of Instructional TA	
Day 2 (November 28, 2024)		



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7:00am-8:00am	Breakfast	
8:00am-8:30am	Management of Learning	Secretariat
8:30am-10:00am	Lecture 3: Management of Financial Resources	Mrs. Virma U. Amistoso Administrative Officer V Budget Officer
10:00am-10:15am	Break	
10:15am-12:00nn	Workshop 3: Fund Liquidation	
12:00nn-1:00pm	Lunch	
1:00pm-3:00pm	Lecture 4: Child Protection Procedures for Administrative Cases, Grievance Machineries and other Related Mechanisms	Atty. Erness Faith J. Regacho-Espanto Legal Officer III SDO-Muntinlupa
3:00pm-3:15pm	Break	
3:15pm-5:00pm	Workshop 4: Case Handling Process	
Day 3 (November 29, 2024)		
7:00am-8:00am	Breakfast	
8:00am-8:30am	Management of Learning	Secretariat
8:30am-10:00am	Lecture 5: Engaging Internal and External Stakeholders	Dr. Ador B. Querubin Principal IV Tunasan National High School
10:00am-10:15am		
10:15am-12:00nn	Lecture 6: DepEd Correspondences	Mr. Hilario G. Canasa Principal II Putatan ES
12:00nn-1:00pm	Lunch	
1:00pm-3:00pm	Workshop 5: Correspondence Writing	
3:00pm-3:15pm	Break	
3:15pm-5:00pm	Closing Program	



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Panel of Reactors/Raters: **Dr. Violeta M. Gonzales**

Assistant Schools Division Superintendent
OIC-Schools Division Superintendent

Mrs. Madeline Ann L. Diaz

Chief Education Supervisor
Curriculum Implementation Division

Mrs. Ma. Regale A. Olarte

OIC-Chief Education Supervisor
School Governance and Operations Division

Note: Each workshop output shall be equivalent to 20 points. The total score shall account for 20% of the passer's final rating.

B.2 Shadowing

1. The passer shall undergo two weeks of shadowing under the principal of the school where he/she is currently assigned.
2. The principal and the passer shall collaboratively craft a Shadowing Plan (enclosure 1) to ensure alignment among the priority improvement areas reflected in the passer's Individual Development Report, shadowing foci, and developmental interventions.
3. The passer shall prepare a portfolio, compiling reflection papers (enclosure 2), proofs of engagement, and outcomes development which will be rated by the principal using the rating sheet (enclosure 3). The rating shall account for 20% of the passer's final rating.

B.3 Application Project

1. The passer shall submit a duly accomplished concept paper that identifies three (3) specific school concerns aligned with the priority improvement areas reflected in the passer's Individual Development Report (enclosure 4) and the application project template. The application project will be presented to the onboarding committee for review and approval before implementation.
2. After the two-week implementation period, the onboarding committee shall evaluate the application project implementation using the rating scale (enclosure 5). The application project rating shall account for 40% of the passer's final rating.



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C. Timeline

Component	Inclusive Dates
Planning Meeting	November 15, 2024
Finalization Meeting	November 22, 2024
Training-Workshop	November 27-29, 2024
Shadowing	December 2-13, 2024
Pre- Implementation Colloquium (Application Program)	December 2, 2024
Application Project Implementation	December 2-13, 2024
Post- Implementation Colloquium (Application Program)	December 16, 2024
Exit Interview with the OIC-SDS	December 17 and 18, 2024
Completion Rites	December 19, 2024

D. General Rating Guide

This rating guide presents the percentage equivalence of the four onboarding process components. the final rating shall be used to rank the passers as the basis for placement as officer-in-charge.

Components	Percentage
Workshop Outputs	20%
Shadowing	20%
Implementation Project	40%
Interview and Competency Assessment	20%
Total	100%

IV. Budgetary Requirements

Items	Costing	Amount
Seminar-Workshop		
Accommodation	Php2,000.00 x 25 pax x days	Php150,000.00
Training Kits	Php150.00/set x 20 pax	Php3,000.00



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Tarpaulin	1 pc x Php1,500.00	Php1,500.00
		Ph154,500.00
Shadowing		
Validation Meetings	Php500/pax x 12monitors/2 days	Php12,000.00
Application Project		
Colloquiums	Php500/pax x 25monitors/2 days	Php25,000.00
Culminating Activity	Php400/pax x 25 participants	Php10,000.00
Total		Php201,500.00


V. Budgetary Source

Division MOOE

Prepared by:


JAY BOY E. EVANO
Public Schools District Supervisor
Program Owner

Approved:


VIOLETA M. GONZALES
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



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Enclosure 1 (Job Shadowing Plan)

JOB SHADOWING PLAN

Date	Target Competency/ies	Action Steps	Resources Required	Success Measures
W 1 D1				
W 1 D2				
W 1 D3				
W 1 D4				
W1D5				
W 2 D1				
W 3 D2				
W 4 D3				
W 5 D4				
W5D5				

Prepared by:

NQESH Passer

Concurred by:

Mentor Principal



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Enclosure 2 (Job Shadowing Reflection Template)

JOB SHADOWING REFLECTION TEMPLATE

Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in Personal Practice
Indicate the targets for L and D engagements based on the individual development report.	Provide brief descriptions of the professional learning activities including the date and professional learning provider, if applicable.	List the evidence or documentation that shows you have participated in your planned activities and keep this with your record.	Provide a brief description of how you have integrated, or will integrate your learning into your professional practice.
Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.			

Prepared by:

NQESH Passer

Concurred by:

Mentor Principal

Enclosure 3 (Job Shadowing Rating Tool)



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8805-9935, 8805-9940
sdo.muntinlupa@gmail.com
depd-muntinlupa.com



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JOB SHADOWING RATING TOOL

Name of Passer under Job Shadowing:

Assessment Rating	0 Does not Meet Expectations	1 Partially meets expectations	2 Meets expectations	3 Exceeds expectations	Score
Sources of Learning (Experiences relevant to learning outcomes)	Documentation and description of learning experiences related to expected learning outcomes are lacking or substantially inadequate	Documentation and description of learning experiences related to expected learning outcomes are lacking or substantially inadequate	Documentation and description of learning experiences related to expected learning outcomes are lacking or substantially inadequate	Documentation and description of expected learning related to expected learning outcomes exceed expectations	
Demonstration of Learning (Artifacts)	The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation	The portfolio materials and artifacts are not fully supported by or connected to the expected learning outcomes	The portfolio includes appropriate artifacts that support the demonstration of learning outcomes	The presentation of artifacts is convincing, with strong support for the expected learning outcomes	
Evidence of Learning Competencies	The portfolio shows little, or no evidence of learning	The portfolio documents some, but not sufficient, learning	The portfolio adequately documents learning	The portfolio provides clear evidence of learning	
Mastering Knowledge & Skills (Application of Learning)	The portfolio provides little evidence of the student's ability to use knowledge and skills for the expected learning	The portfolio demonstrates the student's ability to use the knowledge and skills for the expected learning outcomes in	The portfolio documents the acquisition of knowledge and skills for the expected learning outcomes, with some ability to	The portfolio demonstrates the student has mastered the knowledge and skills for the expected learning outcomes and can apply	



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	outcomes in practice	practice is limited	apply them in practice	them in practice	
Reflection on Learning Aligned with expected learning outcomes	The portfolio provides little or no evidence of reflection to increase learning aligned with the expected learning outcomes	The portfolio provides inadequate evidence of reflection to increase learning aligned with the expected learning outcomes	The portfolio provides evidence of reflection to increase learning aligned with the expected learning outcomes	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the expected learning outcomes	
Presentation Completeness and quality of the portfolio presentation	Assembly instructions have not been followed with critical portfolio elements not included ; the quality of written, visual and/or digital presentation does not meet standards	Most of the expected elements are included; the quality of written, visual and/or digital presentation does not meet standards with too many errors in spelling, grammar and punctuation	The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation	The portfolio is well organized with all critical elements included; learning is well documented with writing and production skills that exceed expectations	
Total					

Prepared by:

Mentor Principal



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Enclosure 4 (Concept Paper)

APPLICATION PROJECT CONCEPT PAPER

Name		Current Position	
Name of School		District	
Introduction	<ul style="list-style-type: none"> 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	<p>Nominate three issues and/or concern in your school that you would like to work on. For each problem, answer the following questions. Give quantifiable or observable indicators.</p> <ul style="list-style-type: none"> What is the problem? (maximum 20 words) When does the problem happen? (maximum 20 words) Where does the problem happen? (maximum of 20 words) Who are affected by the problem? (maximum of 20 words) 		
	Problem 1		
	Problem 2		
	Problem 3		
Statement of Project Objective	<p>What result do you want to see after solving the problem? Give quantifiable or observable indicators. Maximum of 50 words.</p>		
	Problem 1		
	Problem 2		
	Problem 3		
Benefits of Solving the Problem	<ol style="list-style-type: none"> Who benefits from solving this problem? Be specific. If possible, give exact numbers. (maximum of 50 words) What is the exact benefit to them? (maximum of 50 words) How will solving this problem contribute to achieving DepEd's vision and mission? (maximum of 75 words) 		
	Problem 1		
	Problem 2		
	Problem 3		
Proponent's Signature over Printed Name		Date Submitted	



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Enclosure 4 (Application Project Template)

APPLICATION PROJECT TEMPLATE

A. Project Context

Name of School Head	
Name of School	
Key changes in my school as a result of this project <i>(What key changes do you want to see in your school as a result of your having attended onboarding process? What are your specific, verifiable indicator of these changes?)</i>	
Target Competency Improvement <i>(What school head competency/ies will you apply through your project. Identify a maximum of three that are related to the project.)</i>	
Describe current situation(problem or opportunity) in your school that you need to address through your project. <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>	
Title of Application Project	
Project Objectives: <i>SMART and with time frame</i>	
Start Date	
Length of Project	
Expected Outputs	



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Beneficiaries	
Identify Success Indicators or Measures of Success	This project will be a success when the following indicators have been achieved and verified through unbiased means (maximum of 3).

B. Action Steps

Identify significant milestones targets that could be achieved by the end of 30 days and every 30 days thereafter. Milestones are significant changes achieved; and/or major steps taken toward achieving the desired improvement in your school.

Target Milestone	Actions	Responsible Person (Who will do this step?)	Support Needed from:	Target Date (When will this step be accomplished?)
Milestone 1	Action Step 1			
	Action Step 2			
	Action Step 3			
Milestone 2	Action Step 1			
	Action Step 2			
	Action Step 3			

C. Required Resources

Provide specific details of the physical and human resources required to successfully implement your application project.

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 achieving your project objectives. You should therefore know what risks to prioritize and what to do when the risks occur.



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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			

Reference: DepEd Memorandum No. 192, s. 2016

Enclosure 5

APPLICATION PROJECT CRITERIA FOR RATING

Criteria	Percentage
Effectiveness (Extent to which the objectives of the AP have been attained expressed in terms of percentage of accomplishment vs. target)	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 the Onboarding Process)	10%
Replicability	5%
Total	100%

Reference: DepEd Memorandum No. 192, s. 2016