**Republic of the Philippines**

**Department of Education**

**For Regions and Divisions**

**JUNE 2010**

*This document,* ***Individual Plan for Professional Development (IPPD) Guide and Tools,****was developed and validated in Regions VI, VII and VIII, Divisions of Negros Occidental, Bohol and Northern Samar, through the AusAID-funded project STRIVE (Strengthening the Implementation of the Basic Education in Selected Provinces in the Visayas), in coordination with the EDPITAF (Educational Development Project Implementing Task Force), and* *in consultation with the TEDP-TWG (Teacher Education Development Program-Technical Working Group) and the NEAP (National Educators Academy of the Philippines).*

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**INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD) GUIDE**

***(The Guide is used with IPPD Templates: Form A for Teachers, Form B for School Heads)***

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| **Meaning and Purpose of IPPD** |
| What is Professional Development?  Professional development is the process of improving competencies and work performance through the provision of a wide range of opportunities for personal and professional growth in knowledge, skills and attitudes. In the education setting, a personal and professional growth process necessarily integrates the goals of the individual professional with the goals of the school, division and region for better student outcomes. It is based on the nationally accepted standards for competencies specific to the profession.  Professional Development activities range from *independent study* such as personal or structured professional reading; to *supported learning* such as mentoring and coaching; to *collective action* such as getting involved in a professional organization or conducting group research and to *formal programs* such as on site face-to-face training, distance or on-line course study, and continuing formal education.  Professional Development in the education system is most successful in an environment, which promotes the goals of a school-based management with a strong leadership and support system. It is most likely to succeed when it is embedded in the vision, strategic plan and organizational structure of the school, division and region. Moreover, it must be guided by a purposeful and systematic planning through an INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD).  What is an Individual Plan for Professional Development (IPPD)?  An IPPD is a tool that serves as a guide for the professional’s continuous learning and development. The IPPD is structured such that every professional regularly and individually prepares, implements, monitors and updates the plan. It is based on the identified development needs revealed by the Training and Development Needs Assessment (TDNA) appropriate for the specific profession and is consistent with the priority development goals of the school, division and region.  What is the purpose of accomplishing an IPPD?  The IPPD is accomplished by the professionals, e.g. School Heads and Teachers, to enable them chart their goals and plan learning activities that enhance their competencies in order for them to work better for the improvement of their school and learners’ performance. Developing a structured IPPD allows them to practice individual accountability for professional growth and shared responsibility for the entire organization’s development. |
| **Guiding Principles** |
| In the process of developing an IPPD, certain considerations may serve as guiding principles:   1. The IPPD must be based on:  * the mandated functions and competency standards for the profession * results of training needs assessment * priority development goals for learners, school, division and region  1. The IPPD goal focuses on improvement of school effectiveness and learning outcomes. 2. The IPPD must adhere to the following SMART standards:  * **S**pecific and focused on learners and school priorities * **M**easurable progress and accomplishments through a monitoring and evaluation scheme * **A**ttainable and results-oriented * **R**elevant strategies appropriately connected to goals and objectives * **T**ime-bound within targets but flexible to afford revisions and updates  1. Development strategies adhere to the andragogical (adult learning) principles, approach and methodology identified to be effective in the attainment of the IPPD goal and objectives. 2. The IPPD process is job-embedded, i.e. inherent to the practice of the profession, and a continuing course of action. |
| **Roles/ Responsibilities and Process flow** |
| The IPPD cycle takes off from the completion of the Training and Development Needs Assessment (TDNA) process. The Division T&D Unit or the PDP Working group (PDP-WG) manages the implementation of the IPPD in all schools in the Division. The Division PDP-WG and district supervisors/education supervisors are tasked to orient the School Heads in the development of their IPPD, who will in turn orient their teachers in completing their own.  It is the responsibility of the individual Teacher and School Head to follow the standards and processes in completing the IPPD. There are specific steps in accomplishing the document and are explained in the accompanying IPPD Forms. Generally, the professional sets her/his goal, objectives and identifies the professional activities to be undertaken. The target dates for accomplishing the objectives, the strategies to be used, including possible resources and success indicators are projected in the plan. Since this is a personal professional plan, it is the individual’s basic responsibility to monitor his/her IPPD and to make the necessary changes or initiate the review of the plan in consultation with the immediate head. A self-monitoring check is provided in the IPPD Form and it is recommended to be completed every quarter and end of the calendar year.  The immediate head contributes to the development of the IPPD by providing inputs prior to the finalization of the plan. She/he reviews the plan to check for alignment of the objectives to the priority improvement areas of the school or division. She/he gives technical assistance during the progress of the IPPD implementation by providing and suggesting professional development opportunities. Assistance is also given during the quarterly self-monitoring and review of the IPPD.  For the teachers’ IPPD, the School NCBTS Coordinator is tasked to prepare a summary of the teachers’ IPPD Goal and Objectives using the IPPD-M&E Form 4. The School T&D Team or PDP-WG has the |
| responsibility of monitoring and evaluating the implementation of the IPPD for Teachers in their school. M&E tools are provided for the purpose and are found in the section for IPPD Guide and Tools.  The general process flow for the development of IPPD for School Heads and for Teachers can be seen below. |
| ***IPPD Process Flow***   * Div PDP-WG provides technical assistance to and observe process of SHs and teachers IPPD implementation * Div PDP-WG analyses M&E Reports of Supervisors and make necessary recommendations to Div T&D * School Head provides technical assistance in the teachers’ self- monitoring their IPPDs progress and review every quarter   **Division Level:**   * SDS issues a Memorandum to commence the development of IPPDs for SHs and Teachers, specifying among others, structure, functions, and general process, resources and responsibilities * T&D Chair convenes the Division PDP-WG and supervisors for the start-up meeting and preparatory activities for the IPPD   **School Level:**   * School Head gives orientation to teachers on the development of the IPPD   **District /Cluster Level:**   * Supervisors convene and orient School Heads within their respective districts/ clusters and guide them to accomplish their IPPDs * SHs develop their IPPDs and track their own progress * Supervisors monitor IPPD implementation process * Teachers develop their IPPDs and track own progress * Supervisor and SH monitor IPPD implementation process * SH/ NCBTS Coordinator summarizes Teachers’ IPPD Goal and Objectives to inform the SPPD. * SH submits to Supervisors IPPD Completion Report * Supervisors provide technical assistance in SHs’ self-monitoring their IPPDs’ progress. * Supervisors summarize IPPD Evaluation of Cluster SHs * Supervisors submit SHs IPPD Cluster Completion Reports to Division PDP-WG |
| **PDP-WG Start-up Meeting** |
| Upon the issuance of a memorandum from the SDS, the Division T&D Chair and the PDP-WG hold a Start-up Meeting with the Supervisors in preparation for the Orientation and Completion of IPPD for School Heads and Teachers. The meeting basically focuses on the following:   * Walkthrough or study the IPPD Guide and the accompanying Tools:   - Form A: IPPD Guide for Teachers  - Form B: IPPD Guide for School Heads   * Explain the process flow of the IPPD implementation * Study the supervisors’ roles and responsibilities in the implementation, monitoring and evaluation scheme and accompanying tools as an integral component of the IPPD * Develop a plan for the field administration of the IPPD. This should consider:   - Schedule for the cluster/district implementation for School Heads and the succeeding school-based implementation for teachers  - Coordination in the monitoring and evaluating the process  - Reproduction of the materials for field use  - Administrative tasks associated with the conduct of the IPPD e.g. writing of memos  - Inclusion in the memorandum the documents that the participants should bring to the activity: TDNA individual results, class achievement, learners’ reading levels, etc.   * Summarize the highlights of the day’s orientation. * Review the agreements that have been made for the administration of the IPPD. * Ensure PDP-WG members and supervisors understand their roles and responsibilities. * Make sure that all members of the PDP-WG accomplishes the T&D –M&E Form-1: Individual Personal Profile and register data in the Division – TDIS |
| **Orientation and Accomplishment of IPPD** |
| Prior to the actual completion of the IPPD, it is advisable for the Division PDP-WG to administer the orientation for IPPD with the District Supervisors and School Heads ahead of the teachers so that the SHs would know how to support their teachers when they make their own IPPDs. The purpose of the orientation is three- pronged: to train the SHs on the standards and processes for IPPD, to let the SHs develop their own IPPDs, and to train the Supervisors in providing assistance and undertaking the M&E for IPPD.  During the orientation, emphasize the importance of the documents needed in the IPPD completion such as the results of NCBTS-TSNA, TDNA for SHs. Make sure that these are made available and results clearly understood by the groups for better understanding of the information contained in the documents, e.g. own competency strengths and needs.   1. The following are the possible resource requirements prior to the accomplishment of IPPD for Teachers and School Heads:   For Teachers:   * NCBTS-TSNA Results * Learners’ Achievement Results (i.e. NAT, RAT, DAT, Phil- IRI Results) * Form A: IPPD Guide for Teachers * IPPD M&E Tools for Teachers   For School Heads:   * TDNASH Results * SBM Assessment Results * Learners’ Achievement Results * School Performance Indicators * Form B: IPPD Guide for School Heads * IPPD M&E Tools for School Heads * School Report Card (SRC)  1. The IPPD session is conducted first to the group of school heads facilitated by the Division PDP-WG. The session is intended for the completion of IPPD for School Heads. The steps outlined below may guide the conduct of the session. The same steps are followed in the IPPD completion for teachers conducted subsequently by the School Heads supported by the ES/PSDS. It is important to start on time and to observe effective time management as suggested below. The full session is 3 hours exclusive of preliminary activities such as opening program, if any.   **Session Guide for the Conduct of the IPPD (3 hrs)**   |  |  | | --- | --- | | **Warm-up**  **10 min.** | 1. Conduct a brief introductory activity that provides an opportunity for participants to greet one another and feel comfortable working together. | | **Objectives of the session**  **10 min.** | 1. Present the objectives of the session. Mention that at the end of the session, the participants will:  * be able to explain the meaning of professional development and identify a range of activities to address learning needs * be able to state the purpose and focus of the IPPD * have experienced the process of accomplishing an IPPD * understand their expected roles and responsibilities in implementing the IPPD at the school level and at the Division/District level  1. For School Heads, stress that they are expected to be able to conduct a similar orientation session (with the assistance of the NCBTS Coordinator and the ES-1/PSDS-in-charge) for their teachers in their own schools. | | **Activity**  **30 min.** | 1. Facilitate an activity to elicit sharing of prior experience and knowledge on Professional Development. This may be done through the use of meta strips for participants’ responses to the following:  * Write anything you know about Professional Development in one statement. * Cite the most recent professional development activity attended. * Express how these activities have addressed your most urgent professional development needs. * Question: “Have you tried writing a professional development plan before?” * Explain the significance of a professional development plan in your own words.  1. Process and synthesize the most significant responses of the participants. | | **Key Concepts**  **30 min.** | 1. Discuss with the participants the key concepts to be learned:   Professional development is the process of improving competencies and work performance through participation in a range of activities which provide opportunities for growth in knowledge, skills and attitudes.   * Types of Professional Development activities include *independent study*; *supported learning*; *collective action*; and *formal programs* * An IPPD is a tool that serves as a guide for the professional’s continuous learning and development. The IPPD is structured such that every professional regularly and individually prepares, implements, monitors and updates the plan. * An IPPD is a guide for teachers to enhance their ability to improve student learning and a plan for School Heads to enhance their leadership capacities in order to improve their school performance. * An IPPD is based on identified learning needs through a TDNA and consistent with the educational needs of the school/division/region. * It recognizes the shared responsibility and individual accountability for professional growth. * It considers profession- based standards e.g. NCBTS for Teachers and NCBS-SH for School Heads, as well as own learners’ and the school priority improvement areas and student/pupil learning needs. * There are certain guiding principles to consider in developing and implementing the IPPD (Refer to the guiding principles listed above). | | **Completion of the IPPD Template**  **90 min**  **.** | 1. Introduce the IPPD Template and guide the participants in completing the IPPD. 2. Note that there are separate sets of directions for accomplishing the Tool for Teachers (Form A) and for School Heads (Form B). 3. Explain the steps one after another as described in the IPPD Form and illustrate each step by citing the sample cases and the Sample of accomplished IPPD intended for the group. It is advisable to remind the participants to use the sample only as a guide and that they should reflect on their own professional development needs. (Separate sample IPPDs for Teacher and for School Head are provided at the end of this Guide.)   The steps for both Forms are basically the same as enumerated below. It is important for the facilitators to make sure that the group is focused on one step at a time. Each step should be understood clearly, before the participants are allowed to work on their own. It is also good to have volunteers to share their work as samples from which others can learn. Facilitators and PDP-WG should be able to guide individual participants closely in:   * 1. Setting the Goal   2. Deriving Objectives from the Goal   3. Deciding on the Professional Development Strategies   4. Tapping Possible Resources(Human and Material)   5. Setting the Time Frame   6. Identifying Success Indicators   - professional competency  - school/learners’ performance   1. The Goal formulation is the anchor for the rest of the entries in the IPPD Template. It is therefore important for everyone to be able to set this properly at the onset before proceeding to complete the IPPD. It might be good to ask one or two volunteers to share the goal formulated before moving on to the next steps. This way will allow you to comment on more points for a proper formulation of the goal. 2. When the group has completed their IPPDs, ask a volunteer to share his/her output. 3. Let others express their insights gained from the activity. | | **Closing**  **10 min** | 1. Challenge participants to review their accomplishments and update their plans every quarter through the Self-Monitoring Check found at the end of their IPPD Template. 2. Remind the participants to sign the commitment on the last page of the IPPD Tool and thank the participants for their active involvement. 3. Supervisors collect the accomplished IPPD of SHs in their cluster. School Heads collect accomplished IPPD of their teachers. Teachers’ IPPDs are to be reviewed by the School Heads with the assistance of Department Heads/Grade Coordinators to see the alignment of goal and objectives to the school priorities for improvement. The SHs’ IPPDs are reviewed by the Supervisors to see the alignment of goal and objectives to the Division/District priority goals. (The IPPD-M&E Form 3 is used for both teachers’ and SHs’ IPPDs.) Announce that the IPPDs will be returned to the owners after the review. 4. At the end of the session, allow the School PDP-WG in-charge of M&E for IPPD to administer the M&E Tools to the teacher participants. In the case of School Head participants, the Division PDP-WG represented by ES/PSDS does the M&E. Use the following M&E tools: IPPD-M&E Form 1-2, IPPD-M&E Form 4-5. 5. Thank the participants for their participation and commitment. | |
| **Monitoring of the IPPD** |
| 1. **Self-Monitoring of the IPPD**   During the implementation phase, the teacher or the school head who accomplished the IPPD conducts a self-review to follow-up his/her own progress in implementing the plan, carefully looking at how the objectives are being accomplished, and the timeframes set in the IPPD.  The IPPD is a self-monitoring tool. The general rule is that the individual professional is the most responsible person for tracking her/his own growth at any point within the period set for each objective. She/he must keep in mind the professional competencies targeted to be enhanced. In the case of teachers, they may check their progress against the competencies listed in the NCBTS-TSNA Tool Kit.  For School Heads, they may use the National Competency-Based Standards for School Heads (NCBS-SH). (Discussion and understanding of the list of competencies for School Heads should be done during the preliminary meeting that is held prior to actual completion of the IPPD. It may also be helpful for individual SHs to keep a copy of this list for regular reference such as in self-monitoring of IPPD.) It is important for them to determine whether the activities they have done so far have contributed to the enhancement of their competencies.  Monitoring has to be done regularly. The Self-Monitoring Check may be useful in monitoring the IPPD progress. This is found at the end of the IPPD Template.   1. **Monitoring and Evaluation of the IPPD Process and Outputs**   At the School level, three areas are monitored and evaluated related to the IPPD to be done by the School PDP-WG. These are (a) the process followed in accomplishing the IPPD: (b) Teachers/SHs perception of the level they successfully completed the IPPD planning process; and (c) the accomplished IPPD. There are M&E Tools that have been prepared and are suggested to be used for each of these areas:  IPPD M&E Form 1: Process Observation Guide for Teachers/School Heads  IPPD M&E Form 2: End-of IPPD Planning Evaluation for Teachers/School Heads  IPPD M&E Form 3: Review of Accomplished IPPD  IPPD M&E Form 4: Summary Template of IPPD Goals/ Objectives for Teachers/School Heads  It is deemed necessary that Division as well as the Regional PDP-WG closely monitor the development of IPPDs to ensure that teachers’ and School Heads’ priority needs are appropriately addressed as revealed by the results of their NCBTS-TSNA and TDNASH respectively. The tools used by the PDP-WG in-charge of the M&E are:  IPPD/SPPD M&E Form 5: Division Tracking Form of Accomplished IPPDs/SPPDs  IPPD/SPPD M&E Form 6: Region Tracking Form of Accomplished IPPDs/SPPDS  The M&E Matrix and the tools are found in last part of Section 6.1, IPPD Guide and Tools. |

**Republic of the Philippines**

**Department of Education**

**FORM A**

**IPPD for TEACHERS**

**DepED-EDPITAF-STRIVE**

**2009**

**INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD)**

***Form A for Teachers***

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| **Meaning and Purpose of IPPD** |
| What is Professional Development?  Professional development is the process of improving competencies and work performance through a wide variety of opportunities for growth in knowledge, attitudes, and skills. For Teachers, a personal and professional growth process necessarily integrates the goals of the teacher as a professional with the goals of the school, division and region for better student outcomes. The standards, processes and tools used in the accomplishment and use of output are based on the National Competency-Based Teacher Standards (NCBTS).  Professional Development activities range from *independent study* such as personal or structured professional reading; to *supported learning* such as mentoring and coaching; to *collective action* such as getting involved in a professional organization or conducting group research and to *formal programs* such as on site face-to-face training, distance or on-line course study, and continuing formal education.  Teacher Development in the education system is most successful in an environment, which promotes the goals of a school-based management with a strong leadership and support system. It is most likely to succeed when it is embedded in the vision, strategic plan and organizational structure of the school, division and region. Moreover, it must be guided by a purposeful and systematic planning through an INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD).  What is an Individual Plan for Professional Development (IPPD)?  An IPPD is a tool that serves as a guide for the teacher’s purposive learning and development as a professional. The IPPD is structured such that every teacher regularly and individually prepares, implements, monitors and updates the plan. It is based on the individual teacher’s identified professional development needs as revealed by the NCBTS-TSNA and is consistent with the priority development goals of the school, division and region.  What is the purpose of accomplishing an IPPD?  The IPPD is accomplished by the teachers to enable them chart their goals and plan learning activities to enhance their professional competencies in order for them to work better for the improvement of their school and learners’ performance. Developing a structured IPPD allows them to practice individual accountability for professional growth and shared responsibility for the entire organization’s development. |
| **Guiding Principles** |
| In the process of developing an IPPD, certain considerations may serve as guiding principles:  1. The IPPD must be based on:   * the mandated functions and competency standards for the profession * results of training needs assessment * priority development goals of the school, division and region   2. The IPPD goal focuses on improvement of school effectiveness and learning outcomes.  3. The IPPD must adhere to the following SMART standards:   * Specific and focused on learners and school priorities * Measurable progress and accomplishments through a monitoring and evaluation scheme * Attainable and results-oriented * Relevant strategies appropriately connected to goals and objectives * Time-bound within targets but flexible to afford revisions and updates   4. Development strategies adhere to the andragogical approach and methodology identified to be effective in the attainment of the IPPD goal and objectives  5. The IPPD process is job-embedded, i.e. inherent to the practice of the profession, and a continuing course of action. |
| **Directions for Accomplishing the IPPD Template** |
| **Preliminary Meeting**  Prior to the actual completion of the IPPD, it is advisable to conduct a preliminary meeting where your group is given the opportunity to study and discuss information from the documents and reports pertinent to your school and professional needs. The following documents will be needed for your study: (1) Individual NCBTS-TSNA result accompanied by a copy of the NCBTS-TSNA Tool or any document that contains the list of domains, strands, performance indicators and KSAs, (2) Any official records available that give information about your learners’ performance and learning needs (e.g. achievement test results, class records, EMIS, Form 1)  **Setting the Goal**  Read the instructions below carefully and provide the information needed in accomplishing the IPPD. Guided by the steps below and based on the information you have studied during the preliminary meeting, write the information needed in the charts below. These will help you formulate your GOAL for professional development. You will need to complete the IPPD Template where you will write the goal you have formulated. You will also fill up the appropriate columns: (I) Learning objectives, (II) Strategies,(III) Resources, (IV) Timeframe, and (V) Success indicators.  **Formulating the Goal**  To formulate your goal, focus on enhancing your teaching and learning to improve student outcomes by reviewing the following:   * Individual NCBTS – TSNA result  1. Consider the scores in each of the seven domains and strands 2. Inspect the graph’s bars indicating your highest and lowest results 3. Based on the review of your NCBTS-TSNA results write the information needed on the chart below. *(Write the strands in full text.)*  |  |  | | --- | --- | | *Strengths (At least 3 strands that you think you are most competent)* |  | | *Professional Development Needs (At least 3 strands that you think you need to enhance most)* |  |  * Student/Pupil learning needs  1. Determine your own learners’ achievement and reading levels based on any available records, e.g. NAT, Phil-IRI . 2. Look at the area on Performance Indicators (i.e. drop-out rate, failure rate). 3. Based on your review of student/pupil learning needs write the information needed in the chart below.  |  |  | | --- | --- | | *My school’s priority improvement need based on NAT results and Phil-IRI* |  | | *My school’s priority improvement need for learners based on performance indicators, drop out/failure rate* |  | | *My class learners’ needs in relation to the subjects/grade I am teaching* |  |  * After analyzing the information from the two sources (Chart A and B), reflect and identify the COMPETENCIES YOU NEED TO ENHANCE MOST. Consider how you will address the priority needs of your learners and the improvement priorities of your school.  |  |  |  | | --- | --- | --- | | BASIS | Priority competencies | Identified priorities for training & development | | NCBTS-TSNA results |  | 1.  2.  3. | | Learners’ data |  |  * Write the entries made in the last column also in the box “Priority Training and Development Needs” in the IPPD Template * Use the information you have written in the charts above in stating your Professional Development Goal.   *Study the following example of a Teacher’s Goal:*  Professional Development Goal: To enhance my teaching competencies in providing learning activities for diverse learners and to use community resources to improve my learners’ academic performance in Science.  *(In the example, the TSNA result of the teacher showed that her urgent need for development was related to Domain 3 Diversity of Learners and Domain 6 Community Linkages. The school’s priority for staff development are focused on enhancing skills of teachers in ensuring learning in the classroom has relevant application to demands of the community. Moreover, being a Science teacher, her focus was to improve the very low MPS of her students in Science*.)  You may refer to the Sample of accomplished IPPD distributed to you. It is advised however, that you will use this Sample only as a guide in your reflection of your own personal needs.   * Now, write your Professional Development GOAL in the appropriate box on the IPPD Template.   **Deriving Objectives from the Goal**  In formulating objectives, it is foremost to consider the competencies you should develop to help achieve your goal as revealed by your NCBTS-TSNA result. Referring to the same example above regarding the Science teacher, the objectives that may be derived from the goal set are as follows:  Objectives:   1. To improve my competencies in using varied strategies in teaching diverse learners 2. To gain more content knowledge and skills in Science teaching 3. To acquire knowledge and skills in providing learning activities that respond to demands of the community   Deciding on the Professional Development Methods/Strategies  To help you achieve your objectives, there is a need to choose carefully appropriate methods/strategies. You may take note of the following considerations. It may be helpful also if you know the types of development strategies such as the ones below.  It is important, however to write more specific professional activities you intend to engage in to achieve your objectives. Examples are: “Attend scheduled District training on Multiple Intelligence”; “Surfing reading materials on Science teaching in the internet”  1. Independent action   * Online training   + Learning a new technology   + Conduct of an action research (individual)   + Structured professional reading   + Personal professional reading   2. Supported action   * + School visits   + Peer review or peer observation (Critical friend/partner)   + Mentoring/Coaching  1. Collective action    * Involvement in a professional organization    * Conduct of an action research (group)    * Group studies or learning Circles, e.g. Learning Action Cells (LAC) and Learning Enhancement Activity Program (LEAP) sessions 2. Formal program    * On site face to face training    * Cluster level/school level learning communities    * Distance or Online Study    * Division or district face to face training    * Continuing formal education (e.g. graduate studies)   **Tapping Possible Resources**  There are possible resources that you may tap to support your professional development as listed below:   1. *Human Resource*   You may have potential mentors right beside you just waiting to share their talent and time. These are your co-teachers who have STRENGTHS in certain domains or strands who can assist you in areas you need to enhance. You may also be a Peer Adviser on competencies you identified earlier as your strengths. Your School Head, Department Head, or colleague may have the capacity to help you learn the needed knowledge or skill. Human Resource may also be available in other schools, at the division offices, or from the community who can share their expertise to assist you in attaining your learning objectives. It is advisable to specify the Person(s)’ names when you write them in the appropriate IPPD column.   1. *Material Resource*   Material resource may include Professional Development Modules that can be availed at the Division or District Office, Teachers Sourcebooks available from Foreign-Funded Projects in your school or nearby school, Training packages containing lesson guides may also help you learn and enhance your KSAs.  Teaching Materials that may be downloaded from the Internet can help you enhance your teaching competencies. You may have to learn to use technology in the classroom especially if this is available in your school or district.   1. *Logistics*   Funding for training and development is not always easy to find. However, if you know the sources to tap in your community, you may try doing so in collaboration with your teachers’ group and School Head.  **Setting the Time-Frame**  The IPPD time frame is for a period of one calendar year. This may coincide with the development of the school’s AIP. The time frame you will set for yourself actually depends on your determination, and commitment to do something about your goal based on the urgent and prioritized development needs. What is important in setting the time frame is that it is realistic and doable. The dates you will write in your IPPD should be like a clock with an alarm to remind you of your responsibility for yourself and your learners.  **Identifying Success Indicators**  There are two columns for success indicators: (1) Success indicators for enhanced teaching competence, and (2) Indicators for improved learners’ performance. For the first, you may think of the NCBTS competencies that you would have enhanced as a result of the professional development activities you will engage in. For the second, think of the learners’ performance that will be improved as a result of your enhanced competencies. |
| **Self-Monitoring of the IPPD** |
| This IPPD is a self-monitoring tool. It allows you to be responsible in keeping track of your own progress and accomplishments at any point within the period you have set for each objective. The general rule is that you are responsible for tracking your growth. You have to monitor your progress regularly. Keep in mind the professional competencies you have targeted to enhance. You may refer to the list of competencies listed in the NCBTS-TSNA Tool. Determine whether the activities you have done so far have contributed to the enhancement of your competencies.  Monitoring has to be done regularly. The Self-Monitoring Check may be useful in monitoring your IPPD progress. This tool is to be accomplished every quarter and at the end of the calendar year.  **Self-Monitoring Check**  *(To be completed every quarter and end of calendar year)*  1. Am I constantly aware of my professional development goal and objectives?  (Write your objectives in the first row.)  2. What have I accomplished so far?  (Write activities you have done and the specific NCBTS competencies that have been enhanced in the appropriate columns.)   |  |  |  | | --- | --- | --- | | Professional Development Objectives | 1.  2.  3. | | | Time of the year | Accomplishments | | | Professional Development Activities Done | Specific NCBTS Competencies enhanced (Strands) | | First Quarter Review |  |  | | Second Quarter Review |  |  | | Third Quarter Review |  |  | | End of the Year Review |  |  | |  |  |  | |
| **Commitment** |
| *“For I know the plans I have for you,” declares the Lord,*  *“plans to prosper you and not to harm you,*  *plans to give you hope and future.”*  *-Jeremiah 29:11*  I am a Professional Teacher.  I am responsible for my personal and professional growth.  Henceforth, I commit my best to attain the goal and objectives  I have set hereunto for my professional development,  not only for my benefit but also for my school’s improvement  and most of all, for my learners’ progress.  Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (*Teacher)*  Attested by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (*Peer)*  Reviewed *By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Date: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *( Immediate Head)* |
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|  | **TEACHER'S INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD) for School Year \_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Name of Teacher: | | | | | |  | | | | | | | | | | | | | | | | | | | | | Position: | | | | |  | | | | | |
|  | School: |  | | | | | | | | | | District: | | | | |  | | | | | | | | | | | Division | | | |  | | | | | Region |  |
|  | **Priority Professional Development Needs**  (Based on NCBTS-TSNA results & learners’ performance data) | | | | | | | | | | | 1.  2.  3. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Professional Development Goal:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Objectives** | | | | | **Methods/Strategies** | | | | | | | | **Resources** | | | | **Time Frame** | | | | | | | | **Success Indicator** | | | | | | | | | | | | |
|  | *(What competencies will I enhance?)* | | | | | *(What professional activities will I undertake to achieve my objective?* | | | | | | | | *(What will I do to access resources?)* | | | | *(When do I expect to have accomplished the activities?)* | | | | | | | | *What NCBTS competencies would I have enhanced?* | | | | | | | | | | *What learners’ performance would have been improved?* | | |
|  | A. | | | | |  | | | | | | | |  | | | |  | | | | | | | |  | | | | | | | | | |  | | |
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|  | Name and Designation | |  |  | | | | | | | Name of Teacher | | | | | | | | | |  | |

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|  | **TEACHER'S INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD) for School Year 2008-2009** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Name of Teacher: | | | | | | Liza B. Prado | | | | | | | | | | | | | | | | | | | | | Position: | | | | | Teacher II | | | | | | | | | |
|  | School: | Tugatog High School | | | | | | | | | | District: | | | | |  | | | | | | | | | | | Division | | | |  | | | | | | | | | Region |  |
|  | **Priority Professional Development Needs**  (Based on NCBTS-TSNA results & learners’ performance data) | | | | | | | | | | | 1.  2.  3. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Professional Development Goal:** | | | | | | | | To enhance my teaching competencies in providing learning activities for diverse learners and to use community resources to improve my learners’ academic performance in Science. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Objectives** | | | | | **Methods/Strategies** | | | | | | | | **Resources** | | | | **Time Frame** | | | | | | | **Success Indicator** | | | | | | | | | | | | | | | | | |
|  | *(What competencies will I enhance?)* | | | | | *(What professional activities will I undertake to achieve my objective?* | | | | | | | | *(What will I do to access resources?)* | | | | *(When do I expect to have accomplished the activities?)* | | | | | | | *What NCBTS competencies would I have enhanced?* | | | | | | | | | | | | *What learners’ performance would have been improved?* | | | | | |
|  | A. To improve my competencies in using varied strategies in teaching diverse learners | | | | | * Attend a scheduled district training program on Multiple intelligences | | | | | | | | Register in the District/cluster training on MI | | | | October 2008, Semestral Break | | | | | | | Knowledge and Skills in teaching for diverse learners, (Strand 3.1) | | | | | | | | | | | | Increased interest of various learners to lesson activities | | | | | |
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|  | * On-line study about MI | | | | | | | | Surf Internet lesson guides on MI | | | | Once a week 2nd Semester | | | | | | |
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|  | B. To gain more content knowledge and skills in Science teaching | | | | | * Attend a scheduled training on Science Content in Division * Attend Short-term course | | | | | | | | Request INSET Funds, (School MOOE) | | | | Summer INSET 2009;  Saturday classes 2nd Semester | | | | | | | Increased Competencies in mastery of the content and skills in teaching Science (Strands 4.1& 4.4) | | | | | | | | | | | | Increased learners’ performance in Science based on DAT/RAT/ NAT Results | | | | | |
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|  |  | | | | | Attend LAC Session to study DepED digital lessons in Science for HS | | | | | | | | Request Master Teachers/DSS as resource persons | | | | Monthly from Sept- Feb | | | | | | | Increased Teacher Proficiency Result in Science (Strand 4.1) | | | | | | | | | | | |  | | | | | |
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|  | C. To acquire knowledge and skills in providing learning activities that respond to demands of the community | | | | | Engage in community projects | | | | | | | | Look for available NGO project | | | | 1st 2 Saturdays of October | | | | | | | Enhanced competencies in establishing learning environment conducive to community aspirations (Strand 6.1) | | | | | | | | | | | | Increased learners’ participation in Science activities | | | | | |
|  | Professional Readings on connecting classroom activities to community development | | | | | | | | Research in Library LGU centers | | | | October Break 2008 | | | | | | |
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|  | Reviewed by: | | Dina Z. Gracia  Dina Z. Gracia, Principal II | | | | | | | | Committed to Implement: | | | | | | | | | | Lizabprado | | | | | | | | | | | | | | | | | | | Date:  26 June 2008 | | |
| Name and | | Name of Teacher | | | | | | | | | |

**Republic of the Philippines**

**Department of Education**

**FORM B**

**IPPD for SCHOOL HEADS**

**INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD)**

***Form B for School Heads***

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| **Meaning and Purpose of IPPD** |
| **What is Professional Development?**  Professional development is the process of improving competencies and work performance through the provision of a wide range of opportunities for personal and professional growth in knowledge, attitudes, and skills. For School Heads, a personal and professional growth process necessarily integrates the goals of the educational leader as a professional with the goals of the school, division and region for better learners’ outcomes. It is based on the accepted standards, i.e. The National School Head Performance Indicators (NSHPI) developed by NEAP for the School Leadership Experience Portfolio (SLEP), which was later on validated to become the National Competency-Based Standards for School Heads (NCBS-SH).  Professional Development activities range from *independent study* such as personal or structured professional reading; to *supported learning* such as mentoring and coaching; to *collective action* such as getting involved in a professional organization or conducting group research and to *formal programs* such as on site face-to-face training, distance or on-line course study, and continuing formal education.  School Leaders’ development is most successful in an environment, which promotes the goals of school-based management with strong leadership and a support system. It is most likely to succeed when it is embedded in the vision, strategic plan and organizational structure of the school, division and region. Moreover, it must be guided by a purposeful and systematic planning through an INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD).  **What is an Individual Plan for Professional Development (IPPD)?**  An IPPD is a tool that serves as a guide for the School Head’s continuous learning and development as a professional. The IPPD is structured such that every School Head regularly and individually prepares, implements, monitors and updates the plan. It is based on the identified professional development needs revealed by the Training and Development Needs Assessment for School Heads (TDNASH) and is consistent with the priority development goals of the school, division and region.  **What is the purpose of accomplishing an IPPD?**  The IPPD is accomplished by the School Heads to enable them to chart their goals and plan learning activities to enhance their professional competencies in order for them to work more effectively for the improvement of their school and learners’ performance. Developing a structured IPPD allows them to practice individual accountability for professional growth and shared responsibility for the entire organization’s development. |
| **Guiding Principles** |
| In the process of developing an IPPD, certain considerations serve as guiding principles:  1. The IPPD must be based on the:   * mandated functions and competency standards for the profession * results of a training needs assessment * priority development goals of the school, division and region  1. The IPPD goal focuses on improvement of school effectiveness and learning outcomes. 2. The IPPD must adhere to the following SMART standards:  * **S**pecific and focused on learners and school priorities * **M**easure progress and accomplishments through a monitoring and evaluation scheme * **A**ttainable and results-oriented * **R**elevant strategies adopted that are connected to goals and objectives * **T**ime-bound within targets but flexible to afford revisions and updates  1. Development strategies adhere to the andragogical (adult learning) approach and methodology identified to be effective in the attainment of the IPPD goal and objectives. 2. The IPPD process is job-embedded, i.e. inherent to the practice of the profession, and a continuing course of action. |
| **Directions for Accomplish-ing the IPPD Template** |
| **Preliminary Meeting**  Prior to the actual completion of the IPPD, it is advisable to conduct a preliminary meeting where your group is given the opportunity to study and discuss information from the documents and reports pertinent to your school and professional needs. The following documents will be needed for your study: (1) Individual TDNASH result, (2) SBM Assessment Result.  **Setting the Goal**  Read the instructions carefully and provide the information needed in accomplishing the IPPD. Guided by the steps below and based on the information you have studied during the preliminary meeting, write the information needed in the charts below. These will help you formulate your GOAL for professional development. You will need to complete the IPPD Template where you will write the goal you have formulated. You will also fill up the appropriate columns: (I) Learning objectives, (II) Strategies,(III) Resources, (IV) Timeframe, and (V) Success indicators.  **Formulating the Goal**  To formulate your goal, focus on enhancing your leadership and management competencies as expected of SBM to improve school effectiveness and student outcomes by reviewing the following:   1. Individual TDNASH (Training & Development Needs Assessment for School Heads) result 2. Consider the scores in each of the seven domains and performance indicators 3. Inspect the highest and lowest results. 4. Write the information needed on the chart below.  |  |  | | --- | --- | | *Strengths (Competency Areas with Transforming and Leading Levels)* | 1.  2.  3. | | *Professional Development Needs (Awareness and Emerging Levels)* | 1.  2.  3. |  1. SBM Assessment Results of the School 2. Study the results of the assessment of your school if it is at the emerging, readiness or maturing level. 3. Determine the area(s) that need urgent attention and how it is related to your leadership and managerial competencies. 4. Write the information needed in the chart below.  |  |  | | --- | --- | | *Overall SBM Assessment Level* |  | | Areas of SBM that need urgent attention |  | | Leadership and managerial competencies I need to enhance to help improve SBM level |  |   C. After analyzing the information from the two sources (A and B), reflect and identify the COMPETENCIES YOU NEED TO ENHANCE MOST in consideration of your need to improve leadership competencies and improvement priorities of your school.   |  |  |  | | --- | --- | --- | | BASIS | Priority competencies for enhancement | Identified priorities for training & development | | TDNASH |  | 1.  2.  3. | | SBM Assessment |  |   D. Write the entries made in the last column also in the box “Priority Training and Development Needs” in the IPPD Template  E. Use the information you have written in the charts above in stating your goal.  *Study the following example of a School Head’s Goal:*  Professional Development Goal: To enhance my school leadership competencies in leading and managing change through participatory school improvement process  *(In the example, the TDNASH result of the School Head shows that her urgent need for development is related to school leadership competencies found to be only at the “emerging level”. The overall SBM Assessment result for her school is only at the “starting level”. Moreover, the assessment on the area on School leadership shows that the School Head has not attended trainings in SBM and basic instructional leadership. Additionally, she has not been active in organizing stakeholders for the intent of school improvement processes. Her very simple “AIP” has a limited plan for development and shows a “lack of resources” that may support such plans.)*  You may refer to the Sample of accomplished IPPD distributed to you. It is advised however, that you will use the sample only as a guide in your reflection in your own personal needs  Now, write your Professional Development GOAL in the appropriate box in the IPPD Template.  **Deriving Objectives from the Goal**  In formulating objectives, it is foremost to consider the competencies you should develop to help achieve your goal as revealed in your TDNASH result. Referring to the same example above about the School Head, the objectives may be derived from the goal set as the following:  Objectives:   1. To improve my leadership competencies in visioning, in building and leading teams for organizational change 2. To gain content knowledge and skills in participatory school improvement process 3. To enhance skills in resource mobilization to support the school development   **Deciding on the Professional Development Strategies/Activities**  To help you achieve your objectives, there is a need to choose carefully appropriate methods/strategies. You may take note of the following considerations. It may be helpful also if you know the types of development strategies such as the ones below. It is important, however to write more specific professional activities you intend to engage in to achieve your objectives. Examples are: “Attend the scheduled Division training on Change Management”; “Surfing reading materials on resource mobilization.”  1. Independent learning   * Online training   + Learning a new technology   + Conduct of an action research (individual)   + Structured professional reading   + Personal professional reading   2. Supported learning   * + School visits   + Peer review or peer observation   + Mentoring/Coaching  1. Collective action    * Involvement in a professional organization    * Conduct of an action research (group)    * Group studies or learning Circles (e.g. *Educational Leadership & Management Program)* 2. Formal program    * On site face to face training    * Cluster level/school level learning communities    * Distance or Online Study    * Division or district face to face training    * Continuing formal education (e.g. graduate studies)   **Tapping Possible Resources**  There are possible resources that you may tap to support your professional development as listed below:   1. *Human Resource*   You may have a potential mentor near you just waiting to share her/his talent and time. Your SDS, ASDS, ES, PSDS or colleague may have the capacity to help you learn the needed knowledge or skill. Human Resource may also be available in other schools, at the division offices, or from the community who can share their expertise to assist you in attaining your learning objectives. It is advisable to specify the Person(s)’ names when you write them in the appropriate IPPD column.   1. *Material Resource*   Material resource may include Professional Development Modules that can be availed at the Division or District Office, School Management Source books available from Foreign-Funded Projects in your school or nearby school, Training packages containing readings on leadership may also help in learning and enhancing competencies. Professional Materials that may be downloaded from the Internet can help enhance leadership and management competencies. Learning to use technology, especially if this is available in your school or district is also helpful.   1. *Logistics*   Funding for training and development is not always easy to find. However, if you know the sources to tap in your community, you may try doing so in collaboration with your teachers and stakeholders.  **Setting the Time-Frame**  The IPPD time frame is for a period of one calendar year. The time frame you will set for yourself actually depends on your determination, and commitment to do something about your goal based on the urgent and prioritized development needs.  What is important in setting the period is that it is realistic and doable. The dates you will write in your IPPD should be like a clock with an alarm to remind you of your responsibility for yourself and your learners.  **Identifying Success Indicators**  There are two columns for success indicators: (1) Success indicators of enhanced leadership and management competence, and (2) Indicators for improved school performance. For the first, you may think of the list of competencies based on the National Competency-Based Standards for School Heads (NCBS-SH) for school leadership experience level (SLEL) that you would have enhanced because of the professional activities you will engage in. For the second, think of the SBM area that would have been improved as result of your enhanced competencies. |
| **Self-Monitoring of the IPPD** |
| This IPPD is a self-monitoring tool. It allows you to be responsible in keeping track of your own progress and accomplishments at any point within the period you have set for each objective. The general rule is that you are responsible for tracking your growth. You have to monitor your progress regularly. Keep in mind the professional competencies you have targeted to enhance. You may refer to the list of competencies listed in the TDNASH Tool or the NCBS-SH. Determine whether the activities you have done so far have contributed to the enhancement of your competencies.  Monitoring has to be done regularly. The Self-Monitoring Check may be useful in monitoring your IPPD progress. This IPPD is to be reviewed every quarter and at the end of the calendar year.  **Self-Monitoring Check**  ***(To be completed every quarter and end of calendar year)***  1. Am I constantly aware of my professional development goal and objectives?  (Write your objectives in the first row.)  2. What have I accomplished so far?  (Write activities you have done and the specific NCBS-SH competencies that have been enhanced in the appropriate columns.)   |  |  |  | | --- | --- | --- | | **Professional Development Objectives** | **1.**  **2.**  **3.** | | | **Time of the year** | **Accomplishments** | | | **Professional Development Activities Done** | **Specific NCBS-SH Competencies enhanced (Domains/Strands)** | | First Quarter Review |  |  | | Second Quarter Review |  |  | | Third Quarter Review |  |  | | End of the Year Review |  |  | |
| **Commitment** |
| ***“For I know the plans I have for you,” declares the Lord,***  Page 7  ***“plans to prosper you and not to harm you,***  ***plans to give you hope and future.”***  ***-Jeremiah 29:11***  I am an Educational Leader.  I am responsible for my personal and professional growth.  Henceforth, I commit my best to attain the goal and objectives  I have set hereunto for my professional development,  not only for my benefit but also for my school’s improvement  and most of all, for our teachers’ and learners’ progress.  Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (*School Head)*  Attested by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (*Peer)*  Reviewed *By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Date: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *( Immediate Head)* |

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|  | **SCHOOL HEAD’S INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD) for School Year \_\_\_\_\_\_** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Name of School Head: | | | | | |  | | | | | | | | | | | | | | | | | | | | | Designation: | | | | | |  | | | | | | |
|  | School: |  | | | | | | | | | | District: | | | | |  | | | | | | | | | | | Division | | | | |  | | | | | | Region |  |
|  | **Priority Professional Development Needs**  (Based on TDNASH results & SBM priority area) | | | | | | | | | | | 1.  2  3. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Professional Development Goal:** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Objectives** | | | | | **Methods/Strategies** | | | | | | | | **Resources** | | | | **Time Frame** | | | | | | | | **Success Indicator** | | | | | | | | | | | | | | |
|  | *(What competencies will I enhance?)* | | | | | *(What professional activities will I undertake to achieve my objective?* | | | | | | | | *(What will I do to access resources?)* | | | | *(When do I expect to have accomplished the activities?)* | | | | | | | | *What TDNASH competencies would I have enhanced?* | | | | | | | | | | | *What areas of school performance would have been improved?* | | | |
|  | A. | | | | |  | | | | | | | |  | | | |  | | | | | | | |  | | | | | | | | | | |  | | | |
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|  | Reviewed by: | |  |  | | | | | | | Committed to Implement: | | | | | | | | | |  | | | | | | | | | | | | | | | | | | Date: | |
|  |  | |  |  | | | | | | | (Signature of School Head) | | | | | | | | | |  | | | | | | | | | | | | | | | | | |  | |

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|  | **SAMPLE ONLY** | | | | | | | | | | | | | | | | | | |
|  | **SCHOOL HEAD’S INDIVIDUAL PLAN for PROFESSIONAL DEVELOPMENT (IPPD) for School Year : 2008-2009** | | | | | | | | | | | | | | | | | | |
|  | Name of School Head: | | | | Dina Z. Gracia | | | | | | | | | | Designation: | Principal II | | | |
|  | School | Tugatog High School | | | | | | District: | | |  | | | | Division |  | | Region |  |
|  | **Priority Professional Development Needs**  (Based on TDNASH results & SBM priority area) | | | | | | | 1.  2.  3. | | | | | | | | | | | |
|  | **Professional Development Goal:** | | | | | | To enhance my school leadership competencies in leading and managing change through participatory school improvement process. | | | | | | | | | | | | |
|  | **Objectives** | | | | | **Methods/Strategies** | | | **Resources** | | | **Time Frame** | | **Success Indicator** | | | | | |
|  | *(What competencies will I enhance?)* | | | | | *(What professional activities will I undertake to achieve my objective?* | | | *(What will I do to access resources?)* | | | *(When do I expect to have accomplished the activities?)* | | *What TNASH competencies would I have enhanced?* | | | *What areas of school performance would have been improved?* | | |
|  | 1. To improve my leadership competencies in visioning, in building and leading teams for organizational change | | | | | Attend scheduled training on Change Management. | | | Register in a scheduled Division training funded by LGU/MOOE or INSET Funds | | | September 2008 | | Increased School Leadership Experience Level to Performing Level (Competency 1.6: Leading and Managing Change) | | | Improved skills of teachers and parents in working as teams in improving learners’ performance and reduction of failure rate | | |
|  |
|  | Read professional articles on Change Management | | | Surf professional materials through the e- Library (Library-Hub) | | | At least one article a week 1st semester | |
|  |
|  | B. To gain content knowledge and skills in participatory school improvement process | | | | | Get additional training in SIP through coaching | | | Get assistance from a Division Trainer on SIP (funded by MOOE) | | | September- December 2008 | | Enhanced competencies in participatory improvement process  ( Competency 1.2: Strategic Planning) | | | Increased promotion and retention rates as a result of focused priorities in the AIP | | |
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|  |
|  | C. To enhance skills in resource mobilization to support the school development | | | | | Lead in undertaking a research-based Drop-out Reduction Program (DORP) in the school | | | Develop proposal and assign working groups for resource mobilization to get support from LSB and SEF Funds | | | July 2008 to January 2009 | | Enhanced skills in developing proposals and resource mobilization (Competency 6.2a- Fiscal Management) | | | School drop-out rate reduced brought about by the a research-based DORP | | |
|  |  | |  |  | | | | | | | | | | | | | | | |
|  | Reviewed by:  Name and Designation | | |  | | | | | | Committed to Implement: | | | Dina Z. Gracia | | | | | Date: | |
|  |  | | | | | | Name of School Head | | | 28 June 2008 | |

**M&E for the Orientation and Implementation of IPPD for Teachers and School Heads**

M&E tools are provided to support the orientation and the implementation of the IPPD as well as the overall management of the process. The following tools are available:

A. Tools for IPPD

IPPD-M&E Form 1: Process Observation Guide for Teachers/School Heads

IPPD-M&E Form 2: End of IPPD Planning Evaluation for Teachers/School Heads

IPPD-M&E Form 3: Review of Accomplished IPPD

IPPD-M&E Form 4: Summary Template of IPPD Goals/Objectives for Teachers/School Heads

IPPD/SPPD-M&E Form 5: Division Tracking Form of Accomplished IPPDs/SPPDs

IPPD/SPPD-M&E Form 6: Region Tracking Form of Accomplished IPPDs/SPPDs

|  |  |  |  |
| --- | --- | --- | --- |
| **Systems Level** | **M&E Tools for the Regional Level** | **M&E Tools for the Division/Cluster Level** | **M&E Tools for the School Level** |
| **Output** | IPPD/SPPD-M&E Form 6: Region Tracking Form of Accomplishment IPPDs/SPPDs | IPPD-M&E Form 3: Review of Accomplished IPPD  IPPD-M&E Form 4: Summary Template of IPPD Goal/Objectives  IPPD/SPPD-M&E Form 5: Division Tracking Form of Accomplishment IPPDs/SPPDs | IPPD-M&E Form 3: Review of Accomplished IPPD  IPPD-M&E Form 4: Summary Template of IPPD Goal/Objectives |
| **Process** |  | IPPD-M&E Form 1: IPPD Process Observation Guide for Teachers/ School Heads  IPPD-M&E Form 2 End of IPPD Planning Evaluation for Teachers/School Heads | IPPD-M&E Form 1: IPPD Process Observation Guide for Teachers/ School Heads  IPPD-M&E Form 2: End of IPPD Planning Evaluation for Teachers/School Heads |
| **Input** |  | Resource Materials Checklist for IPPD incorporated into the IPPD Guide | Resource Materials Checklist for IPPD incorporated into the IPPD Guide |

B. M&E Scheme and PDP-WG Responsible for M&E

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| **What will be monitored** | **How it will be monitored** | **M&E tool to be used** | **Who will be responsible for the monitoring** | **When will the monitoring take place** | **How will the results be used** |
| The process followed in the accomplishment of the IPPD by teachers and school heads | A process observer will be identified and will use the Observation Guide | **IPPD-M&E Form 1: IPPD Process Observation Guide for Teachers/School Heads** | School PDP –WG (Teachers IPPD)  Division PDP-WG (SHs IPPD) | During the IPPD process for teachers at the school level and School Heads at cluster level | Results will be reviewed by the PDP-WG, recommendations developed to improve processes and included in the Program Completion Report |
|  |  |  |  |  |  |
| Teachers/School Heads perception of the success of the IPPD planning process | Teachers/School Heads will complete an End of IPPD Planning Evaluation | **IPPD-M&E Form 2: End of IPPD Planning Evaluation** | School PDP –WG (Teachers IPPD)  Division PDP-WG (SHs IPPD) | Following the accomplishment of the IPPD Planning process at the school level for teachers and at the cluster level for School Heads | End of IPPD Evaluation will be collated by the PDP-WG and reviewed to identify how the processes can be improved.  A summary of the results and recommendations will be included in the Program Completion Report and recommendations incorporated into future processes |
|  |  |  |  |  |  |
| The quality of the accomplished IPPD | School Heads and Department Heads will review teachers’ IPPD at school level  ES1/PSDS will review completed IPPD of School Heads at the cluster level | **IPPD-M&E Form 3: Review of Accomplished IPPD** | School Heads and Department Heads for teachers  ES1/PSDS/ASDS for School Heads | Following the completion of the teachers’ IPPD at the school level and School Heads at the cluster level | Feedback will be provided to individual teachers/school heads to enhance the quality of the IPPD. |
|  |  |  |  |  |  |
| The IPPD goals and objectives of teachers/school heads | IPPD’s will be reviewed and results summarized at the school level for teachers and at the cluster level for School Heads | **IPPD-M&E Form 4: Summary Template of IPPD Goal/Objectives** | School PDP –WG (Teachers IPPD)  Division PDP-WG (SHs IPPD) | Following the completion of the teachers’ IPPD at the school level and School Heads’ at the cluster level | For Teachers IPPD: SHs/Dept Heads will consolidate key findings to inform the SPPD/MPPD  For School Heads IPPD: Division PDP-WG/PSDS will consolidate key findings for a cluster of School Heads and prepare a report for submission to the Division T&D Chair. T&D Chair will identify key recommendations to be included in Program Completion Report and inform MPPD |
|  |  |  |  |  |  |
| The number of IPPDs accomplished by schools within the division | A Division Tracking Form will be completed listing the number of teachers and school heads who have accomplished IPPDs | **IPPD/SPPD-M&E Form 5: Division Tracking Form for Accomplished IPPDs/SPPDs** | Division PDP-WG | Following the accomplishment of the IPPD by teachers and school heads | Results will be included in Division Program Completion Report and inform future IPPD policy |
|  |  |  |  |  |  |
| The number of IPPDs accomplished within each division within the region | A Region Tracking Form will be completed listing the number of teachers and school heads who have accomplished IPPDs across all divisions | **IPPD/SPPD-M&E Form 6: Region Tracking Form for Accomplished IPPDs** | Region PDP-WG | Following the accomplishment of the IPPD by teachers and school heads in each division | Results will be included in Region Program Completion Report and inform future IPPD policy |
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| **IPPD-M&E Form 1: IPPD Process Observation Guide for Teachers / School Heads** |
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**SCHOOL/CLUSTER Observed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NAME OF PROCESS OBSERVER**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_

**DATE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **VENUE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARTICIPANTS NAME:** (Attached Attendance Sheet)

**DIRECTION**: Observe the process involved in the activities associated with the development of the IPPD. If the activity is accomplished, write YES in the appropriate column, if not, write NO.

|  |  |  |  |
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| **ACTIVITIES** | | | **ACCOMPLISHED**  **Yes or No** |
|
| **I. Development of an understanding of the IPPD and its purpose** | | | |
| a. | Conduct of a warm up activity to start the session | |  |
| b. | Discussion on how to further develop oneself as a professional to improve performance of one’s duties and responsibilities. | |  |
| c. | Presentation of the objective of the IPPD workshop and explanation of the meaning of IPPD, its purpose and guiding principles. | |  |
| d. | Explanation regarding the accomplishment of the IPPD being a vital responsibility of all professionals for the development of the school and improvement of learners | |  |
| **II. Completion of the IPPD** | | | |
| a. | | Analysis of the information such as TDNA, AIP, School assessment reports and/or other relevant available documents. |  |
| b. | | Formulation of the IPPD goal |  |
| c. | | Deriving the objectives from the goal by reviewing the list of priority needs and specific competency areas |  |
| d. | | Identification of the strategies/methods and activities for pursuing one’s professional development goal and objectives |  |
| e. | | Establishment of the timeframe for the various activities identified in the IPPD |  |
| f. | | Identification of possible resources that can support the implementation of the IPPD |  |
| g. | | Review of the IPPD |  |
| h. | | Signing of the IPPD |  |

*Do you have any comments regarding the IPPD process?*

*Do you have other comments/suggestions/recommendations for the improvement of the IPPD process?*

Process Observer :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Over Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation

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| **IPPD-M&E Form 2: End of IPPD Planning Evaluation for Teachers/ School Heads** |
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***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Designation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Sex: Male Female***

*Please rate how you feel about the IPPD planning session relative to the following processes involved in the accomplishment of the IPPD. Please tick the appropriate column for your rating using the scale below.*

**Rating Guide:**

|  |  |  |
| --- | --- | --- |
| Numerical Rating | Interpretation | Description |
| 4 | *Very High Level* | *In a very significant way* |
| 3 | *High Level* | *In a meaningful way* |
| 2 | *Low Level* | *In a limited way only* |
| 1 | *Very Low Level* | *Not in any meaningful way* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IPPD Accomplishment Rating Scale** | | | | | | |
| **To what level do you feel:** | | 1 | 2 | 3 | 4 | |
| 1 | the following documents were used in the analysis and development of the context of your IPPD?   1. TDNA results: NCBTS-TSNA/ National Competency Based Standards for School Heads (NCBS –SH) |  |  |  |  | |
|  | 1. SIP/AIP |  |  |  |  | |
|  | 1. Student/Pupil Performance Data |  |  |  |  | |
| 2 | the formulation of IPPD overall goal was based on the results of the analysis of the current development needs of the school and learners? |  |  |  |  | |
| 3 | the IPPD goal was taken into consideration in formulating the objectives? |  |  |  |  | |
| 4 | the formulation of program objectives was based on your own professional need and the learning needs of your school learners? |  |  |  |  | |
| 5 | the decisions about the strategies, methods and activities were based on the objectives to be achieved and the competencies to be enhanced? |  |  |  |  | |
| 6 | the various funding sources were identified to support the implementation of the different programs? |  |  |  |  | |
| 7 | you have considered development priorities and the one-year coverage in setting the timeframe for the different professional activities? |  |  |  |  | |
| 8 | you have appropriately identified the success indicators for your:   1. professional competencies enhanced? |  |  |  |  | |
|  | 1. student learning competencies improved? |  |  |  |  | |
| 9 | you have enhanced your knowledge and skill in professional development planning? |  |  |  |  | |
| 10 | you will be able to apply the learning gained in future similar activities? |  |  |  |  | |
| 11 | you are able to transfer the technology learned to others? |  |  |  |  | |
| *Do you have other comments/suggestions/recommendations for the improvement of the IPPD process?* | | | | | | |
| **IPPD-M&E Form 3: Review of Accomplished IPPD** | | | | | |
|

**Name of IPPD Planner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Designation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*This form has been developed to support a Review Process of the accomplished Individual Plan for Professional Development (IPPD). The School Head and Department Heads/Coordinators should review the IPPD completed by the teachers while the PDP-WG Chair/ES1/PSDS should review the IPPD of SHs to evaluate the level of adherence to standards followed. Based on the review feedback should be provided to the IPPD Planner and the IPPD further enhance if required.*

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| **Rating Guide:**   |  |  |  | | --- | --- | --- | | Numerical Rating | Interpretation | Description | | *4* | *Very High Level* | *In a very significant way* | | *3* | *High Level* | *In a meaningful way* | | *2* | *Low Level* | *In a limited way only* | | *1* | *Very Low Level* | *Not in any meaningful way* |   *Use the scale above to evaluate the level to which the accomplished IPPD adheres to the following standards:* | | | | | |
| **To what level ……..** | | 1 | 2 | 3 | 4 |
| 1. | does the IPPD focus on the mandated functions, competency standards for the profession and the development priorities of the school, national goals and thrusts? |  |  |  |  |
| 2. | does the IPPD goal focus on improvement of school effectiveness and learning outcomes? |  |  |  |  |
| 3. | does the IPPD adhere to the following SMART standards:   * **S**pecific and focused on learners and school priorities? |  |  |  |  |
|  | * **M**easurable progress and accomplishments through a monitoring and evaluation scheme? |  |  |  |  |
|  | * **A**ttainable and results-oriented? |  |  |  |  |
|  | * **R**elevant strategies appropriately connected to goals and objectives? |  |  |  |  |
|  | * **T**ime-bound within targets but flexible to afford revisions and updates? |  |  |  |  |
| 4. | does the IPPD reflect andragogical (adult learning) methodologies/ activities that are known to be effective in attaining the IPPD goal and objectives? |  |  |  |  |
| 5. | does the IPPD reflect processes that are embedded in the job, i.e. inherent to the practice of the profession, and a continuing course of action. |  |  |  |  |

**Reviewed by:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Designation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **IPPD-M&E Form 4: Summary Template of IPPD Goal/Objectives for Teachers/School Heads** |
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| **Summary of the Teachers’/School Heads’ IPPD Priorities based on objectives set** | | | | | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **IPPD Objectives Set Based on Competency Domains/Strands** | | | | | | | | | | | | | | | | | | | | | | |  |
| Names | 1.1 | 1.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Totals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Directions: (1) List the names of teachers/school heads who accomplished their IPPD. (2) Write the competency number identification corresponding to the objectives set in the IPPD, on the top row of the succeeding columns. (3) Enter the 3 prioritized objectives of each teacher/school head in the proper column. Label the entries with O1, O2, O3 indicating the IPPD objective of an individual teacher/school head based on set objectives in the IPPD form. The number does not indicate prioritization. (4) Count the number of entered objectives per column and write this in the totals. This information will be useful for the planners of the SPPD/MPPD. | | | | | | | | | | | | | | | | | | | | | | | |

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| **IPPD/SPPD-M&E Form 5: Division Tracking Form for Accomplished IPPDs/SPPDs (electronic version available)** |
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Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Districts** | **School Name** | | **No. of Teachers** | **No. of Teacher IPPD accomplished** | **School Head IPPD accomplished** | **SPPD Completed** | **Comments** |
| **District 1** | 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
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| 9. |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
|  | **Sub Total** |  |  |  |  |  |
| **District 2** | 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
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| 20 |  |  |  |  |  |  |
|  | **Sub Total** |  |  |  |  |  |
| **District 3** | 21 |  |  |  |  |  |  |
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| **TOTALS** |  |  |  |  |  |  |  |

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| **IPPD/SPPD-M&E Form 6: Region Tracking Form for Accomplished IPPDs/SPPDs (electronic version available)** |
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Region: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Divisions** | **District Name** | | **No. of Schools** | **No. of Teachers** | **No. of Teacher IPPD accomplished** | **No. School Head IPPD accomplished** | **No. SPPD Completed** | **Comments** |
| **Division 1** | 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |
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| 10 |  |  |  |  |  |  |  |
|  | **Sub Total** |  |  |  |  |  |  |
| **Division 2** | 11 |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |
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| 19 |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |
|  | **Sub Total** |  |  |  |  |  |  |
| **Division 3** | 21 |  |  |  |  |  |  |  |
| 22 |  |  |  |  |  |  |  |
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|  | **Sub Total** |  |  |  |  |  |  |
| **TOTALS** |  |  |  |  |  |  |  |  |

**Acknowledgements**

to

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| --- | --- | --- | --- |
| **Region VI** | **Region VII** | | **Region VIII** |
| Violenda Gonzales, AO-V | Milagros Villanueva, ES-II | | Alejandra Lagumbay, P-II |
| Editha Segubre, ES-II | Flordeliza Sambrano, ES-II | | Adelma Rabuya, PSDS |
| Renato Ballesteros, ES-II | Churchita Villarin, ES-II | | Ma. Lita Veloso, P-I |
| Aylen Tuvilla, ES-II | Belen Zanoria, ES-I | | Jovena Amac, HT-III |
| Amelita Pitalgo, ES-II | Grecia Bataluna, ES-I | |  |
| **Negros Occidental** | **Bohol/Tagbilaran** | | **Northern Samar** |
| Marsette Sabbaluca, ES-I | Debra Sabuero, P-I | | Nimfa Graciano, ES-I |
| Michell Acoyong, ES-I | John Ariel Lagura, P-I | | Cristito Eco, P-III |
| Corazon Mohametano, PSDS | Lilibeth Laroga, P-I | | Imelda Valenzuela, P-III |
| Regie Sama, P-II | Ma. Lileth Calacat, P-I | | Carlos Balanquit, PSDS |
| Susan Severino, HT-IV | Helconida Bualat, P-1 | | Nedy Tingzon, P-I |
| Joyce Aringo, P-II | Rosanna Villaver, P-I | | Noe Hermosilla, P-I |
| Juna Flores, HT III | Remigio Arana, MT-I | |  |
| Cristina Zaragoza, TIC | Casiana, Caberte, PSDS | |  |
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The Project STRIVE 2 Training and Development

Component Members who developed the standards, processes and tools of the PDP System Operations Manual, Volume 3