SBM Validation (Document Analysis-Observation-Discussion)

District: _____   School Year: _____

School: _____

Level of Validation: _____

1. Leadership and Governance

A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

A. Indicators	Level O (NO Evidence)	Level I of Practice (Evidence indicate early or preliminary stage)	Level II of Practice (Evidence indicate planned practices and procedures are fully implemented)	Level III of Practice (Evidence indicate practices and procedures satisfy quality standards)
1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community.	(NO Evidence) ☐	The development plan guided by the school's vision, mission and goal (VMG) is developed through the leadership of the school and the participation of some invited community stakeholders. ☐	The development plan is evolved through the shared leadership of the school and the community stakeholders. ☐	The development plan is enhanced with the community performing the leadership roles, and the school providing technical support. ☐
2. The development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	(NO Evidence) ☐	The school leads the regular review and improvement of the development plan. ☐	The school and community stakeholders working as full partners lead the continual review and improvement of the development plan. ☐	The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process. ☐
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	(NO Evidence) ☐	The school defines the organizational structure, and the roles and responsibilities of stakeholders. ☐	The school and community collaboratively define the structure and the roles and responsibilities of stakeholders ☐	Guided by an agreed organizational structure, the community stakeholders lead in defining the organizational structure and the roles and responsibilities; school provides technical and administrative support. ☐
4. A leadership network facilities communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems.	(NO Evidence) ☐	A network has been collaboratively established and is continuously improved by the school community. ☐	The network actively provides stakeholders information for making decisions and solving learning and administrative problems. ☐	The network allows easy exchange and access beyond the school community. ☐

5. A long program is in operation that addresses the training and development needs of school and community leaders.	(NO Evidence) ☐	Developing structures are in place and analysis of the competency and development needs of leaders is conducted; result is used to develop a long term training and Development program. ☐	Leaders undertake training modes that are convenient to them (on-line, off-line, modular, group, or home-based) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning progress. ☐	Leaders assume responsibility for their own training and development. School community leaders working individually or in groups, coach and mentor one another to achieve their VMG. ☐

II. Curriculum and Instruction
The curriculum learning systems anchored on the community and learners' context and aspiration are collaboratively developed and continuously improved.

1. The curriculum provides for the development needs of all types p learners in the school community.	(NO Evidence) ☐	All types of learners of the school community are identified, their learning curves assessed; appropriate programs with its support materials for each type of learner is developed. ☐	Programs are fully implemented and closely monitored to address performance discrepancies, benchmark best practices, and coach low performers, mentor potential leaders, reward high achievements, and maintain environment that makes learning, meaningful and enjoyable. ☐	The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning. Teacher's as well as students' performance is motivated by intrinsic rather than extrinsic rewards. The Schools' differentiated program is frequently benchmarked by other schools. ☐
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	(NO Evidence) ☐	Local beliefs, norms, values, traditions, folklores, current events, and existing technologist are documented are used to developed lasting curriculum. Localization guidelines are agreed to by school community and teachers are properly oriented. ☐	The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and pleasurable, produces desired learning outcomes, and directly improves community life. Ineffective approaches are replaced and innovative ones are developed. ☐	Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools. There is marked increase in number of projects that uses the community as learning laboratory, and the school as an agent of change for improvement of the community. ☐
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.	(NO Evidence) ☐	A representative team of school and community stakeholders assess content and methods used in teaching creative, critical thinking and problem solving. Assessment results are used as guide to develop materials. ☐	Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on schools, family and community. ☐	Materials and approaches are being used in school, in the family and in community to develop critical, creative thinking and problem solving community of learners and are producing desired results. ☐
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	☐	A school-based monitoring and learning system is conducted regularly and cooperatively; And feedback is shared with stakeholders. ☐	The school-based monitoring and learning systems generate. Feedback that is used for making decisions that enhance the total development of learners. ☐	The monitoring system is accepted and regularly used for collective decision making. ☐
	(NO Evidence) ☐	The system uses a tool that monitors the holistic development of learners. ☐	A committee takes care of the continuous improvement of tool. ☐	The monitoring tool has been improved to provide both quantitative and qualitative data. ☐

5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.	(NO Evidence) ☐	The assessment tools are reviewed by the school and assessment results are shared with school's stakeholders. ☐	The assessment tools are reviewed by the school community and results are shared community stakeholders. ☐	School assessment results are used to develop learning programs that are suited to community, and customized to each learners' context, result of which are used for collaborative decision-making. ☐
6. Learning mangers and facilitators (teacher, administrator and community members) nature values and environment that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.	(NO Evidence) ☐	Stakeholders are aware of child/learner-centered, rights-based, and inclusive principles of education. ☐	Stakeholders begin to practice child/ learner-centered principles of education in the design of support to education. ☐	Learning environments, methods and resources are community driven, inclusive and adherent to child's right and protection requirements. ☐
	(NO Evidence) ☐	Learning managers and facilitators' conduct activities aimed to increase stakeholder's awareness and commitment to fundamental rights of children and the basic principle of educating them. ☐	Learning managers and facilitators' apply the principles in designing learning materials. ☐	Learning mangers and facilitators observe learner's rights from designing the curriculum to structuring the whole learning environment. ☐
7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, and accessible and aimed at developing self directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.	☐	Practices, tools and materials for developing self-directed learners are highly observable in school, but not only in the home or in the community. ☐	Practices, tools and materials for developing self-directed learners are beginning to emerge in the homes and in the community. ☐	There is continuous exchange of information sharing of expertise and materials among the schools, home and community for the development of self-directed learners. ☐
	(NO Evidence) ☐	Learning programs are designed and developed to produce learners who are responsible and accountable for their learning. ☐	The program is collaboratively implemented and monitored by teachers and parents to ensure that it produces desired learners. ☐	The program is mainstreamed continuously improve to make relevant to emergent demands. ☐

III. Accountability and Continuous Improvement

A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

1. Roles and responsibility of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	(NO Evidence) ☐	There is an active party that initiates classification of the roles and responsibilities in education delivery. ☐	The stakeholders are engaged in clarifying and defining their specific roles and responsibilities. ☐	Shared and participatory processes are used in determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education. ☐
2. Achievement of goals is recognized based on a collaboratively develop performance accountability system; gaps are addressed through appropriate action.	(NO Evidence) ☐	Performance accountability is practiced at the school level. ☐	A community-level accountability system is evolving from school-led initiatives. ☐	A community-accepted performance accountability, recognition and incentive system is being practiced. ☐

3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanism are responsive to the emerging learning needs of the community.	(NO Evidence) ☐	The school articulates the accountabity assessment framework with basic components, including implementation guidelines to the stakeholders. ☐	Stakeholders are engaged in the development and operation of an appropriate accountability assessment system. ☐	School community stakeholders continuously and collaboratively review and enhance accountability systems' processes, mechanisms and tools. ☐
4. Accountability assessment criteria and tools, feedback mechanism, and information collection and validation techniques and processes are inclusive and collaboratively develop and agreed upon.	(NO Evidence) ☐	The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines ☐	Stakeholders are engaged in the development and operation of an appropriate accountability assessment system. ☐	Schools community stakeholders continuously and collaboratively review and enhance accountability system' processes, mechanisms and tools. ☐
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, and recognition and plan adjustments.	(NO Evidence) ☐	School initiates periodic performance assessment with the participation of stakeholders. ☐	Collaborative conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance. ☐	School-community- developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, providing technical assistance, and recognizing and refining plans. ☐

IV. Management of Resource

Resources are collectively and Judiciously mobilized and managed with transparency, effectiveness, and efficiency.

1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation an mobilization.	(NO Evidence) ☐	Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization. ☐	Resource inventory is characterized by regularity, increased participation of stakeholders, and communicated to the community as the basis for resource allocation and mobilization. ☐	Resource inventories are systematically developed and stakeholders are engaged in a collaboration process to make decisions on resource allocation and mobilization. ☐
2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.	(NO Evidence) ☐	Stakeholders are invited to participate in the development of an educational plan in resource programming, and in the educational plan. ☐	Stakeholders are regularly engaged in the planning and resource programming, and in the implementation of the education plan. ☐	Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system. ☐
3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resources.	(NO Evidence) ☐	Stakeholders support judicious, appropriate, and effective use of resources. ☐	Stakeholders are engaged and share expertise in the collaborative development of resource management system. ☐	Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system. ☐

4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.	(NO Evidence) ☐	Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management. ☐	Stakeholder engaged and share expertise in the collaborative development of resource management system. ☐	Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system. ☐
5. There is a system that manages the network and linkages which strengthen and sustain partnership for improving resource management.	(NO Evidence) ☐	An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident. ☐	Stakeholders support a system of partnership for improving resource management. ☐	An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management. ☐

Summary :

SBM Principles	Weight	Cummulative Scores of Validators per	Results
Leadership and Governance	30%		
Curriculum & Learning	30%		
Accountability and Continuous Improvement	25%		
Resource Management	15%		
Sub-total			

Chairman: _____

Member1: _____

Member2: _____

Member3: _____

Member4: _____