



**PHILIPPINE CATHOLIC SCHOOLS STANDARDS**

**2018 SURVEY ON THE IMPLEMENTATION OF THE PHILIPPINE**

**CATHOLIC SCHOOLS STANDARDS FOR BASIC EDUCATION**

School: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Region: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Arch/Diocese: \_\_\_\_\_ Congregation (if applicable): \_\_\_\_\_

Type: \_\_\_ Diocesan/Parochial School \_\_\_ Congregational \_\_\_ Others (Lay-Owned, etc.)

Courses: \_\_\_ Pre-Elementary \_\_\_ Elementary \_\_\_ Junior High School \_\_\_ Senior High School

School Head: \_\_\_\_\_

**Dear CEAP Member School,**

The implementation of PCSS for Basic Education is a school community undertaking and we wish to know the extent of your own school’s implementation as of October, 2018. With this survey, we also intend to gather important information related to its roll-out and use. Your kind attention to accomplish this survey will be highly appreciated. Kindly return it to the CEAP National Office, or **email your accomplished survey to [info@ceap.org.ph](mailto:info@ceap.org.ph) on or before July 28, 2019. Thank you!**

**Sincerely,**

**PCSS Coordinating Council**

<i>Activity</i>		
<b>PCSS ORIENTATION</b>	<b>YES</b>	<b>NO</b>
1. The Board of Trustees have attended the PCSS orientation.		
2. The school administrators have attended the PCSS orientation.		
3. The teachers have attended the PCSS orientation.		
4. The non-teaching staff have attended the PCSS orientation.		
5. The students have attended the PCSS orientation.		
6. Other school stakeholders have attended the PCSS orientation.		
Identify these stakeholders:		

<b>PCSS TRAINING</b>	<b>YES</b>	<b>NO</b>
<p>7. The school has organized the core group principally composed of the leaders of the working groups. Some schools start with organizing a working group for each domain, with leaders and members. Shade the circle of your corresponding answer then check Yes.</p> <p><input type="radio"/> Core Group    <input type="radio"/> Domain Working Group</p>		
<p>8. The leaders of the working group have undergone training on PCSS implementation.</p>		
<p>9. The members of the working group have undergone orientation and training on PCSS implementation.</p>		
<p><b>PCSS SELF-ASSESSMENT.</b> Listed below are the benchmarks per standard. Encircle the benchmark number already used by the school for self-assessment. Opposite the benchmark, indicate with a <input checked="" type="checkbox"/> if the self-assessment on this benchmark has been <b>completed</b>, or with an <u><b>O</b></u> if is still <b>ongoing</b>, or a <u><b>P</b></u> if partially completed.</p>		
<p>1. Catholic Identity and Mission</p> <p><b>Standard 1 Benchmarks</b></p> <p>1.1. The philosophy, vision, mission statements and core values are centered on Jesus Christ, rooted in Gospel values, and aligned with Church teachings and practices.</p> <p>1.2. Members of the school community share and adhere to a clear and well-articulated philosophy, vision, mission, and core values which are effectively communicated to the public.</p> <p>1.3. School policies and levels of relationships conform to the values of the Gospel that include sharing, service, solidarity, integrity, justice, truth, humility and charity.</p> <p>1.4. The pastoral directions of the local and universal Church are integrated in the school's plans, programs, and activities.</p>	1.1.	
	1.2.	
	1.3.	
	1.4.	

**PCSS SELF-ASSESSMENT.**

✓ completed / Ongoing / Partially completed

<b>Standard 2 Benchmarks</b> 2.1. Faith formation is central to the school’s curriculum, governance, environment, and partnership with stakeholders. 2.2. A distinctive Catholic environment provides varied opportunities where Jesus can be encountered and experienced by persons and communities. 2.3. The establishment and development of harmonious relations with people of other cultures and religions are vital to the school’s Catholic identity and mission. 2.4. The building of a culture of peace, justice and charity is integral to the school’s Catholic identity and mission. 2.5. The integration of culture and faith, and faith and life are essential to the school’s Catholic identity and mission.	2.1.
	2.2.
	2.3.
	2.4.
	2.5.
<b>Standard 3 Benchmarks</b> 3.1. The school community actively collaborates with the local Church in addressing local, regional, national, and global issues to promote justice and peace, care for creation, love for one’s country, gender sensitivity and responsible use of all forms of media, among others. 3.2. Christian formators are adept in the use of new and appropriate strategies and technologies on the teaching-learning process marked by rigor and dynamism. 3.3. The school collaborates and partners with the families and laity to foster the service for life and the common good.	3.1.
	3.2.
	3.3.
<b>Standard 4 Benchmarks</b> 4.1. The school engages in sustainable programs that uplift the quality of life and respect the dignity of the poor, deprived and marginalized sectors of society. 4.2. The school allocates human and financial resources to make education equitability accessible to the poor. 4.3. The school provides programs and activities that enable the poor to become active participants in their educative process.	4.1.
	4.2.
	4.3.

**PCSS SELF-ASSESSMENT.**

✓ completed / Ongoing / Partially completed

<p>2. Leadership and Governance</p> <p><b>Standard 5 Benchmarks</b></p> <ul style="list-style-type: none"><li>5.1. School leaders emulate the example of Jesus Christ, the servant-leader.</li><li>5.2. School leaders possess the personal qualities and professional qualifications required by their positions.</li><li>5.3. School leaders are witnessing Catholics – faithful to the values of the Gospel and teachings of the Catholic Church.</li><li>5.4. The governing body and the school head are recognized by competent Church authority.</li><li>5.5. The governing body and leaders of the school are empowered to realize the school’s philosophy, vision, mission and core values (PVMCV) through professional, spiritual, and human formation programs and activities.</li></ul>	<p>5.1.</p> <hr/> <p>5.2.</p> <hr/> <p>5.3.</p> <hr/> <p>5.4.</p> <hr/> <p>5.5.</p>
<p><b>Standard 6 Benchmarks</b></p> <ul style="list-style-type: none"><li>6.1. The governing body and school leaders provide direction and strategies founded on Christian principles that enable the school to achieve and fulfill its PVMCV.</li><li>6.2. The principles of collegiality, co-responsibility and subsidiarity are observed in school governance and administration.</li><li>6.3. The governing body and administrators, in ensuring the school’s compliance with government regulations, are guided by fidelity to the Gospel values and Church teachings.</li></ul>	<p>6.1.</p> <hr/> <p>6.2.</p> <hr/> <p>6.3.</p>
<p><b>Standard 7 Benchmarks</b></p> <ul style="list-style-type: none"><li>7.1. The school implements effective spiritual formation, character development, professional growth and community-building programs for its personnel.</li><li>7.2. The school personnel manifest a strong sense of ownership and responsibility over the school, its direction, programs and activities and exercise accountability at their level of responsibility.</li><li>7.3. The school’s policies and code of ethics for its personnel uphold personal integrity rooted in Christian morality and discipleship.</li></ul>	<p>7.1.</p> <hr/> <p>7.2.</p> <hr/> <p>7.3.</p>

**PCSS SELF-ASSESSMENT.**

✓ completed / Ongoing / Partially completed

**3. Learner Development**

**Standard 8 Benchmarks**

- 8.1. The curriculum is aligned with the school's philosophy, vision, mission, goals, and core values (PVMGCV).
- 8.2. The aims of the curriculum clearly articulate the development of the physical, spiritual, intellectual, psychosocial, cultural, and creative dimension of learners.
- 8.3. The curriculum in different learning areas engages learners to discern and integrate relevant Gospel values especially in the concerns for justice and peace, care for creation, love for one's country, gender sensitivity, and responsible use of all forms of media.
- 8.4. The curriculum provides a variety of cognitively demanding and developmentally appropriate programs and learning activities that integrate moral and religious formation for authentic Christian living.
- 8.5. The religious education program integrates faith and Filipino culture and life with emphasis on the development of enduring values.
- 8.6. The curriculum, guided by Christian principles, adheres to national standards, aspires to international benchmarks and promotes 21<sup>st</sup> century education and lifelong learning.
- 8.7. Instruction is supported by information and communication technology (ICT) to meet the challenges and demands of the changing world.

8.1.

8.2.

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8.5.

8.6.

8.7.

**Standard 9 Benchmarks**

- 9.1. The school ensures the competence of its academic personnel through their Christian witnessing, professional qualifications, common understanding of the school's PVMGCV and commitment to holistic learner development.
- 9.2. The school provides its academic personnel continuous formation within professional learning communities to ensure the holistic development of its learners.
- 9.3. Teachers provide teaching and learning experiences that develop 21<sup>st</sup> century literacies for lifelong learning that contributes to learners' spiritual growth.
- 9.4. School personnel uphold the dignity of the learners, appreciate their diversity, respond to their special needs, and develop caring relationship with them.

9.1.

9.2.

9.3.

9.4.

**PCSS SELF-ASSESSMENT.**

✓ completed / Ongoing / Partially completed

<b>Standard 10 Benchmarks</b> 10.1. Student assessment is done within the framework of a results-based monitoring and evaluation system, for total learner development and transfer of learning geared towards service and communion. 10.2. The school systematically gathers, analyzes, and uses student assessment results based on standards to improve teacher effectiveness and student learning, guide and personalize instruction, and provide regular and timely formative feedbacks to students. 10.3. The implementation of the curriculum and the quality of teaching and learning are regularly monitored and continuously improved by the administrators, teachers, and students, individually and collectively, using all forms of assessment based on standards.	10.1.
	10.2.
	10.3.
<b>4. Learning Environment</b> <b>Standard 11 Benchmarks</b> 11.1. Rituals, devotions, customs and traditions that promote that Catholic Christian faith and the school's vision, mission and core values are celebrated. 11.2. Signs and symbols related to the Catholic Christian faith and the school's vision and mission are present in different areas of the school to enhance the learners' awareness of and participation in the school's identity and mission and spiritual development. 11.3. There are spaces and time in the school that allow for the experience of God's presence in self, others and creation. 11.4. Facilities are safe, functional, adequate and contributing to the learners' attainment of the school's curriculum and their spiritual growth. 11.5. Opportunities for continual learning outside the classroom are made available where learners gain knowledge, experience and skills that enable them to learn on their own, solve problems, evaluate their own work and give witness to their faith. 11.6. A program for fostering, nurturing and discerning vocations is provided.	11.1.
	11.2.
	11.3.
	11.4.
	11.5.
	11.6.

**PCSS SELF-ASSESSMENT.**

✓ completed / Ongoing / Partially completed

<b>Standard 12 Benchmarks</b> 12.1. Leaders and members of the school community serve as models and examples of professional competence, Christian service and witnessing to learners. 12.2. Administrators, teachers, staff, parents and alumni of the school community help learners achieve the curriculum goals and objectives. 12.3. The school gives due recognition and communicates the learners' achievements and contributions to school life and mission.	12.1.
	12.2.
	12.3.
<b>Standard 13 Benchmarks</b> 13.1. The school recognizes the inherent dignity of all learners and develops and implements policies that promote a fair treatment to all. 13.2. The school ensures avenues for its learners to engage and participate in inter-faith and ecumenical dialogues, prayers, series and gatherings. 13.3. The school initiates and organizes programs that celebrate unity in diversity among members of the school community. 13.4. The school implements a code of conduct for the learners to observe and demonstrate patience, openness and acceptance of differences and affirmation of each person's uniqueness.	13.1.
	13.2.
	13.3.
	13.4.
5. Operational Vitality <b>Standard 14 Benchmarks</b> 14.1. The school implements a strategic plan that directs the effective and efficient management of its resources in the spirit of stewardship. 14.2. The school is guided by sound principles and policies, justice and compassion in the care and management of its personnel. 14.3. The school observes sound principles, transparency, and accountability in the management of school finances. 14.4. The school manages its material and physical resources efficiently, effectively, and in a manner sensitive to the environment. 14.5. The school ensures its sustainability and continuous growth a strategic enrollment management plan. 14.6. The school effectively communicates to its publics its identity and mission and informs them of its programs, achievements and future directions. 14.7. The school implements and maintains a quality management system and utilizes its results for the growth of the school.	14.1.
	14.2.
	14.3.
	14.4.
	14.5.
	14.6.
	14.7.

<b>PCSS SELF-ASSESSMENT.</b> ✓ completed / <u>O</u> ngoing / <u>P</u> artially completed		
<b>Standard 15 Benchmarks</b> 15.1. The school actively promotes the organization and formation of its stakeholders in support of the school's vision and mission. 15.2. The school collaborates with individuals, association, networks and other organizations that promote the sustainability of Catholic education and its goals of total human development and social transformation.	15.1.	
	15.2.	
<b>PCSS-BASED SCHOOL IMPROVEMENT PLANNING</b>	<b>YES</b>	<b>NO</b>
16.1. The school has drafted and approved for implementation a school improvement plan based on ALL the domains of PCSS.	<input type="checkbox"/>	<input type="checkbox"/>
16.2. The school has made an SIP based on PCSS but has not yet undergone the PCSS Process (Stages 1 to 3).	<input type="checkbox"/>	<input type="checkbox"/>
17. The school has drafted and approved for implementation a school improvement plan based on SOME of the benchmarks.  Identify these benchmarks <b>(or use a separate sheet as needed)</b> :		
<b>IMPLEMENTATION OF THE PCSS-BASED SIP</b>	<b>YES</b>	<b>NO</b>
18. The school is implementing their PCSS-based school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>
<b>EVALUATION AND MONITORING OF THE PCSS-BASED SIP</b>	<b>YES</b>	<b>NO</b>
19. The school is monitoring and evaluating its implementation of the PCSS-based SIP.	<input type="checkbox"/>	<input type="checkbox"/>
<b>OTHERS</b>		
20. Identify other ways the school has been/can be helped by the PCSS.		
21. List other concerns about the PCSS		