

FOURTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
Second Regular Session)

OFFICE OF

8 DEC -4 2011

SENATE
S.B. No. **2949**

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Introduced by Senator Miriam Defensor Santiago

EXPLANATORY NOTE

The country is experiencing a shortage of qualified school administrators and principals with such shortage expected to intensify. This shortage comes at a time when the Department of Education is enacting new and more rigorous learning standards, school officials are expected to handle an increasing number of non-educational problems and issues, and the current generation of school administrators and officials are retiring.

The combination of these factors results in a shrinking pool of qualified applicants. The shortage is particularly severe in high poverty school districts because of lower salaries and the challenging work environment. In many such districts, a disproportionate number of school administrators and principals have less than three years of experience.

The ability of a school or district to improve teaching and raise student achievement is greatly dependent on the quality of leadership. Quality leadership can only be achieved if potential leaders are provided with the necessary support, professional development, and resources.

All current and prospective principals and superintendents need support in their first three years, such as mentoring and sustained professional development, to become effective school leaders and to raise school and classroom performance effectively.

This bill seeks to provide ongoing, intensive professional development to superintendents, principals, and prospective superintendents and principals, particularly those serving, or intending to serve, in high-poverty, low-performing school districts and

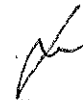
schools. It is also intended to improve the capacity of current and prospective superintendents and principals to serve as effective leaders and successfully implement standards-based reforms. With the establishment of these development programs, it would encourage the recruitment and retention of quality school leaders at the district- and school-level by enabling them to further develop their skills and knowledge. These aspirations geared towards recognizing and supporting the importance of principals and superintendents in facilitating student learning and improving academic achievement.

Miriam Defensor Santiago
MIRIAM DEFENSOR SANTIAGO

8 DEC -8 P5 01

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S. No. **2949**

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1 AN ACT
2 MANDATING THE DEPARTMENT OF EDUCATION TO ESTABLISH A
3 PROFESSIONAL DEVELOPMENT PROGRAM TO IMPROVE THE LEADERSHIP
4 CAPACITIES OF SCHOOL ADMINISTRATORS
5
6

7 *Be it enacted by the Senate and the House of Representatives of the Philippines in*
8 *Congress assembled:*
9

10 SECTION 1. *Short Title.* This act shall be known as the "Investment in Quality
11 School Leadership Act".

12 SECTION 2. *Award of Grant to Establish a Professional Development Program.*
13 – The Secretary of Education shall award grants to eligible consortia to establish
14 professional development programs. These programs shall serve a particular region and
15 provide superintendents, principals, and prospective superintendents and principals,
16 particularly those serving, or intending to serve, in high-poverty, low-performing school
17 districts and schools, with ongoing, intensive professional development opportunities to
18 improve their capacity to serve as effective leaders and successfully implement
19 standards-based reforms.

20 SECTION 3. *Award Basis* – The Secretary shall award grants on a competitive
21 basis to eligible applicants to carry out this section.

22 In awarding grants under this section, the Secretary shall give priority to consortia
23 in which the local educational agency participating in the consortium serves the highest
24 concentration of children living in poverty.
25

1 SECTION 4. *Eligibility Requirements for Prospective Participants* –

2 1. Required Participants – In order to receive a grant under this section, a
3 consortium shall include not less than--

- 4 a. one local educational agency serving a high concentration of
5 children living in poverty;
- 6 b. one institution of higher education; and
- 7 c. one organization that does not usually provide educational
8 services, but has the necessary expertise to provide
9 professional development to school administrators.

10 2. Other Participants – An eligible consortium may also include--

- 11 a. one or more additional local educational agencies;
- 12 b. State educational agencies;
- 13 c. for-profit organizations with the expertise to provide
14 professional development to school administrators; and
- 15 d. public or private nonprofit organizations with the expertise to
16 provide professional development to school administrators.

17 SECTION 5. *Grant Application Process* – In order to receive an award under this
18 section, an eligible applicant shall submit an application to the Secretary at such time, in
19 such manner, and containing such information as the Secretary may require.

20 Each such application shall include--

- 21 a. information demonstrating that the applicant shall meet the
22 matching requirement of Section 7; and
- 23 b. a description of the involvement of superintendents and
24 principals in developing the application.

25 SECTION 6. *Use of Funds* – A consortium that receives a grant under this section
26 shall use the grant funds to establish or expand a leadership development program
27 described in subparagraph (a).

1 1. Activities – The program referred to in subparagraph (a) shall provide
2 superintendents, principals, and prospective superintendents and principals,
3 particularly individuals serving, or intending to serve, in high-poverty, low-
4 performing schools and school districts, with ongoing, intensive professional
5 development opportunities through activities that increase the knowledge and
6 skills of participants in such areas as--

- 7 a. effective instructional practices;
- 8 b. the content of the State's standards and supporting
9 implementation of the standards in the classroom;
- 10 c. comprehensive whole-school reform approaches and programs;
- 11 d. the effective use of educational technology to improve teaching
12 and learning;
- 13 e. the recruitment, assignment, retention, and evaluation of school
14 staff;
- 15 f. the enhancement and development of management and
16 organizational skills;
- 17 g. leadership skills;
- 18 h. the effective use of data for decision-making; and
- 19 i. the implementation of school-based leadership teams.

20 2. Additional Uses – A consortium that receives a grant under this section
21 may also use the grant funds to support--

- 22 a. the recruitment and preparation of prospective principals and
23 superintendents, including candidates with leadership and
24 managerial experience in fields other than education; and
- 25 b. alternative pathways to administrative positions.

26 SECTION 7. *Matching Requirement* –

27 1. In General –

1 a. Each recipient of a grant under this Act shall provide not less
2 than 50 percent of the annual cost of the project assisted by the
3 grant from sources other than this Act.

4 b. Contributions – A grantee's share of such costs may be
5 provided in cash or in kind, fairly evaluated.

6 2. Waiver – The Secretary may waive the matching requirement of
7 paragraph (1) with respect to applicants that the Secretary determines
8 serve low-income areas.

9 SECTION 8. *Reservation* – The Secretary may reserve not more than 4 percent of
10 the amount appropriated under subsection (i) for each fiscal year for technical assistance,
11 evaluation, dissemination of information on effective programs for preparing and training
12 district and school-level administrators, carrying out activities to encourage the spread
13 and adoption of successful leadership development centers, and other national activities
14 that support the programs under this section.

15 SECTION 9. *Report* –

16 1. Existing Programs –

17 a. Study – The Secretary shall, in consultation with representatives
18 of local educational agencies, educational agencies, institutions of
19 higher education, superintendents, principals, education
20 organizations, community groups, business, and labor, conduct a
21 study to evaluate and report to Congress regarding existing
22 professional development programs that recruit, prepare, and train
23 district- and school-level administrators to serve as effective
24 leaders and successfully implement standards-based reforms in
25 diverse educational environments across the Nation.

26 b. Report to Congress – The Secretary shall submit a report to
27 Congress not later than one year after the date of enactment of this

1 Act regarding the findings of the study conducted under
2 subparagraph (a).

3 2. Program Report – The Secretary shall submit to Congress a report
4 regarding the effectiveness of professional development programs,
5 established pursuant to this section, to recruit and retain principals and
6 superintendents.

7
8 SECTION 10. *Appropriation.* – The amount of Five million pesos
9 (P5,000,000.00) is hereby authorized to be appropriated for establishment of a
10 professional development program. Thereafter, the funds necessary for the operation of
11 the program shall be included in the General Appropriations Act.

12 SECTION 11. *Separability Clause.* – If any provision or part thereof is held
13 invalid or unconstitutional, the remainder of the law or the provision not otherwise
14 affected shall remain valid and subsisting.

15 SECTION 12. *Repealing Clause.* – All laws, presidential decree or issuance,
16 executive orders, letter of instruction, administrative order, rule and regulation contrary
17 to, or inconsistent with the provisions of this Act are hereby repealed, modified, or
18 amended accordingly.

19 SECTION 13. *Effectivity Clause.* – This Act shall take effect fifteen (15) days
20 following its publication in at least two (2) newspapers of general circulation.

21 Approved,