



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

A. BASIC INFORMATION

1. Project Title	Project LEAD (Leadership and Education Advancement through Development): USM Graduate School's Support for DepEd Educators and School Leaders through In-Service Trainings
2. Proponent/s Indicate Name Academic Rank, Office	EIMER M. ESTILLOSO, EdD Professor VI, College of Education Dean, Graduate School PAUL JOHN B. ONGCOY Associate Professor IV, College of Education Program Head, MAED – Educational Management
2.1. Email Address	pjbongcoy@usm.edu.ph
2.2. Contact Number	0997 542 2224
3. Lead Unit/College	Graduate School
3.1. Collaborating Unit/College	
3.2. Partner Agency	
4. Thematic Area	☒ Quality Learning Skills Development and Literacy ☐ Food Security and Poverty Reduction ☐ Social Development, and Strong Institutions ☐ Good Health and Well-being ☐ Preservation of Culture ☐ Innovations in Science, Engineering, and Technology ☐ Environmental Protection, Conservation and Risk Reduction ☐ Sustainable Entrepreneurship and Management
5. Sustainable Development Goal/s	☐ No Poverty ☐ No Hunger ☐ Good Health ☒ Quality Education ☐ Gender Equality ☐ Clean Water and Sanitation ☐ Renewable Energy ☐ Good Jobs and Economic Growth ☐ Innovation and Infrastructure



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

	☐ Reduced Inequalities ☐ Sustainable Cities and Communities ☐ Responsible Consumption ☐ Climate Change ☐ Life Below Water ☐ Life on Land ☐ Peace and Justice ☐ Partnership for the Goals	
6. Sector/Discipline	Education	
7. Project Duration	Start Date: January 1, 2026	Completion Date: December 31, 2026
8. Project Location / Service Area	DepEd Cotabato Division	
9. Total Budget Requested (Php)		Fund Source:

B. TECHNICAL DESCRIPTION

1. **Need-based Rationale** (State rationale based on current set-up, the need, your solution, and connect) Please refer to Magbanua, G.G. (n.d.) Writing a Need-based Rationale for Extension Proposal, *TeknoGiya* University of Southern Mindanao.

The Schools Division Offices (SDOs) of Cotabato Province and Kidapawan City, under the Department of Education (DepEd) Region XII (SOCCSKSARGEN), prioritize in-service trainings (INSET) as a cornerstone of teacher professional development. These divisions, headquartered in or near Kidapawan City, Cotabato, serve diverse communities facing challenges such as curriculum transitions, technological integration, and psychosocial needs of learners and educators. INSET programs equip teachers with adaptive strategies, technological literacy, and support skills to address emerging educational issues, including the revised K to 12 curriculum, learner-centered pedagogies, and post-pandemic recovery.

DepEd mandates mid-year and year-end INSET sessions, often aligned with the National Educators Academy of the Philippines (NEAP) guidelines. These trainings deliver Continuous Professional Development (CPD) units required under Republic Act 10912. In Cotabato and Kidapawan City, sessions focus on curriculum implementation (e.g., upskilling for Grades 2, 3, 5, and 8), pedagogical innovations, classroom management, and mental health support. Regional efforts, such as GAD trainings on workplace ethics or universal prevention curricula, complement division-



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

level activities. Such programs bridge gaps between traditional methods and contemporary demands, enhancing teacher motivation, skills, and student outcomes in underserved areas of Mindanao.

The University of Southern Mindanao (USM), based in Kabacan, Cotabato, plays a pivotal role through its Graduate School and University Extension Services Office (ESO). USM's Graduate School offers advanced programs in Education (EdD and MAED in Educational Management) positioning it as a Delivering Higher Education Institution (DHEI) for CHED scholarships. These programs cultivate research-oriented educators capable of leading curriculum reforms and innovation.

USM's ESO extends the university's mandate of instruction, research, and extension to uplift communities. Extension services emphasize human resource development, technical assistance, training for various groups, and socio-economic projects. While historically focused on agriculture and rural development, the ESO collaborates with government agencies, including DepEd, on capacity-building. This includes research-based initiatives that translate academic findings into practical interventions for teachers and schools. Recent activities, such as launching extension magazines and honoring volunteers, underscore a commitment to community engagement and knowledge dissemination.

The partnership between USM's Office of the University Extension Services Center, Graduate School, and DepEd SDOs of Cotabato and Kidapawan City exemplifies synergistic support for basic education. USM provides resource persons, facilitators, and research-backed modules for INSET, addressing technological literacy (e.g., ICT integration), adaptive teaching strategies for diverse learners, and psychosocial skills amid regional challenges like poverty or conflict-affected areas. This collaboration promotes evidence-based practices, ensuring trainings remain relevant to local contexts while aligning with national goals under RA 10533 (Enhanced Basic Education Act).

Benefits of this framework are multifaceted. Teachers gain updated competencies, fostering improved instructional quality and learner performance. Schools benefit from innovative



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

pedagogies and technology-enhanced classrooms. Communities experience broader upliftment as empowered educators contribute to social cohesion and economic progress. Challenges persist, however, including resource constraints in remote areas, varying teacher readiness levels, and the need for sustained follow-through beyond one-off trainings. Evaluation mechanisms, such as post-INSET impact assessments, are essential to measure long-term efficacy.

The recognition by Cotabato and Kidapawan City SDOs of continuous professional growth, combined with USM's academic and extension expertise, forms a robust ecosystem for educational advancement. This tripartite support—DepEd's operational leadership, USM's research depth, and joint capacity-building—ensures teachers evolve with educational trends. Strengthening monitoring, funding, and inclusivity will further amplify impacts, ultimately advancing quality basic education in Mindanao and contributing to national development goals. Sustained collaboration will prove vital in navigating future disruptions like digital transformation and climate-related educational challenges.

Thus, this project generally aims to capacitate educators and school leaders on the latest trends and innovations in educational leadership and management.

2. **Objectives** (State specific objectives based on Knowledge, Skills, and Attitude/Practice (KSA/P))

The general objective of the PROJECT LEAD is to catalyze the development of a professional learning community that will sustain capability building among school leaders and teachers.

Specifically, it aims to:

- develop a module on innovations in educational leadership and school management;
- conduct training-workshops among teachers and school leaders with topics related to educational leadership and school management; and
- improve the leadership skills of teachers and school leaders by implementing best practices in school leadership.



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

3. **Expected Output/s** (State in quantifiable form)

At the end of the project duration, it is expected that one hundred percent of the recipients (100%) were able to:

1. acquire knowledge and skills on the latest trends and innovations in educational leadership and management; and,
2. show improvement in leadership knowledge and skills in handling their schools.

4. **Review of Literature** (Present related research/projects/activities that have been conducted).

The capacity building of school heads (principals and educational leaders) on new trends and innovations in educational management and leadership has emerged as a critical area of scholarly inquiry in response to rapid global changes in education. These include digital transformation, evidence-based decision-making, equity-focused practices, adaptive leadership amid crises, and the integration of technology in instructional delivery. Researchers have increasingly examined how targeted professional development programs, workshops, communities of practice, and research-informed initiatives equip school leaders to navigate complex challenges while driving school improvement and student outcomes.

Early and foundational studies highlighted the evolving role of school leaders from traditional managers to instructional and transformational leaders capable of fostering innovation. Works such as those exploring the changing role of school leadership emphasized principals' responsibility in building teacher capacity for pedagogical reforms and curriculum innovations. These studies underscored that effective leadership development must go beyond administrative skills to include strategic visioning, stakeholder engagement, and adaptive strategies in dynamic educational environments.

Recent empirical research has shifted focus toward specific capacity-building mechanisms and their impacts. Qualitative case studies, such as the Building School Leader Capacity for Impact project in



UNIVERSITY OF SOUTHERN MINDANAO

Kabacan, Cotabato

Philippines

EXTENSION SERVICES OFFICE



DETAILED PROPOSAL FOR EXTENSION

Michigan, demonstrated how sustained collaborative learning series, peer coaching, and onsite support enable principals to align leadership practices with student learning goals, moving beyond one-off trainings to embedded, context-specific professional growth. Similarly, investigations into rural leadership camps revealed the value of communities of practice (CoP) in enhancing leaders' efficacy, collaboration, and application of standards-based innovations in resource-constrained settings.

A growing body of work addresses evidence use and innovative leadership. National surveys in the United States have explored principals' role in building school capacity for research-informed improvement, identifying gaps in organizational routines, time allocation, and staff confidence while highlighting principals' potential contributions through human capital development, cultural shaping, and resource leveraging. Scale-development studies, like the Innovative School Leadership Scale, have provided tools to measure teachers' perceptions of principals' creativity, program implementation, and problem-solving abilities, revealing generally positive views with variations based on demographic factors.

In technology-driven contexts, systematic reviews have examined principals' technology leadership and its influence on teachers' ICT integration, mediated by capacity-building efforts such as professional development, vision articulation, and collaborative cultures. These studies stress the need for leaders to model digital practices and address equity issues in access to resources.

In developing country contexts, including the Philippines, research has focused on localized challenges and policy-driven programs. Studies analyze school heads' innovative practices, instructional supervision, and alignment with national standards (e.g., Philippine Professional Standards for School Heads), often recommending enhanced in-service trainings, ICT capability building, and programs like the School Heads Development Program (SHDP) to bridge preparation gaps for newly appointed leaders. Comparative analyses of leadership development programs highlight inconsistencies in policy implementation and call for more coherent, context-relevant capacity building to support reforms under frameworks like RA 9155.



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

Overall, the body of research converges on the consensus that effective capacity building for school heads must be ongoing, collaborative, research-based, and responsive to emerging trends such as digital leadership, emotional intelligence, data analytics, and sustainable innovation. While progress is evident, persistent gaps remain in sustained follow-up, resource equity (especially in rural or underserved areas), and rigorous evaluation of long-term impacts on school performance. Future studies are likely to explore hybrid models integrating global best practices with local needs, particularly in regions undergoing curriculum transitions and post-pandemic recovery. This evolving literature provides a strong foundation for designing interventions that empower school leaders as catalysts for educational excellence.

A qualitative study examined the outcomes of 2019 Leadership Camps for rural educational leaders. Participants perceived significant gains in building a community of practice (CoP), where interactions enhanced leadership skills, fostered collaboration, and supported ongoing professional growth. The camps addressed emerging trends like adaptive leadership in resource-limited settings, leading to improved perceptions of personal and collective efficacy in managing educational innovations.

Analysis of U.S. state initiatives found that at least 26 states support long-term leadership development programs for in-service school leaders. These programs build capacity through targeted professional learning on instructional leadership, data-driven decision-making, and equity-focused innovations. The study highlights variability in design but underscores the value of continuous support systems in creating a pipeline of skilled leaders capable of navigating curriculum reforms and technological shifts.

Using national survey data from over 4,000 educators across 134 U.S. schools, this study conceptualized principal leadership for evidence-informed improvement. Findings revealed moderate use of research in agenda-setting but gaps in organizational routines, time allocation, and



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

staff confidence in consuming research. Principals can strengthen capacity by developing human capital, shaping school culture, leveraging resources, and guiding decision-making—key for adopting data analytics and evidence-based innovations in leadership and management.

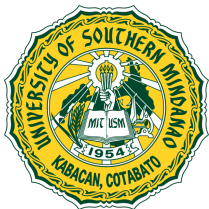
A qualitative case study of 17 school leaders in a northern Michigan intermediate district analyzed how professional learning was implemented to drive school improvement. Leaders focused on identifying changes for student learning, shifting supervisory practices, and building internal capacity. The research emphasized that effective capacity-building moves beyond one-off trainings to sustained, collaborative efforts that integrate innovative pedagogical and organizational strategies, resulting in measurable impacts on leadership effectiveness.

This scale-development study created a valid and reliable 28-item “Innovative School Leadership Scale” and surveyed teachers’ views on principals’ innovation levels. Teachers generally held positive attitudes toward innovative leadership practices (e.g., implementing new programs and fostering creativity), though differences appeared by education level (master’s degree holders were slightly less positive). The tool supports research on training school heads in emerging trends like technology integration, adaptive management, and creative problem-solving in educational settings.

These studies collectively demonstrate that capacity building for school heads is most effective when it is ongoing, research-informed, collaborative, and aligned with contemporary challenges such as digital transformation, equity, and evidence-based decision-making. Programs incorporating mentorship, communities of practice, and practical application tend to yield stronger outcomes in leadership innovation and school improvement.

5. Results Framework

Implementation			Results	
Inputs (State the materials needed in the	Activities (State the major activities of the	Outputs (State the expected quantifiable	Outcomes (State the objectives of the project	Impact (State the possible impact of the project either of the



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

conduct of activities)	project to attain the objectives)	outputs based on the activities conducted)	based on KSA/P of the partner-beneficiaries)	following: socio-economic, peace and order, environment, literacy and numeracy, etc.)
1. Module	Development and Validation of Modules on Educational Leadership and Management	1 developed and validated module on Educational Leadership and Management	Develop and validate a module on Educational Leadership and Management	enhance school heads' effectiveness in handling schools
2. Training Design	Crafting of Training Design	1 training design	Craft a training design for participants on new trends and innovations in educational leadership and management	enhance school heads' effectiveness in handling schools

6. **Methodology** (Brief description of how the project will be implemented to attain the objectives).

6.1. Pre-implementation (Social Preparation)

Stakeholder Mapping and Orientation: Joint USM-ESO and SDO teams conduct orientation meetings with division superintendents, supervisors, and school heads to present program goals, PPSSH alignment, and expected outcomes.

Training Needs Assessment (TNA): A validated tool (adapted from PPSSH indicators, NQESH competencies, and local challenges) gathers data via surveys, interviews, and focus group discussions on priority competencies in innovative leadership and management. Results inform module customization.

Social Preparation Activities: Community consultations, advocacy campaigns, and baseline data collection on school performance (e.g., SBM levels, learner outcomes). Formation of a joint Technical Working Group (TWG) with USM faculty, SDO personnel, and select school heads ensures participatory planning.

Resource Mobilization: Securing venues, facilitators, and blended learning platforms.

6.2. Implementation (Community Development)



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

This core phase (40–60 hours over 3–6 months) focuses on active capacity building and collaborative development using a blended learning approach (face-to-face workshops, synchronous/asynchronous sessions, and job-embedded activities).

Module Development Process Modules are developed collaboratively using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), aligned with USM-ESO training design standards and adult learning principles (andragogy)

1. Analysis: TNA results and PPSSH domains guide content prioritization.
2. Design: Learning objectives, activities, and assessments are mapped to PPSSH strands and indicators.
3. Development: TWG creates interactive modules with case studies, simulations, digital tools, and research-based content on trends like technology integration and evidence-based management. Sample modules include: Innovative Instructional Leadership in the Digital Age; Data Analytics and Evidence-Based School Improvement; Building Resilient, Inclusive, and Psychosocially Supportive School Communities Adaptive Leadership and Action Research for Continuous Improvement
3. Validation and Piloting: Expert review by USM and DepEd specialists, followed by a small-scale pilot and revisions for cultural and contextual relevance.
4. Finalization: Modules are packaged with facilitator guides, participant workbooks, and NEAP-recognizable CPD resources.

Training Design and Deliver

1. Structure: Orientation + TNA feedback, modular workshops (4–6 sessions), mentoring/coaching, and a Workplace Application Project (WAP) where participants implement and document a school-based innovation (e.g., digital initiative or data-driven plan).
2. Methods: Interactive lectures, group discussions, role-playing, technology demonstrations, Learning Action Cells (LAC)-style sharing, peer mentoring, and community-based reflection sessions. Resource persons include USM Graduate School experts and innovative DepEd practitioners.
3. Monitoring: Regular learning logs, virtual check-ins, and progress tracking ensure engagement and adaptive adjustments.

6.3 Post-implementation (Community Management)



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

This phase (2–3 months) emphasizes sustainability, institutionalization, and long-term impact.

Evaluation and Impact Assessment: Kirkpatrick's Four Levels (Reaction, Learning, Behavior, Results) plus organizational impact. Tools include post-training surveys, pre/post knowledge/skills tests, observation checklists, WAP presentations, and analysis of school indicators. Thematic analysis and statistical methods assess outcomes.

Community Management Activities: Establishment of a Community of Practice (CoP) among trained school heads for ongoing peer support, knowledge sharing, and mentoring. USM-ESO facilitates follow-up coaching, refresher sessions, and scaling to other schools/divisions.

Sustainability Measures: Development of school-based action plans, integration into SDO INSET calendars, policy recommendations for DepEd, and documentation of best practices for research dissemination. Monitoring visits and impact reports track sustained application and broader community benefits (e.g., improved learner outcomes and school culture).

Research Output: A comprehensive extension report with recommendations for future iterations.

7. **Work Plan Schedule** Please attach Work Plan Schedule Form (USM-EXT-F11-Rev.4.2024.09.02)

8. **Target Partner- Beneficiaries** (Identify the clientele and the expected outcomes of the intervention on their KSA/P)

Primary participants include 80–120 public school heads (principals and head teachers) from Cotabato Province and Kidapawan City SDOs, with stratified representation across elementary/secondary levels, urban/rural/remote schools, and career stages (with priority for those needing SHDP support). Secondary stakeholders encompass SDO supervisors, master teachers, USM faculty/extension specialists, and community representatives.

9. **Potential Impact** (Briefly discuss the potential impact of the intervention in any of the following: socio-economic wellbeing of the clienteles, peace and order situation in the area, and/or environmental impact, literacy and numeracy rate).

The potential impact of the proposed capacity-building training for school heads in the Schools Division Offices of Cotabato and Kidapawan City, in partnership with the University of Southern Mindanao (USM), is transformative at multiple levels. By equipping school leaders with competencies in innovative educational leadership and management—anchored on the Philippine Professional Standards for School Heads (PPSSH)—the program



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

promises to elevate teaching quality, enhance school performance, and improve learner outcomes in underserved Mindanao communities.

At the individual level, school heads will gain practical skills in digital leadership, data-driven decision-making, adaptive strategies, and psychosocial support. This fosters personal and professional growth, enabling leaders to model innovation and resilience amid challenges such as resource constraints, curriculum transitions, and post-pandemic recovery. Enhanced instructional supervision and evidence-based practices will directly translate into better teacher mentoring and classroom management.

Cascading to the school level, empowered leaders are expected to create collaborative cultures through Learning Action Cells (LACs), promote technology integration, and implement school-based innovations. Philippine studies consistently show that strong instructional leadership positively correlates with higher teacher performance, improved School-Based Management (SBM) levels, and a supportive environment that drives pedagogical excellence. Schools in Cotabato and Kidapawan could see measurable gains in learner achievement, reduced achievement gaps in rural or conflict-affected areas, and stronger stakeholder engagement.

Broader community and systemic impacts include sustained professional development ecosystems via the established Community of Practice (CoP), knowledge sharing through USM's extension services, and policy recommendations for DepEd Region XII. Long-term, the training contributes to national goals of quality basic education by producing adaptive leaders who navigate emerging trends like digital transformation and equity-focused management.

Challenges such as workload pressures and follow-through sustainability must be addressed through robust monitoring. Overall, this USM-DepEd collaboration holds strong potential to uplift educational quality in Cotabato and Kidapawan, fostering resilient schools that



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines



EXTENSION SERVICES OFFICE

DETAILED PROPOSAL FOR EXTENSION

empower teachers and prepare learners for 21st-century demands, ultimately advancing regional and national development.

10. **Budget Summary** Please attach Budget Summary for Extension (USM-EXT-F03-Rev.4.2024.09.02)

11. **Literature Cited**

Akyürek, M. İ., & Karabay, E. (2022). Developing innovative school leadership scale and teachers' views on innovative school leadership. *Journal of Educational Leadership and Policy Studies*, 6(1). <https://go.southernct.edu/jelps/files/2022-spring-volume6/8-Final.pdf>

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Fitz, J., Wechsler, M., & Levin, S. (2024). *State approaches to developing educational leaders*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/state-approaches-developing-educational-leaders-report>

Meyer-Looze, C. L., & Vandermolen, R. (2021). Building school leader capacity for impact. *School Leadership Review*, 16(1), Article 3. <https://scholarworks.sfasu.edu/slr/vol16/iss1/3/>

Muhayimana, T., Schares, D., & Ruxton, M. (2023). Building educational leaders' capacity in a community of practice. *Journal of School & Action Research Development*, 4(2). <https://files.eric.ed.gov/fulltext/EJ1384352.pdf>

12. **Capsule Curriculum Vitae (CV)**

Proponent:

PAUL JOHN B. ONGCOY, PhD

Associate Professor IV

College of Education, University of Southern Mindanao

Attachments:

1. Work Plan Schedule
2. Budget Summary for Extension