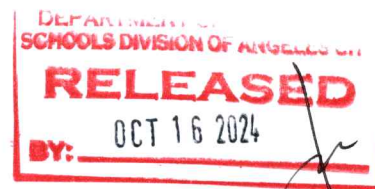




Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF ANGELES CITY



16 Oct 2024

DIVISION MEMORANDUM
No. 373, s. 2024

GUIDELINES ON THE CONDUCT OF REGIONAL OFFICE, SCHOOLS DIVISION OFFICE, AND SCHOOL DEVELOPED PROFESSIONAL DEVELOPMENT PROGRAMS FOR FY 2024

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Unit Heads
Public Elementary and Secondary School Heads
All Others Concerned

1. Please be informed of the attached Regional Memorandum No. 598 s. 2024 titled **“Guidelines on the Conduct of Regional Office, Schools Division Office, and School Developed Professional Development Programs for FY 2024”**.
2. For information, reference, and wide dissemination.

ENGR. EDGARD C. DOMINGO PhD, CESO V
Schools Division Superintendent *ur*

Encl: As stated
Reference: As Stated
To be indicated in the Perpetual Index
under the following subjects:

GUIDELINES PROFESSIONAL DEVELOPMENT
TEACHERS SCHOOL LEADERS

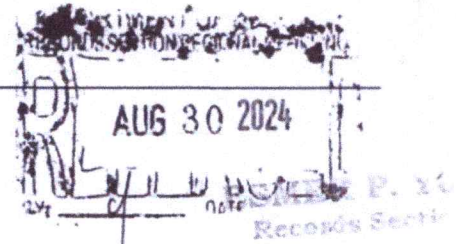
AGG/SEPS-HRD/Oct. 16, 2024



Jesus St., Brgy. Pulungbulu, Angeles City 2009
[045\) 901-9498 / angeles.city@deped.gov.ph](mailto:angeles.city@deped.gov.ph)



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON



REGIONAL MEMORANDUM

No. 598, s. 2024

**GUIDELINES ON THE CONDUCT OF REGIONAL OFFICE, SCHOOLS
 DIVISION OFFICE, AND SCHOOL-DEVELOPED PROFESSIONAL
 DEVELOPMENT PROGRAMS FOR FY 2024**

To : Schools Division Superintendents
 Chiefs of Regional Function Divisions

1. Congruent with its commitment to strengthen the professional development of teachers and school leaders in public schools and in learning centers, the Department of Education, through the National Educators Academy of the Philippines, hereby issues the Guidelines on the Conduct of Regional Office, Schools Division Office, and School-Developed Professional Development Programs for FY 2024.
2. The primordial objective of said guidelines is to ensure effective and efficient development and implementation of the Regional Office, Schools Division Office, and School-Developed Professional Development Programs for FY 2024.
3. The school-developed professional development program also covers the 3-day school-based in-service training (INSET) scheduled on November 25-29, 2024, and school learning action cell (SLAC).
4. Enclosed is a copy of Memorandum DM-OUHROD-2024-1576, for reference.
5. Wide dissemination of this Memorandum is earnestly desired.

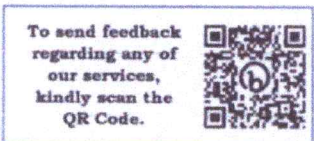


RONNIE S. MALLARI, PhD, CESO V
 OIC, Regional Director 4

Encl.: As stated
 Reference: As stated
 To be indicated in the Perpetual Index
 under the following subjects:

GUIDELINES TEACHERS	PROFESSIONAL DEVELOPMENT SCHOOL LEADERS
------------------------	--

HRDD1/neap2
 August 27, 2024



Address: Matalino St. D.M. Government Center, Maimpis,
 City of San Fernando (P)
 Telephone Number: (045) 598-8580 to 89
 Email Address: region3@deped.gov.ph
 Website: <https://region3.deped.gov.ph/>





Republika ng Pilipinas

Department of Education


OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2024-1576

TO : **Regional Directors**
Schools Division Superintendents
School Heads

FROM :  **WILFREDO E. CABRAL**
Regional Director
Officer-in-Charge, Office of the Undersecretary for Human Resource and Organizational Development

SUBJECT : **GUIDELINES ON THE CONDUCT OF REGIONAL OFFICE-, SCHOOLS DIVISION OFFICE-, AND SCHOOL-DEVELOPED PROFESSIONAL DEVELOPMENT PROGRAMS FOR FY 2024**

DATE : 16 August 2024

1. The Department, through the National Educators Academy of the Philippines (NEAP), is committed to strengthen the professional development of teachers and school leaders in public schools and learning centers, pursuant to DepEd Order No. 011, s. 2019 titled *Implementation of the NEAP Transformation* and Republic Act No. 11713 or the *Excellence in Teacher Education Act*.
2. In ensuring effective and efficient development and implementation of school-based professional development programs, NEAP hereby issues these *Guidelines on the Conduct of Regional Office-, Schools Division Office-, and School-Developed Professional Development Programs for FY 2024*. These guidelines have the following objectives:
 - a. Provide guidance to the field offices on the proper utilization of FY 2024 Human Resource Development (HRD)/Maintenance and Other Operating Expenses (MOOE)/local funds for school-based professional development programs;
 - b. Set standard process in identifying professional development needs, planning, designing, development, quality assurance, Professional Regulation Commission (PRC) Continuing Professional Development (CPD) Accreditation, delivery, and monitoring and evaluation of school-based professional development programs;

- e. Inclusive Education (Alternative Learning System, Indigenous Peoples Education, Madrasah Education Program, Special Needs Education, etc.);
 - f. Comprehensive Sexuality Education (DepEd Order No. 031, s. 2018);
 - g. Gender and Development;
 - h. Induction Program for Beginning Teachers;
 - i. Higher Order Thinking Skills – Professional Learning Packages (HOTS-PLP) for Mathematics, Science, and English;
 - j. Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy; and
 - k. Subject Content-Based Professional Development Programs.
8. School-Based INSET for SY 2024-2025 may be designed based on existing Central Office-, RC-, and SDO-developed programs that are quality-assured by NEAP.
 9. School-Based INSET and LAC plans shall be prepared, delivered, quality-assured, PRC accredited, and monitored and evaluated, in adherence to the standards and processes outlined in these guidelines.
 10. Use of funds for the design, development, quality assurance, delivery, and monitoring and evaluation of professional development programs shall be governed by the *Guidelines on the Utilization of FY 2024 HRD Fund* (issued through DM-OUHROD-2024-0427 dated 11 March 2024).
 11. Should you have questions and concerns, please coordinate with **NEAP Office of the Director**, through email neap.od@deped.gov.ph or landline (02) 8638-8638.
 12. For immediate dissemination and appropriate action.

Copy furnished:

GINA O. GONONG

Undersecretary for Curriculum and Teaching

ATTY. REVSEE A. ESCOBEDO

Undersecretary for Operations

Enclosures:

Enclosure 1 – *Guidelines on the School-Level Development and Implementation of School-Based PD Programs*

Enclosure 2 – *PD Learning Resource Materials Quality Standards*

Enclosure 3 – *Sample PD Needs Prioritization Matrix*

Enclosure 4 – *School-Based INSET Plan*

Enclosure 5 – *Five-Month LAC Plan*

Enclosure 6 – *Curriculum Vitae of Resource Speaker/Subject Matter Expert*

Enclosure 7 – *Sample End-of-Day Evaluation Tool*

Enclosure 8 – *Budget Matrix*

Enclosure 9 – *School-Based PD Program Design Quality Standards Checklist*

Enclosure 10 – *School-Based PD Program Delivery Quality Standards*

Enclosure 11 – *PD Compliance Monitoring Tool*

Enclosure 12 – *School-Based PD Program Learning Action Plan*

Enclosure 13 – *PD Program Completion Report Form*

Enclosure 14 – *Actual Participants Sheet*

- c. Ensure equitable access of all teachers and school leaders to NEAP quality-assured and PRC-accredited school-based professional development programs; and
- d. Promote a coaching culture, integrating collaborative expertise to school-based professional development programs.

3. These guidelines shall cover the following professional development programs:

- a. Regional Office-developed;
- b. Schools Division Office-developed;
- c. 3-day School-Based In-Service Training (INSET) scheduled on 25-29 November 2024 (in accordance with DepEd Order No. 009, s. 2024 titled *Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025*); and
- d. Learning Action Cell (LAC).

4. Based on identified professional development needs, Regional Offices (ROs), Schools Division Offices (SDOs), and Schools shall determine appropriate programs for development and delivery/implementation according to the following matrix:

Governance Level		NEAP Core Programs				
		Induction	Career Progression			Special Program
			Regular Program	Subject-Content Program	Master Class	
RO			✓	✓	✓	✓
SDO		✓	✓	✓	✓	✓
School	INSET	✓	✓	✓	✓	✓
	LAC		✓	✓	✓	

- 5. Professional development programs at RO and SDO levels shall be designed, developed, quality-assured, delivered, and monitored and evaluated according to the standards and processes set by DepEd Memorandum (DM) No. 044, s. 2023 titled *Interim Guidelines for Quality Assurance and Monitoring and Evaluation of NEAP Core Programs*.
- 6. While DM No. 044 governs the quality assurance and delivery process of professional development programs at RO and SDO levels, the school-level development and implementation of school-based programs shall be governed by the enclosed guidelines (***Enclosure 1: Guidelines on the School-Level Development and Implementation of School-Based Professional Development Programs***).
- 7. Topics for School-Based INSET shall be aligned with any of the following priority programs:
 - a. MATATAG Curriculum for Kindergarten and Grades 1, 4, and 7;
 - b. National Learning Camp;
 - c. National Reading Program;
 - d. National Mathematics Program;



Republic of the Philippines Department of Education

National Educators Academy of the Philippines

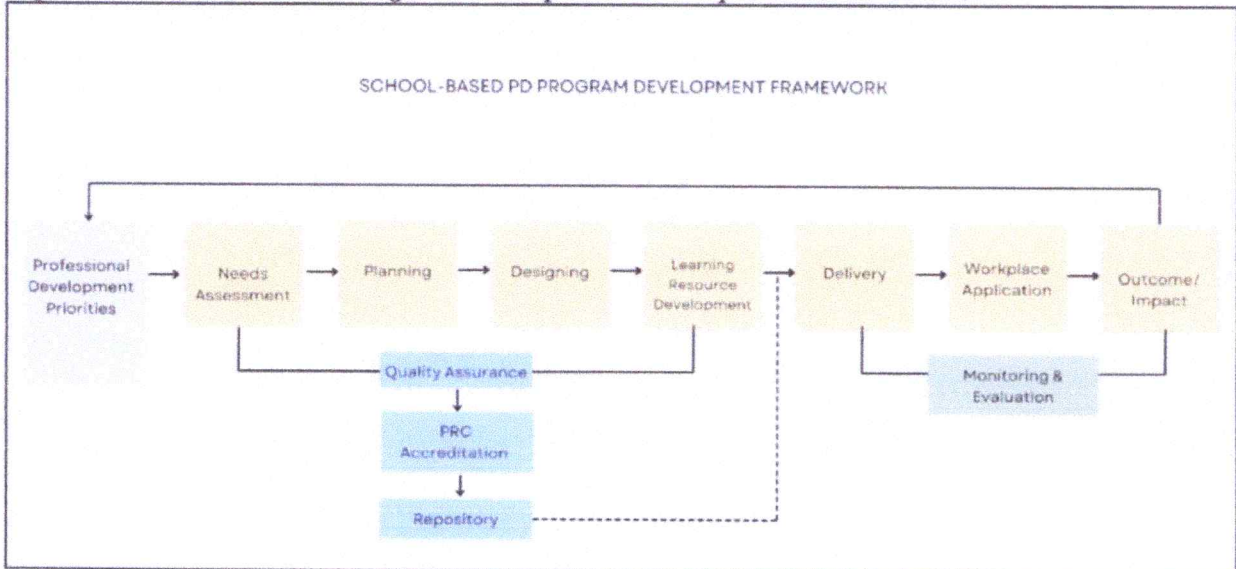
GUIDELINES ON THE SCHOOL-LEVEL DEVELOPMENT AND IMPLEMENTATION OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT (PD) PROGRAMS

The National Educators Academy of the Philippines (NEAP), pursuant to Republic Act No. 11713 or the *Excellence in Teacher Education Act* and DepEd Order No. 011, s. 2019 titled *Implementation of the NEAP Transformation*, affirms its commitment to the professional development of in-service teachers, school leaders, and all teaching-related personnel in public schools and learning centers.

With the goal of expanding access to professional development opportunities in schools and learning centers, the Academy, anchored on its existing training standards and quality assurance and monitoring and evaluation mechanisms, strengthens the design, development, and delivery of competency-based, evidence-informed, and results-driven school-based professional development programs.

I. DEVELOPING SCHOOL-BASED PD PROGRAM

Figure 1: School-Based PD Program Development and Implementation Process



A. Needs Assessment

1. The School Head together with the Assistant Principal, Master Teacher, Head Teacher shall identify the needs of the teachers (target group) based on data drawn from, but not limited to, the following:

- a. Self-assessment Tool
- b. Classroom Observation Tool
- c. Individual development Plan
- d. Results of Classroom based assessment (learner's performance)
- e. Instructional supervisory plan
- f. School's Technical Assistance Plan, performance, and agreement
- g. Performance Monitoring and Coaching Form

2. Data Analysis and Needs Prioritization

- Consider how significant the performance and competency gaps are in the identified needs, how urgent the needs must be addressed, and the growth potential/outcomes that may result if the needs are addressed.

3. Mapping and Alignment of Priority Professional Development Needs with Philippine Professional Standards for Teachers (PPST)

- Map the identified priority PD needs to PPST Domains, Strands, and Indicators.

B. Planning

1. Determine the topic/s to be covered.
2. Clarify the workplace development objectives.
3. Determine appropriate PD program to address the set objectives. Table 1 presents the NEAP Core Programs which shall be developed and delivered according to governance levels.
4. Schedule activities: program designing, LRM development, delivery, monitoring and evaluation.
5. Identify the Program Management Team and their Terms of Reference.
6. Identify the facilities, equipment, materials, and other logistics needed to implement the PD program.
7. Estimate budget requirements and identify the fund source.

C. Design and Development

1. Set session objectives.
2. Select and organize content.
3. Determine a variety of activities (methodology).
4. Identify all learning resource materials to support the delivery of session/s.
5. Determine assessment strategies and tools.
6. Determine session outputs.
7. Estimate time requirement.
8. Ensure that the PD program design promotes Gender Equality, Disability, and Social Inclusion.
9. Assign resource person/s.
10. Develop learning resource materials (e.g., slide decks, handouts, worksheets) compliant with the set quality standards (see Enclosure 2).

D. Quality Assurance and PRC Accreditation

1. Quality Assurance of School-Based PD Programs

All proposed school-based PD programs shall be quality assured consistent with the following steps and requirements:

- a. School-based PD program proposal shall include the following:

INSET	LAC
1. 3-day PD program design	1. 5-month LAC plan
2. M&E plan	2. M&E plan
3. Pre and post assessment tools	3. Assessment tools
4. Learning action plan	4. Learning action plan
5. Budget matrix	5. Budget matrix
6. Curriculum vitae of resource person/s	6. Curriculum vitae of resource person/s
7. End-of-day evaluation tool	7. End-of-day evaluation tool

- b. All duly prepared school-based PD program proposals shall be submitted to SDO-SGOD-HRDS for quality assurance and PRC accreditation 45 working days before the implementation.
- PD program proposals shall be quality assured by the SDO within the first **15 working days** then shall be processed for PRC accreditation within the remaining **30 working days**.
- c. Only school-based PD program proposals compliant with the set quality standards shall be issued a Certificate of Quality Assurance, be processed for PRC accreditation, and be implemented as an official DepEd professional development program.

2. PRC Accreditation

- a. All professional development programs quality assured by NEAP Central Office, Regional Offices, and Schools Division Offices shall be submitted to the Professional Regulation Commission for accreditation.
- b. The NEAP Central Office shall facilitate the program accreditation of all quality-assured PD programs from the Central Office Bureaus, Services, and Units through its Continuing Professional Development Accreditation System (CPDAS) account.
- c. The Human Resource Development Division/NEAP in the Regions (HRDD/NEAP-R) shall facilitate the program accreditation of PD programs developed by offices and units in the Regional Office while the School Governance and Operations Division-Human Resource Development Section (SGOD-HRDS) shall take charge of the program accreditation of PD programs developed at the SDO and school levels.

E. PD Programs Repository

1. All quality assured and PRC accredited PD programs shall be deposited to:
 - a. CO-managed repository for RO-developed PD programs
 - b. RO-managed repository for SDO-developed PD programs
 - c. SDO-managed repository for school-developed PD programs
2. Quality assured and PRC accredited PD program designs may be made available for adaption and reference.
3. PD program proposals adapting design/content/materials from PD programs in the repository across governance levels shall undergo the complete PD program development cycle.

F. Delivery of the Quality Assured and PRC Accredited PD Programs

1. Only quality assured PD programs shall be delivered through various delivery modality such as, but not limited to, face-to-face, online, blended, and self-paced.
2. PD programs shall be delivered consistent with the quality assured and PRC-accredited proposal.
3. Learning resource materials to be utilized during PD program delivery must be compliant with the set quality standards.
4. The delivery of the school-based PD program covers Program Management which shall ensure the effective and efficient conduct of PD programs adherent to the set program delivery standards, and Learning Management which shall ensure target competencies for development will be delivered according to adult-learning principles and compliant with the set program delivery quality standards (see Enclosure 10).

G. Monitoring and Evaluation of PD Programs

1. Monitoring

- a. Delivery of all PD Programs shall be monitored by the RO/SDO/School Heads to ensure the PD program's adherence to the quality-assured PD Program proposal and compliance to the PD Program Delivery Standards and indicators listed in PD Compliance Monitoring Tool (see Enclosure 11).
- b. The Human Resource Development Division/NEAP-R and School Governance and Operations Division – Schools Management Monitoring and Evaluation (SMME) section, shall facilitate the monitoring of the school-Based PD Programs consistent with the quality-assured M&E plan.

2. Evaluation

The Kirkpatrick's Levels of Evaluation shall be utilized in all School-based PD program, as follows:

a. Level 1 – Reaction

- School-based Program shall be able to capture participants daily reaction towards the delivery of the program through the End-of-Day Evaluation (see Enclosure 7). Daily Evaluation shall be administered by the Program Management Team specifically the M&E Focal and results shall be reported during the conduct of the daily debriefing.

b. Level 2 – Learning

- The Program Management Team shall administer various forms of assessment to check the learning of the participants. Assessment shall be included in the Program proposal submitted for quality assurance.

c. Level 3 – Behavior

- The Learning Action Plan (LAP) shall be the final output in all school-based PD programs to measure whether participants were truly impacted by the learning and if they're applying what they have learned. RO/SDO/School Heads shall monitor the LAP Implementation of the participants in accordance with the M&E Plan (Level 3 Evaluation) of the PD Program.

The immediate supervisor of the teacher participant shall monitor and ensure that the LAP is implemented within the prescribed timeline and provide technical assistance if necessary.

	Schedule of LAP Preparation	Timeline of LAP Implementation
INSET	Last session of 3 rd day	Within the next two quarters
LAC	Every after LAC session	Up to maximum of 2 months after the completion of the 5-month LAC

d. Level 4 – Results

- After the PD Program has been completed and begin to apply what they have learned through their LAP, an impact assessment shall be conducted per governance level.

3. Submission of Program Completion Report

- a. The School Head together with the Program Management Team shall prepare and submit the accomplished Program Completion Report to the Schools Division Office 10 working days after the conduct of the program.
- b. The PD Program Completion Report contains the following:
 - The executive summary includes the program description and its objectives, and the daily proceedings of the conduct of the program.
 - The M&E Analysis includes a summary of (1) Level 1: participants' evaluation of the program; (2) Level 2: participants' learning.
 - General comments and issues encountered in relation to program delivery and management
 - Recommendations for the improvement of future programs and policy action
 - Photo documentation
 - Actual Participants' Profile
- c. The results shall be the basis for the enhancement of the developed and delivered PD Program.

II. TERMS OF REFERENCE PER GOVERNANCE LEVEL

A. Central Office

1. Monitor and evaluate the implementation of these guidelines.
2. Provide technical assistance supporting the effective and efficient implementation of these guidelines.
3. Manage the repository of the RO-developed PD programs.

B. Regional Offices

1. HRDD/NEAP-R in collaboration with the Curriculum and Learning Management Division (CLMD) shall plan, design, develop PD programs based on the consolidated PD needs of teachers and school leaders pursuant to DM No. 044, s. 2023.
2. HRDD/NEAP-R in collaboration with the CLMD and Quality Assurance Division (QAD) shall quality assure SDO-developed PD programs based on the standards and requirements set by DM No. 044, s. 2023.
3. HRDD/NEAP-R in collaboration with the QAD shall monitor and evaluate the implementation of the quality-assured and PRC-accredited SDO-developed PD programs.
4. HRDD/NEAP-R shall consolidate the program completion reports from the implemented SDO-developed PD programs and submit to NEAP Central Office.
5. HRDD/NEAP-R shall manage the repository of quality-assured and PRC-accredited SDO-developed PD programs.
6. HRDD/NEAP-R in collaboration with QAD shall conduct an impact assessment of the SDO-developed PD Programs.

C. Schools Division Offices

1. SGOD-HRDS in collaboration with the Curriculum Implementation Division (CID) shall plan, design, develop PD programs based on the consolidated PD needs of teachers and school leaders pursuant to DM No. 044, s. 2023.
2. SGOD-HRDS in collaboration with the (CID) shall quality assure school-developed PD programs based on the standards and requirements set by DM No. 044, s. 2023.
3. SGOD-HRDS in collaboration with the (CID) and the SGOD-SMME shall monitor and evaluate the implementation of the quality-assured and PRC-accredited school-developed PD programs.
4. SGOD-HRDS shall consolidate the program completion reports from the implemented school-developed PD programs and submit to the Regional Office.
5. SGOD-HRDS shall manage the repository of quality-assured and PRC-accredited school-developed PD programs.
6. SGOD-HRDS and SMME shall conduct an impact assessment of the school-developed PD programs.

D. Schools

1. School head in collaboration with the assistant principal, head teachers and master teachers shall plan, design, develop PD programs based on the identified prioritized PD needs of teachers.
2. School head shall review proposed school-based PD programs based on the standards and requirements set by these guidelines and endorsed to SDO for quality assurance and PRC accreditation.
3. School head in collaboration with the assistant principal, head teachers and master teachers shall manage the delivery of the quality assured and PRC-accredited PD programs.
4. School head in collaboration with the assistant principal, head teachers and master teachers shall monitor and evaluate the implementation of teachers' learning action plan.
5. School head in collaboration with the assistant principal, head teachers and master teachers shall prepare and submit program completion report to SDO.
6. School head shall manage the repository of quality-assured and PRC-accredited school-based PD programs.



Republic of the Philippines
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PD LEARNING RESOURCE MATERIALS QUALITY STANDARDS

General Quality Standards

1. Types and combinations of materials (e.g., projected slides for presentation, worksheets, and templates for workshops, etc.) in the learning resource package are appropriate to and supportive of delivery methods.
2. Content of LRM will contribute to the achievement of learning objectives.
 - a. aligned with session objectives, topics, and professional standards specified in the design
 - b. appropriate to learning preferences and current proficiency level of target learners
 - c. logically sequenced
3. Content of LRM is accurate and authority-based.
 - a. cite credible sources of information (e.g., Department Orders and other government issuances, books, journals, etc.)
 - b. supported by research, as necessary (e.g., if primary data needs to be presented)
 - c. up to date (i.e., incorporates latest information or data, trends, and developments, as needed)
4. LRM adheres to DepEd branding guidelines
 - a. proper use of the Department of Education seal and logo
 - b. adherence to the use of official fonts and typography guidelines
 - c. proper co-branding with the Department of Education seal and logo
5. LRM is copyright compliant.
 - a. permission from the Original Creator and Copyright Owner is secured
 - b. free stock photos and quality Creative Commons images are used
 - c. prescribed citation format of the copyrighted material is followed.
6. LRM adheres to GEDSI principles.
 - a. uses socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language and illustrations
7. LRM observes correct spelling, grammar, and word usage.
8. LRM uses appropriate technologies (whenever available and cost-effective).
9. Available quality-assured learning resource materials from the Learning Resource Portal are tapped for possible adoption or customization, if applicable.

LRM Specific Quality Standards

Printed LRMs (Worksheets, handouts)

1. Printed LRMs are readable, organized, and well laid-out.
 - a. Font styles and size are easy to read.
 - b. Type size is large enough for easy reading by the intended audience. (Body text uses 11-13 points; type size for headings two points larger than the body text.)
 - c. The following body text fonts recommended by DepEd's Service Marks Manual are used: Garamond, Bookman Old Style, Helvetica Neue, Arial
 - d. Materials use no more than three font styles per document for a clean and unified look.
2. Illustrations, images, graphs, and tables are appropriate, clear, properly labeled or captioned, and colored when necessary.
3. Printing is of good quality (i.e., no broken letters or images, correct alignment, and even print density).

Slide Deck

1. Slide templates are simple and non-distracting (the office's standard template is applied if one is available).
 - a. Font styles and sizes are easy to read considering the venue/ physical arrangement.
 - b. Titles and headers should be larger than the body.
 - c. Slides use sans serif fonts (e.g., Arial, Calibri, Century Gothic, Helvetica, Lucida Sans, Tahoma and Verdana) for better readability.
 - d. Slides use no more than three font styles for a clean and unified look.
2. Slides are well laid-out:
 - a. contain one idea per slide
 - b. use key words and phrases only
 - c. observe 7x7 rule: maximum of 7 lines per slide, maximum of 7 words per line
 - d. use contrasting colors for text and background (i.e., light text on dark background; dark text on light background).
 - e. use relevant and good quality Illustrations and images (i.e., not pixelated or blurred)
3. Slides have no distracting elements (i.e., irrelevant music, sound effects, animations, transitions, and background images).



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

SAMPLE PD NEEDS PRIORITIZATION MATRIX

This form is to be accomplished by the School Head together with the Assistant Principal, Master Teacher, Head Teacher from the result of Needs Assessment Tools.

The following table may be used in determining priority PD needs based on the following criteria.

- **Seriousness** - the direct impact of the learning need to the organization's strategic direction.
- **Urgency** - answers the question of how immediate must the learning need be addressed in reference to the organizational priorities.
- **Growth** - refers to the extent to which the learning need if left unaddressed will give rise to more problems.

Each identified PD needs can be given a rating in each of the criteria mentioned using a scale 1-3. The ratings can be added to get a total rating for each learning need, and then a ranking may be made accordingly.

Rating Scales:

Rating	Seriousness	Urgency	Growth
3	Very Serious	Very Urgent	Great Extent
2	Serious	Urgent	Moderate extent
1	Less Serious	Less Urgent	Low Extent

Identified PD needs	Significance (1-3)	Urgency (1-3)	Growth (1-3)	Total rating	Rank



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

SCHOOL-BASED IN-SERVICE TRAINING (INSET) PLAN

*INSTRUCTIONS: Provide the details in the designated spaces as required. Indicate N/A if not applicable. **DO NOT ABBREVIATE.***

PROPONENT PROFILE

School	Type the name of your school.	School ID	Type your school ID.		
School Address	Type the complete office address.				
School Telephone No.	Type the office telephone no.	School Email Address	Type the office email address.		
Focal person	Type the complete name.	Email Address	Type email address.	Mobile No.	Type the mol

INSET PROFILE

Give an overview of your proposed PD program by providing the following details.

Title	<i>Type here the proposed PD program title.</i>		
Rationale	<i>Discuss reasons for proposing the PD program supported by data on teachers' professional development needs, relevant research, and legal basis (if any).</i>		
Program Description	<p><i>Describe briefly the proposed PD program/course highlighting its focus content and state in behavioral terms the program objectives.</i></p> <p><i>Results objective: As a result of the participants' improved competence and performance:</i></p> <p><i>Application objective: Back in the classroom, the participants will be able to:</i></p> <p><i>Terminal objective: By the end of the 3-day training, the participants will be able to:</i></p> <p><i>Enabling objectives: Specifically, the participants will be able to: (state the key knowledge, skills, and attitude participants are to gain from the training)</i></p>		
Focus Professional Standard with specific Domain/s, Strand/s, and Indicator/s	Professional Standard	<i>E.g., PPST</i>	
	Domain/s	Strand/s	Indicator/s
	<i>1. Content Knowledge and Pedagogy</i>	<i>1.2 Research-based knowledge and principles of teaching and learning</i>	<i>1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.</i>

Target Participants	Participants Profile: <i>Specify the target participants based on their career stage, job group, position, subject area, grade level, etc.</i>		
	Total number of participants, sex and age disaggregation		
Delivery Platform	<i>Indicate the delivery platform here.</i>	Indicative Dates of Implementation	

INSET CONTENT DETAILS

	Duration	Topic	Session Objectives	Methodology	Assessment Strategies & Tools	Outputs	Res Speaker/ter
1		<i>State in behavioral terms what participants will be able to do right after a learning session.</i>	<i>List content areas essential to attaining the learning objectives (producing the outputs).</i>	<i>Indicate the activities through which resource speaker will deliver content and engage the participants.</i> <i>Indicate the relevant learning resources that will be used to support the delivery of content and the attainment of the session objectives.</i>	<i>Indicate the use of varied formative and summative assessments and the applicable tools.</i>	<i>Identify concrete outputs (e.g., recommendations, lesson exemplars, proposals, TA plan, reflection journal, instructional material, etc.) that will be produced by the participants during and by the end of each session.</i>	<i>Indicate the appropriate speakers/er experts deliver the</i>
2	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Typ</i>
3	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Typ</i>

BUDGET ESTIMATE PLAN

Funding Source	<i>How will the program be funded?</i>	Budget Requirements	<i>Provide details on how the funds will be allocated. If registration, how much will be collected in each course? Use attached budget estimate template as reference.</i>
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MONITORING AND EVALUATION PLAN

This is the form for the M&E Plan following the Kirkpatrick Evaluation Model.

Level of M&E	Objectives	Methods and Tools	Data Sources	Schedule of M&E	Person/s Responsible	Support Needed	Use
Results	<i>What will be measured?</i>	<i>What methods/tools will be used to collect data?</i>	<i>Who and/or what documents will provide data or evidence on the indicators?</i>	<i>When will M&E activities be undertaken?</i>	<i>Who will be accountable for ensuring that M&E activities are done?</i>	<i>What resources are needed to implement M&E activities?</i>	<i>Who u data g</i>

Behavior	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
Learning	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
Reaction	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree DepEd-National Educators Academy of the Philippines to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

To be signed by the PD Program Proponent/s:

Program Proponent	Type here
Signature	Sign here
Date	Type here

This Form is not valid if not signed





Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

FIVE-MONTH LEARNING ACTION CELL (LAC) PLAN

*INSTRUCTIONS: Provide the details in the designated spaces as required. Indicate N/A if not applicable. **DO NOT ABBREVIATE.***

LAC PROPONENT PROFILE

School	Type the name of your school	School ID	Type your school ID.		
Department (Learning Area)	Type the Learning Area.				
School Telephone No.	Type the office telephone no.	School Email Address	Type the office email address.		
Focal person	Type the complete name.	Email Address	Type email address.	Mobile No.	Type the mol

LAC CONTENT PROFILE

Give an overview of your proposed PD program by providing the following details.

Title	<i>Type here the proposed PD program title.</i>		
Rationale	<i>Discuss reasons for proposing the PD program supported by data on teachers' professional development needs, relevant research, and legal basis (if any).</i>		
Program Description	<p><i>Describe briefly the proposed PD program/course highlighting its focus content and state in behavioral terms the program objectives.</i></p> <p><i>Results objective: As a result of the participants' improved competence and performance:</i></p> <p><i>Application objective: Back in the classroom, the participants will be able to:</i></p> <p><i>Terminal objective: By the end of the 5-month LAC sessions, the participants will be able to:</i></p>		
Focus Professional Standard with specific Domain/s, Strand/s, and Indicator/s	<i>Professional Standard</i>	<i>E.g., PPST</i>	
	<i>Domain/s</i>	<i>Strand/s</i>	<i>Indicator/s</i>
	<i>1. Content Knowledge and Pedagogy</i>	<i>1.2 Research-based knowledge and principles of teaching and learning</i>	<i>1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.</i>

Target Participants	Participants Profile: <i>Specify the target participants based on their career stage, job group, position, subject area, grade level, etc.</i>		
	Total number of participants, sex and age disaggregation		
Delivery Platform	<i>Indicate the delivery platform here.</i>	Indicative Period of Implementation	<i>August - December 2024</i>

LAC CONTENT DETAILS

	Date of Conduct & Duration	Topic	Session Objectives	Methodology	Assessment Strategies & Tools	Outputs	Res Speaker/ter]
LAC 1	<i>August 19, 2024</i> <i>120 minutes</i>	<i>State in behavioral terms what participants will be able to do right after a learning session.</i>	<i>List content areas essential to attaining the learning objectives (producing the outputs).</i>	<i>Indicate the activities through which resource speaker will deliver content and engage the participants.</i> <i>Indicate the relevant learning resources that will be used to support the delivery of content and the attainment of the session objectives.</i>	<i>Indicate the use of varied formative and summative assessments and the applicable tools.</i>	<i>Identify concrete outputs (e.g., recommendations, lesson exemplars, proposals, TA plan, reflection journal, instructional material, etc.) that will be produced by the participants during and by the end of each session.</i>	<i>Indicate the appropriate speakers/er experts deliver the</i>
LAC 2	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Typ</i>

LAC 3	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type
LAC 4 SS	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type
LAC 5	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type

BUDGET ESTIMATE PLAN

Funding Source	How will the program be funded?	Budget Requirements	Provide details on how the funds will be allocated. If registration, how much will be collected in each course? Use attached budget estimate template as reference.
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MONITORING AND EVALUATION PLAN

This is the form for the M&E Plan following the Kirkpatrick Evaluation Model.

Level of M&E	Objectives	Methods and Tools	Data Sources	Schedule of M&E	Person/s Responsible	Support Needed	Use
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Results	<i>What will be measured?</i>	<i>What methods/tools will be used to collect data?</i>	<i>Who and/or what documents will provide data or evidence on the indicators?</i>	<i>When will M&E activities be undertaken?</i>	<i>Who will be accountable for ensuring that M&E activities are done?</i>	<i>What resources are needed to implement M&E activities?</i>	<i>Who u data g</i>
Behavior	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Ty,</i>
Learning	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Ty,</i>
Reaction	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Type here.</i>	<i>Ty,</i>

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree DepEd-National Educators Academy of the Philippines to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

To be signed by the PD Program Proponent/s:

Program Proponent	Type here
Signature	Sign here



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

CURRICULUM VITAE OF RESOURCE SPEAKER/SUBJECT-MATTER EXPERT

<p>PROPOSED PROFESSIONAL DEVELOPMENT PROGRAM: (Tick box)</p> <p><input type="checkbox"/> LAC</p> <p><input type="checkbox"/> INSET (Indicate Title)</p> <p>_____</p> <p>_____</p> <p>PROFESSIONAL DEVELOPMENT PROGRAM PROVIDER:</p> <p>_____</p>	<p>RECENT 2X2 PICTURE (color photo with white background)</p>
--	---

Part I. Personal Information	
Name:	
Residence Address:	Contact Details
Business Address:	Landline No.:
	Mobile No. 1:
	Mobile No. 2:
	Email Address:
Citizenship:	
<p><i>Note: NEAP shall be informed of any change/s on resource person/s at least 10 days before the Professional Development program/course offering. Substitute resource person, if any, may submit this duly accomplished form three (3) days before the start of the Professional Development program/course.</i></p>	

Part II. Track Record							
Areas of Specialization/ Expertise	<table border="1" style="width: 100%; height: 100px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>						
Relevant Seminars/Training Programs Conducted in the last five (5) years							
Date	Title						

Relevant Seminars/Training Programs Attended in the last five (5) years	
Date	Title

Relevant Publications, Research, and Conference Papers	
Date	Title

Major Achievements, Citations, Recognitions, and Awards		
Date	Title	Awarding Body

Part III. Education and Employment

Educational Background

Level	Name of School/University	Address	Inclusive Dates	Degree Earned
Undergraduate				
Post-Graduate				

Work Experience: Five (5) most recent

Position	Agency/Company	Inclusive Dates

Part IV. Other Relevant Information (Use separate sheet for additional information.)

Eligibility

Profession/s	License No.	Issued on:	Valid until:

Other Major Affiliations (Professional, Civic, etc.)

Name of Organization	National/Chapter	Position/Nature of Work	Date

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I hereby certify that the above information written by me are true and correct to the best of my knowledge and belief. I further authorize NEAP and other agencies to investigate the authenticity of all the documents presented.

I am agreeing to the NEAP Privacy Notice and giving my consent to the collection and processing of my personal data in accordance thereto.

Signature Over Printed Name
Date:

Scanned copy of PRC License



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

SAMPLE END-OF-DAY EVALUATION TOOL

NAME/TITLE OF THE PROGRAM

We are interested in your feedback about the content and process of the program. Please take a moment to give us your honest opinion on this evaluation form.

Responses will remain anonymous and will be used for the improvement of the program.

EVALUATION DIRECTION: Rate the program using the rating scale. Tick under the column of your response.

SCALE: (4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree

I. EVALUATION OF SESSION

	4	3	2	1
A. Activity Management & Objectives				
- Session started on time (F2F/Online).	0	0	0	0
- The session objectives are explained at the beginning of the session.	0	0	0	0
- The information and instruction given before the event is clear and easy to follow.	0	0	0	0
- The organization of the program is logical.	0	0	0	0
- The pace allotted for the session was sufficient for me to absorb inputs.	0	0	0	0
- Manage adequately the pre & post assessment	0	0	0	0
- Adequate session breaks (mid-morning, lunch and mid-afternoon	0	0	0	0
- Session ended on time (F2F/Online).	0	0	0	0
B. Training Venue	4	3	2	1
- Well-lighted.	0	0	0	0
- Well-ventilated.	0	0	0	0
- Accessible, safe, secure and peaceful location	0	0	0	0
- Sufficient space for the program activities.	0	0	0	0
- Facilities for individual with disabilities	0	0	0	0
- Adequate soundproofing.	0	0	0	0

- Availability of equipment.	0	0	0	0
- Serviceability of equipment.	0	0	0	0
- Internet access was usable.	0	0	0	0
- Clean.	0	0	0	0
- Sufficient number of clean and accessible Toilets and washrooms	0	0	0	0
- Meals were sufficiently healthy.	0	0	0	0
- Meals had sufficient variety.	0	0	0	0

<i>C. Technical (Face-to Face/Online)</i>	Very Good	Good	Fair	Poor
- How would you rate your experience with the technology aspect?	0	0	0	0
- Quality of Audio	0	0	0	0
- Quality of Video	0	0	0	0
- Internet Connectivity (Online)	0	0	0	0
- Length of Session	0	0	0	0
- Visual Content and Graphics	0	0	0	0
- Platform Used (If Online)	0	0	0	0

II. PROGRAM MANAGEMENT TEAM

<i>Program Management</i>	4	3	2	1
- The program was structured properly	0	0	0	0
- Venue emergency evacuation plan is disseminated Before the start of the activity.	0	0	0	0
- Promotes solid waste management	0	0	0	0
- Socially-inclusive, gender-sensitive, non-discriminatory and non-stereotypical language is used at all times	0	0	0	0
- The program was managed efficiently	0	0	0	0
- Emerging welfare needs are immediately addressed	0	0	0	0
- Available when needed	0	0	0	0
- Responsive to the need of participants	0	0	0	0
- The emcee/host speaks with clarity and rapport	0	0	0	0
- Manage properly the closing program (insights, challenge, acceptance, and ways forward) is facilitated	0	0	0	0
- Manage adequately the distribution of certificates	0	0	0	0

How can the session be improved?

Feedback, comment and suggestion that will help us improve future events.

III. PROGRAM PROPER

Session/Activities/Discussion/Workshop	4	3	2	1
- The session started on time	0	0	0	0
- The organization of the opening program flow in logical (national anthem, ecumenical prayer, DepEd Quality Policy, welcome remarks, and introduction of participants.)	0	0	0	0
- Management of learning (leveling of expectation, agreeing on session norms, discussion of program objectives and matrix.	0	0	0	0
- The purpose of the session is clear	0	0	0	0
- The facilitator/s demonstrated mastery of the topic	0	0	0	0
- The facilitator/s explained the topics in an understandable level	0	0	0	0
- The facilitator/s accommodated my concerns and questions	0	0	0	0
- The time and pace allotted for each session was sufficient for me to absorb inputs or to accomplish outputs	0	0	0	0
- The session ended on time	0	0	0	0

Privacy Statement

The Department of Education (DepEd) is bound by law under the Data Privacy Act of 2012 (RA 10173). Your attendance to this online event aims to develop your skills in performing your tasks by virtue of your employment or affiliation with DepEd. By selecting the checkbox below this statement and clicking "Submit," you agree to the following:- 1) You express your consent for and authorize DepEd, through the organizers of this online orientation, to collect, process, and keep your personal information for lawful purposes related to the conduct of this online event. 2)DepEd, through the organizers of this online orientation, cannot disclose your personal information to any third parties without your explicit permission. It can, however, share said information with its bureaus/ office/ services and external agencies, affiliates, or partners to fulfill financial, logistic, and other contractual obligations, or to comply with law enforcement and legal processes.-3)The organizers of this online orientation may record this event for reference and documentation. By attending this event, you give DepEd and the organizers permission to include you and your likeness in or make you a subject of any communications media they see fit (photo, video, social media, or print). You certify that you have agreed to the above information and that you are well-informed of the purposes of this endeavor.

I confirm that I have read the statement above and agree to it.



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BUDGET MATRIX

PROFESSIONAL DEVELOPMENT PROGRAM/COURSE TITLE:	
LEARNING SERVICE PROVIDER:	
DELIVERY PLATFORM:	
SOURCE OF FUNDS:	
TOTAL TARGETED PARTICIPANTS:	
TARGET DATE/S:	PROPOSED VENUE/LOCATIONS:

BUDGET BREAKDOWN PER BATCH				
PARTICULARS	NO. OF PAX	NO. OF DAYS	UNIT COST	TOTAL ESTIMATED COST
Total Estimated Cost per Batch				

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I am agreeing to the NEAP Privacy Notice and giving my consent to the collection and processing these data in accordance thereto.

Signature of the Program Manager
Over Printed Name



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

SCHOOL-BASED PD PROGRAM DESIGN QUALITY STANDARDS CHECKLIST

Use this form for the review and evaluation of proposed INSET and LAC.

School	
Proposed PD Program	<input type="checkbox"/> INSET <input type="checkbox"/> Learning Action Cell

Instruction: Please put a check (/) mark on the standards that have already been satisfied. Otherwise, put a cross (x) mark and support it with a corresponding suggestion/s or comment/s.		
PD Program Component and Quality Standards	Status	Remarks
A. Strength of Research Base		
1. The proposed PD program is based on the results of competency-based professional development needs assessments (i.e., through individual development plans (IDPs), DepEd priorities across levels, learners' learning outcomes, etc.)		
2. The proposed PD program's content and methodologies are justified and supported by research literature or theories and/or legal bases (DepEd issuances/RA) if any.		
B. Alignment to the Professional Standards		
1. The proposed PD program responds to at least one PPST/PPSSH/PPSS domain, strand, and indicator, and/or other emerging needs of the Department.		
2. The target PPST/PPSSH/PPSS domain, strand, and indicator in each session is indicated.		
C. Target Participants Profile		
1. The proposed PD program identifies the career stage/s and profile (teacher/school head/supervisor, position, subject, and/or grade/year level taught) of the target participants.		

2. The target number of participants is specified.		
D. Articulation of Learning Objectives		
1. The proposed PD program's workplace development objectives and session objectives are articulated according to the SMART principles.		
2. The proposed PD program's workplace development objectives and session objectives are logically articulated to support the development of the target professional standard (domain, strand, and indicator).		
E. Session Contents		
1. Contents are appropriate and adequate to support the attainment of the learning objectives and expected outputs.		
2. Contents are accurate and based on credible sources of information.		
3. For subject content-based PD programs, contents align with the curriculum standards.		
4. Contents are organized according to the most appropriate sequence and structure.		
F. Soundness of Methodology		
1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) employ adult learning principles with opportunities to be active, experiential, social, self-directed and goal oriented.		
2. The methodologies describe in detail or step-by-step process how the assigned resource speaker will deliver content and engage participants.		
3. The methodologies indicate the relevant learning resources that the resource speaker and participants will use to support the attainment of the session objectives.		

4. The methodologies use recognized best learning practices such as motivational/mood-setting activities, modeling, etc.		
G. Assessment Strategies and Tools		
1. The formative and summative assessment strategies are varied and sufficient to assess learner's progress and proficiency in the target competencies for development.		
2. Appropriate assessment tools are identified and provided. Rubrics are available for performance/demonstration-based assessment.		
H. Expected Outputs		
1. The session outputs are concrete, e.g., reflection journal, TA Plan, lesson exemplar, rubrics, worksheets.		
2. The session outputs are relevant to the session objectives and can be realistically produced by participants within set time.		
I. Workplace Application		
1. The proposed PD program provides opportunities for development and application of acquired competencies: crafting and implementation of Learning Action Plan (LAP).		
2. The LAP can be realistically completed within an adequate period (exclusive of school breaks for teachers) using available resources in the workplace.		
J. Time Requirement		
1. The indicative dates of implementation of the proposed PD program do not interfere with the conduct of school-based instructionally relevant activities, especially the actual classroom teaching of teachers.		
2. Sessions are appropriately sequenced and adequately timed.		

K. Credentials/Expertise of Resource Speaker/Subject Matter Expert		
1. The Resource Speakers/Subject-Matter Experts' CVs reflect expertise relevant to the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered in the Speaker's/Subject-Matter Expert's session/s.		
L. Gender Equality, Disability and Social Inclusion		
1. Proposed PD program elements (i.e., participants selection criteria, activities, learning resource materials, resource speakers, and monitoring and evaluation, etc.) promote maximum engagement of participants from all backgrounds (disability, age, gender, religious and ethnic backgrounds).		
M. Monitoring and Evaluation		
1. The proposed PD Program M&E plan reflects the four levels of evaluation according to Kirkpatrick's Model (Level 1: Reaction; Level 2: Learning; Level 3: Behavior; and Level 4: Result).		
2. For Level 1, daily evaluation tool to measure how participants find the PD program favorable, engaging, and relevant to their jobs is indicated and submitted.		
3. For Level 2, formative and summative assessment tools to measure participants' acquired knowledge, skills, attitude, confidence, and commitment based on their participation in the PD program are indicated and submitted.		
4. For Level 3, the LAP template detailing how participants will apply what they learned from the PD program when they are back on the job is indicated and submitted.		
N. Budget and Costing		
1. Proposed budget per participant is within the allowable limits according to		

government budgeting, accounting, and auditing rules and regulations.		
2. The attached itemized expenditure reflects the cost of the proposed PD program vis-à-vis the allowable expenses.		

Reviewed by	Type name here
Signature	Sign here
Date	Click here to enter a date.



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SCHOOL-BASED PD PROGRAM DELIVERY QUALITY STANDARDS

Program Management

- The program management team and the resource speakers/subject-matter experts reviewed the quality assured program design and learning resource materials prior to implementation.
- The details of the planned program implementation (e.g., program objectives, date, etc.) are officially communicated to concerned offices/units and target participants.
- Special needs of the participants are noted.
- Sessions with mainly information diffusion objectives may engage in
- Training Venue
 - is in an accessible, safe, secure, and peaceful location.
 - has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, toilets, reception, parking, elevator, etc.)
 - has a sufficient number of clean and accessible toilets and wash rooms.
- The equipment/tools/supplies are adequate and readily available.
- All quality assured learning resource materials (i.e. slide decks, modules, worksheets, audiovisual presentation, etc.) are adequate and readily available.
- There is a provision for fast and reliable internet access.
- An option for soft copies of printed learning resource materials is available.
- Adequate session breaks (15-30 minutes mid-morning and mid-afternoon for snacks and stretching, and one hour for lunch) are provided in a timely manner.
- To the extent possible, “working breaks” are to be avoided, unless limited session time necessitates these.
- An adequate number of health personnel and a first aid kit with commonly used medicines are available. (applicable for INSET only)
- Information on the venue’s emergency evacuation plan is disseminated before the start of the activity.(applicable for INSET only)
- The PMT promotes good solid waste management in the venue by adopting the “clean as you go” practice.
- Socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language is used at all times during the program.
- Healthy, nutritious and adequate meals that consider the needs of participants and PMT members with special dietary requirements are provided. (applicable for INSET only)
- Zero-tolerance on the commission of sexual harassment, bullying, and intimidation is observed; incidents are handled by PMT within 24 hours from receipt of the report or information.
- Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.

- A short opening program which includes national anthem, ecumenical prayer, DepEd Quality Policy Statement, welcome remarks, and introduction of participants is facilitated. (applicable for INSET only)
- A management of learning at the start of the program to prepare learners for the learning process is facilitated. These include leveling of expectations, discussion of program objectives and matrix, and agreeing on session norms.
- A daily management of learning to prepare learners for the learning process is facilitated. These include nationalistic song, ecumenical prayer, attendance check, energizer, recap, and clearing session of the previous learning experience. (applicable for INSET only)
- Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).
- Daily attendance checks are done by the PMT.
- The PMT introduces the resource speakers/subject-matter experts.
- Program proceedings and participants' engagement are monitored and documented using the program documentation template.
- Daily debriefing with PMT and resource speakers/subject-matter experts is carried out and documented.
- The evaluation tool for Level 1 is administered at the end of the day according to the quality assured PD program design.
- The post-assessment is done at the end of the program according to the quality assured PD program design.
- The PMT consolidates the results of the participants' post-assessment.
- A short closing program which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, and closing remarks is facilitated.
- Distribute certificates of appearance, certificates of participation, and certificates of completion as may be applicable.
- Distribute certificates of recognition to invited resource speakers/subject-matter experts.
- PD Program completion report is prepared and submitted within 10 working days after the actual implementation of the program using the prescribed format.

Learning Management

- The session objectives are explained at the beginning of the session.
- The resource speakers/subject-matter experts use recognized best learning practices such as motivational/mood-setting activities, etc.
- Sessions are delivered based on the quality assured PD program design to ensure that session objectives are met, and any planned outputs are produced.
- Appropriate and timely adjustments to content, methodology, and schedule are done to address the emerging needs of learners.
- Participants are recognized as active learners and sources of learning and are engaged in meaningful discussions and activities. Assistance is given to them if necessary.
- The resource speakers/subject-matter experts perform the following tasks:
 - Exhibit expertise of the subject matter.
 - Deliver accurate content
 - Transition topics in a logical manner
 - Present concepts, information, and ideas with clarity and congruence to the training /session objectives and the type of participants
 - Manage learning time.

- ✓ Deliver sessions consistent with the time allotted.
- ✓ Inform participants of the time required for every activity or assessment.
- o Establish rapport with participants and encourage participation from them with consideration to their diversity and adult learning theory.
 - ✓ Encourage participants to be actively engaged in the session
 - ✓ Apply clean and appropriate humor in keeping the session lively
 - ✓ Observe gender, equality, disability, and social inclusion (GEDSI) in engaging with the participants
 - ✓ Sense and address the needs, potentials, strengths, and weaknesses of the participants that may affect the learning processes
 - ✓ Monitor the energy level of the participants during sessions
 - ✓ Make the learning relevant to the participant's experiences by using "real-life" examples and activities
 - ✓ Utilize a combination of different and engaging methods/activities appropriately
 - ✓ Give clear instructions in employing various strategies
- o Check for the understanding of participants and process their responses.
 - ✓ Ask questions that are clear and focused
 - ✓ Ask follow-up questions to clarify participants' responses
 - ✓ Paraphrase questions for clarity
 - ✓ Ask higher-order thinking skills questions to elicit participants' ideas
 - ✓ Respond in a fair and timely manner with respect to participants' questions and answers
 - ✓ Listen to the participants' ideas or responses
 - ✓ Paraphrase participants' ideas or responses to confirm what has been said
 - ✓ Conduct formative assessments to check the understanding of the participants
- o Establish and maintain a positive/non-threatening and comfortable learning environment.
- o Demonstrate good communication skills (verbal and non-verbal).
 - ✓ Use clear and appropriate language for learners
 - ✓ Express ideas with clarity, logic, and correct grammar
 - ✓ Use a non-verbal form of communication to reinforce the verbal message
 - ✓ Use a well-modulated voice in facilitating the session
- o Use appropriate technology with ease and confidence.
- o Synthesize the responses of the participants and the activities of the session.
 - ✓ Guide the group to a consensus or conclusion
 - ✓ Highlight important results of the activity
 - ✓ Generate ideas and concepts from the sharing of participants during the learning session/s
 - ✓ Identify the relationships between activities
- o Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations.
- o Present him/herself in a professional manner.
 - ✓ Accept feedback without being defensive and offensive and reflects on the feedback for self-improvement
 - ✓ Always observe proper decorum and warm and respectful behavior
 - ✓ Relate to others with sensitivity and a caring attitude



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PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

PURPOSE OF THE DATA GATHERING:

This monitoring tool aims to inform decisions on the conduct of the Professional Development (PD) Program in terms of: (a) replicating the program; (b) improving the program; and/or (c) discontinuing the program offering.

To ensure that the conduct of the quality assured PD Program aligns with the set standards and procedures, this tool will focus on gathering the following data:

- Actual participants of the PD Program vis-à-vis its target participants;
- Compliance and/or adjustments to the program design, learning resource materials (LRMs), resource persons/subject-matter experts, evaluation of learning, program management, and learning environment; and
- Immediate learning gained from the PD Program.

The data gathered will specifically answer the following key evaluation questions:

- a. Are the actual participants the same with the target participants of the PD Program?
- b. To what extent was the delivered PD Program compliant to the Detailed PD Program Design?
- c. To what extent were the resource speakers/subject-matter experts compliant to the PD Learning Management Quality Standards?
- d. To what extent were the LRMs compliant to the PD LRMs Quality Standards?
- e. To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?
- f. To what extent was the evaluation of learning compliant to the quality assured PD Program Design?
- g. To what extent was the learning environment compliant to the PD Program Delivery Quality Standards?



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Instruction: Kindly fill out this form based on your observation on the actual delivery of the PD Program. Put a check (/) in the box that corresponds to your response.

I. PROGRAM OWNER PROFILE AND PROGRAM DETAILS	
PD Program Owner:	
PD Program Manager:	
Title of the PD Program:	
Venue of the PD Program:	
Date of the PD Program:	

MONITORING AND EVALUATION OFFICER			
<i>Name of M&E Officers</i>	<i>Position</i>	<i>Office</i>	<i>Signature</i>



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II. PD PROGRAM MONITORING SECTION

INSTRUCTIONS:

1. Put a check (/) in the box that corresponds to your observation to the program.
2. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
3. For items with more than one indicator, compute the average to obtain a single rating.
4. To get the overall rating, calculate the average of all (7) categories.
5. Calculate the average of all seven (7) categories. To get the overall rating. (NOTE: All categories are considered crucial to any program, thus, weights are inapplicable.)
6. INTERPRETATION:

Rating	Description	Suggested IMMEDIATE Action
3.26 to 4.0	Fully met all agreed standards.	Feedback to program owner.
2.51 to 3.25	Partially met agreed standards.	Feedback to program owner.
1.76 to 2.50	Minimal conformance to the standards.	Feedback to the program owner and conduct debriefing.
1.0 to 1.75	Non-conformance to the standards.	Feedback to the program owner and conduct debriefing.

1.0 PARTICIPANTS

Are the actual participants the same with the target participants of the program?

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> About 91-100% of the actual participants are the target participants of the PD Program.	<input type="checkbox"/> About 81-90% of the actual participants are the target participants of the PD Program.	<input type="checkbox"/> About 51-80% of the actual participants are the target participants of the PD Program.	<input type="checkbox"/> About 50% or less of the actual participants are the target participants of the PD Program.
<input type="checkbox"/> About 91-100% of the actual participants are qualified to the selection criteria of the PD Program.	<input type="checkbox"/> About 81-90% of the actual participants are qualified to the selection criteria of the PD Program.	<input type="checkbox"/> About 51-80% of the actual participants are qualified to the selection criteria of the PD Program.	<input type="checkbox"/> About 50% or less of the actual participants are qualified to the selection criteria of the PD Program.



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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS

2.0 PROGRAM DESIGN

To what extent was the delivered PD Program compliant to the quality assured PD Program Design

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> The delivered PD Program: <ul style="list-style-type: none">• complied with and was consistent with the quality assured PD Program Design.	<input type="checkbox"/> The delivered PD Program fully complied with the following aspects: <ul style="list-style-type: none">• Professional Standards• Learning Objectives	<input type="checkbox"/> There were minor revisions in the design aspects of the PD Program: <ul style="list-style-type: none">• Professional Standards• Learning Objectives	<input type="checkbox"/> There were major revisions in the design aspects of the PD Program: <ul style="list-style-type: none">• Professional Standards• Learning Objectives



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<ul style="list-style-type: none">Made minimal adjustments to improve relevance by accommodating the pre-test results and considering other individual contexts of the participants.	<ul style="list-style-type: none">Session ContentsProgramMethodologySession OutputsLearningApplication Plan	<ul style="list-style-type: none">Session ContentsProgramMethodologySession OutputsLearningApplication Plan <p>* Adjustments were made to work on <u>clarity, logical sequence, and time allotment of sessions.</u></p>	<ul style="list-style-type: none">Session ContentsProgramMethodologySession OutputsLearningApplication Plan <p>* Adjustments were made to work on <u>clarity, logical sequence, and time allotment of sessions.</u></p>
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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS

3.0 RESOURCE PERSONS/SUBJECT-MATTER EXPERTS

To what extent were the resource speakers/subject-matter experts compliant to the PD Program Delivery Quality Standards?

RESOURCE PERSONS/SUBJECT-MATTER EXPERTS indicators:

- The session objectives are explained at the beginning of the session.
- The resource speakers/subject-matter experts use recognized best learning practices such as motivational/mood-setting activities, etc.



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- c. Sessions are delivered based on the quality assured PD program design to ensure that session objectives are met, and any planned outputs are produced.
- d. Appropriate and timely adjustments to content, methodology, and schedule are done to address the emerging needs of learners.
- e. Participants are recognized as active learners and sources of learning and are engaged in meaningful discussions and activities. Assistance is given to them if necessary.
- f. The resource speakers/subject-matter experts perform the following tasks:
 - Exhibit expertise of the subject matter.
 - ✓ Deliver accurate content
 - ✓ Transition topics in a logical manner
 - ✓ Present concepts, information, and ideas with clarity and congruence to the training /session objectives and the type of participants
 - Manage learning time.
 - ✓ Deliver sessions consistent with the time allotted.
 - ✓ Inform participants of the time required for every activity or assessment.
 - Establish rapport with participants and encourage participation from them with consideration to their diversity and adult learning theory.
 - ✓ Encourage participants to be actively engaged in the session
 - ✓ Apply clean and appropriate humor in keeping the session lively
 - ✓ Observe gender, equality, disability, and social inclusion (GEDSI) in engaging with the participants
 - ✓ Sense and address the needs, potentials, strengths, and weaknesses of the participants that may affect the learning processes
 - ✓ Monitor the energy level of the participants during sessions
 - ✓ Make the learning relevant to the participant's experiences by using "real-life" examples and activities
 - ✓ Utilize a combination of different and engaging methods/activities appropriately
 - ✓ Give clear instructions in employing various strategies
 - Check for the understanding of participants and process their responses.
 - ✓ Ask questions that are clear and focused



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- ✓ Ask follow-up questions to clarify participants' responses
- ✓ Paraphrase questions for clarity
- ✓ Ask higher-order thinking skills questions to elicit participants' ideas
- ✓ Respond in a fair and timely manner with respect to participants' questions and answers
- ✓ Listen to the participants' ideas or responses
- ✓ Paraphrase participants' ideas or responses to confirm what has been said
- ✓ Conduct formative assessments to check the understanding of the participants
- Establish and maintain a positive/non-threatening and comfortable learning environment.
- Demonstrate good communication skills (verbal and non-verbal).
 - ✓ Use clear and appropriate language for learners
 - ✓ Express ideas with clarity, logic, and correct grammar
 - ✓ Use a non-verbal form of communication to reinforce the verbal message
 - ✓ Use a well-modulated voice in facilitating the session
- Use appropriate technology with ease and confidence.
- Synthesize the responses of the participants and the activities of the session.
 - ✓ Guide the group to a consensus or conclusion
 - ✓ Highlight important results of the activity
 - ✓ Generate ideas and concepts from the sharing of participants during the learning session/s
 - ✓ Identify the relationships between activities
- Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations.
- Present him/herself in a professional manner.
 - ✓ Accept feedback without being defensive and offensive and reflects on the feedback for self-improvement
 - ✓ Always observe proper decorum and warm and respectful behavior



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✓ Relate to others with sensitivity and a caring attitude

- g. A session that helps participants to synthesize their learning should be facilitated (*for Learning Manager*).
- h. Learners are prepared for learning applications and re-entry to the workplace through mechanisms like the Workplace Application Plan (WAP) (*for Learning Manager*).

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> The sessions were delivered by the resource speakers/subject-matter experts as identified in the PD Program.	<input type="checkbox"/> Most of the sessions were delivered by the resource speakers/subject-matter experts as identified in the PD Program. Some of the sessions were delivered by alternatives who are equally excellent (or better).	<input type="checkbox"/> There were minor changes regarding the expected resource speakers/subject-matter experts to deliver the sessions. Almost half of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified in the quality assured PD Program.	<input type="checkbox"/> There were major changes regarding the expected resource speakers/subject-matter experts to deliver the sessions. More than half of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified in the quality assured PD Program.
<input type="checkbox"/> The resource speakers/subject-matter experts executed 91-100% of the following indicators in the PD Program Quality Standards for Learning Management.	<input type="checkbox"/> About 81-90% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.	<input type="checkbox"/> About 51-80% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by the resource speakers/subject-matter experts.	<input type="checkbox"/> About 50% or less of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.
<p>Note: Use the list above and identify the letters of indicators that were met.</p> <p>____; ____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p>	<p>Note: Use the list above and identify the letters of indicators that were met.</p> <p>____; ____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p>	<p>Note: Use the list above and identify the letters of indicators that were met.</p> <p>____; ____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p>	<p>Note: Use the list above and identify the letters of indicators that were met.</p> <p>____; ____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p> <p>____; ____; ____; ____; ____;</p>



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ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS

3.1. Participants' feedback on resource persons/subject-matter experts.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> About 91-100% of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> About 81-90% of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> About 51-80% of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> About 50% or less of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>

4.0 LEARNING RESOURCE MATERIALS



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To what extent were the LRMs compliant to the PD LRMs Quality Standards?

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> The learning resource materials were the same as the quality assured learning materials. The program owner fully complied with the PD LRMs Quality Standards.	<input type="checkbox"/> The learning resource materials used in the PD program were different from the quality assured LRMs. The LRMs were edited to better suit the session and are still compliant to the PD LRMs Quality Standards.	<input type="checkbox"/> About 30-50% of learning resource materials used were different to the quality assured LRMs.	<input type="checkbox"/> There were major changes in the learning resource materials used in the program than the quality assured LRMs.
<input type="checkbox"/> About 91-100% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	<input type="checkbox"/> About 81-90% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	<input type="checkbox"/> About 51-80% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	<input type="checkbox"/> About 50% or less of the learning materials aligned with the purpose of the methodology of the learning design were distributed.
<input type="checkbox"/> About 91-100% of the participants received a copy of the learning resource materials.	<input type="checkbox"/> About 81-90% of the participants received a copy of the learning resource materials.	<input type="checkbox"/> About 51-80% of the participants received a copy of the learning resource materials.	<input type="checkbox"/> About 50% or less of the participants received a copy of the learning resource materials.

ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS



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5.0 LEARNING EVALUATION SCHEME

To what extent was the evaluation of learning compliant to the quality assured PD program design?

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<p><input type="checkbox"/> The assessment strategies used in the PD Program were those submitted as part of the PD Program.</p> <p>The program owner fully complied with the PD Program in terms of the specified resource packages.</p>	<p><input type="checkbox"/> The assessment strategies used in the program were those as submitted as part of the PD Program.</p> <p>Pre-test and post-test, and/or other summative assessments</p> <p>Tool that measures participants' reaction and learning (Kirkpatrick's Evaluation Level 2)</p> <p>However, some assessment strategies were revised/changed to better measure results of the PD program.</p>	<p><input type="checkbox"/> About 30-50% of the assessment strategies used in the PD Program were different or had changed compared to those submitted as part of the PD Program.</p> <p>Pre-test and Post-test, and/or other summative assessments</p> <p>Tool that measures participants' reaction and learning (Kirkpatrick's Evaluation Level 2).</p>	<p><input type="checkbox"/> More than half of the learning assessment strategies used in the PD Program had major changes and were different compared to the submitted as part of the PD Program.</p> <p>Pre-test and post-test, and/or other summative assessments)</p> <p>Tool that measures participants' reaction and learning (Kirkpatrick's Evaluation Level 2)</p>



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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under columns C and D.)

REMARKS

6.0 PROGRAM MANAGEMENT

To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?

PROGRAM MANAGEMENT indicators:

- a. The program management team and the resource speakers/subject-matter experts reviewed the quality assured program design and learning resource materials prior to implementation.
- b. The details of the planned program implementation (e.g., program objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.
- c. Special needs of the participants are noted.
- d. Sessions with mainly information diffusion objectives may engage in.
- e. Socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language is used at all times during the program.
- f. Zero-tolerance on the commission of sexual harassment, bullying, and intimidation is observed; incidents are handled by PMT within 24 hours from receipt of the report or information.
- g. Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.
- h. A short opening program which includes national anthem, ecumenical prayer, DepEd Quality Policy Statement, welcome remarks, and introduction of participants is facilitated.



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- i. A management of learning at the start of the program to prepare learners for the learning process is facilitated. These include leveling of expectations, discussion of program objectives and matrix, and agreeing on session norms.
- j. A daily management of learning to prepare learners for the learning process is facilitated. These include nationalistic song, ecumenical prayer, attendance check, energizer, recap, and clearing session of the previous learning experience.
- k. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).
- l. Daily attendance checks are done by the PMT.
- m. The PMT introduces the resource speakers/subject-matter experts.
- n. Daily debriefing with PMT and resource speakers/subject-matter experts is carried out and documented.
- o. A short closing program which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, and closing remarks is facilitated.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> 91-100% of the following Program Management indicators were implemented: Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___; ___; ___; ___; ___; ___; ___; ___; ___; ___;	<input type="checkbox"/> 81-90% of the following Program Management indicators were implemented: Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___; ___; ___; ___; ___; ___; ___; ___; ___; ___	<input type="checkbox"/> 51-80% of the following Program Management indicators were implemented: Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___; ___; ___; ___; ___; ___; ___; ___; ___; ___	<input type="checkbox"/> 50% or less of the following Program Management indicators were implemented: Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___; ___; ___; ___; ___

ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under columns C and D.)



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REMARKS

6.1. Participants' feedback on program management.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> 91-100% of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> 81-90% of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> 51-80% of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> 50% or less of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>

ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under columns C and D.)
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REMARKS

7.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM



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To what extent was the venue for the face-to-face PD Program compliant to standards?

LEARNING ENVIRONMENT indicators:

- Is in an accessible, safe, secure, and peaceful location.
- Spacious enough and has an adequate number of seats for the participants.
- Is clean, well-lit, and well-ventilated.
- Free from interruptions or unnecessary noise.
- Has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, toilets, reception, parking, elevator, etc.).
- Has a sufficient number of clean and accessible toilets and washrooms.
- The equipment/tools/supplies are adequate and readily available.
- There is a provision for a fast and reliable internet connection.
- Session rooms are spacious enough and can accommodate 30-50 participants. (only if applicable)
- Session rooms are arranged according to the session objectives and methodologies. (only if applicable)
- Session rooms have designated areas for the members of the PMT. (only if applicable)
- Session rooms are provided for breakout sessions as indicated in the Program design. (only if applicable)

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> About 91-100% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___	<input type="checkbox"/> About 81-90% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___	<input type="checkbox"/> About 51-80% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___	<input type="checkbox"/> About 50% or less of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___

ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)



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REMARKS

7.1. Participants' feedback on the learning environment: Face-to-face PD Program.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> About 91-100% of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> About 81-90% of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> About 51-80% of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<input type="checkbox"/> About 50% or less of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>

ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS

7.2. LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM

To what extent was the set-up of the ONLINE PD Program compliant to standards?

LEARNING ENVIRONMENT: ONLINE LEARNING indicators:

- a. The learning platform (e.g., Zoom, Microsoft Teams) is reliable and accessible.
- b. Links were provided and communicated ahead of time.



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- c. Breakout rooms are readily accessible to participants.
- d. Includes interactive elements that ensure the active participation of the participants.
- e. There is a provision for user support that promptly responds to the concerns of the participants.
- f. There is a team on standby that promptly resolves the issues/problems encountered by the participants.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> About 91-100% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___	<input type="checkbox"/> About 81-90% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___	<input type="checkbox"/> About 51-80% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___	<input type="checkbox"/> About 50% or less of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ___; ___; ___

ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under columns C and D.)

REMARKS

7.3. Participants' feedback on the learning environment: Online PD Program.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
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<input type="checkbox"/> About 91-100% of the following indicators of the learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.	<input type="checkbox"/> About 81-90% of the following indicators of the learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.	<input type="checkbox"/> About 51-80% of the following indicators of the learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.	<input type="checkbox"/> About 50% or less of the following indicators of the learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.
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ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under columns C and D.)

REMARKS

III. SUMMARY OF FINDINGS

INSTRUCTIONS:

1. Assign the following points to each column that was selected during observation.
2. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
3. For items with more than one indicator, compute the average to obtain a single rating.
4. Calculate the average of all seven (7) categories. To get the overall rating. (NOTE: All categories are considered crucial to any Program, thus, weights are inapplicable.)
5. INTERPRETATION:

Rating	Description	Suggested IMMEDIATE Action
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3.26 to 4.0	Fully met all agreed standards and Exceeded Expectations.	Feedback to program owner.
2.51 to 3.25	Fully met all agreed standards and expectations.	Feedback to program owner.
1.76 to 2.50	Partially met all agreed standards and expectations	Feedback to the program owner and conduct debriefing.
1.0 to 1.75	Minimal conformance to all agreed standards and expectations.	Feedback to the program owner and conduct debriefing.

INDICATORS	M&E Officer	Participants	Category Rating
1.0 PARTICIPANTS Are the actual participants the same with the target participants of the PD Program?			
2.0 LEARNING DESIGN To what extent was the delivered PD Program compliant to the Detailed PD Program Design?			
3.0 RESOURCE PERSON/SUBJECT-MATTER EXPERTS To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?			
3.1 PARTICIPANTS' FEEDBACK ON RESOURCE PERSON/SUBJECT-MATTER EXPERTS To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?			
4.0 LEARNING RESOURCE MATERIALS To what extent were the LRMs compliant to the PD LRMs Quality Standards?			
5.0 LEARNING EVALUATION To what extent was the evaluation of learning compliant to the quality assured PD Program Design?			
6.0 PROGRAM MANAGEMENT To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?			
6.1 PARTICIPANTS' FEEDBACK ON PROGRAM MANAGEMENT To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?			



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7.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM To what extent was the venue for the face-to-face PD Program compliant to standards?			
7.1 PARTICIPANTS' REACTION ON THE LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM To what extent was the venue for the face-to-face PD Program compliant to standards?			
7.2. LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM (ONLY IF APPLICABLE) To what extent was the set-up of the Online PD Program compliant to standards?			
7.3. PARTICIPANTS FEEDBACK ON LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM (ONLY IF APPLICABLE) To what extent was the set-up of the Online PD Program compliant to standards?			
TOTAL RATING			

MAJOR OBSERVATION, FINDINGS, AND RECOMMENDATIONS	
MAJOR OBSERVATION AND FINDINGS	RECOMMENDATIONS
Empty space for Major Observation and Findings	Empty space for Recommendations



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<i>Name and signature of Monitor</i>	<i>Name and signature of Program Manager</i>

IV. LEVEL 2 - POST ASSESSMENT RESULTS

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> About 91-100% of the participants passed the post-assessment.	<input type="checkbox"/> About 81-90% of the participants passed the post-assessment.	<input type="checkbox"/> About 51-80% of the participants passed the post-assessment.	<input type="checkbox"/> 50% or less of the participants passed the post-assessment.

ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under columns C and D.)

REMARKS

MAJOR OBSERVATION, FINDINGS, AND RECOMMENDATIONS



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MAJOR OBSERVATION AND FINDINGS	RECOMMENDATIONS

<i>Name and signature of Monitor</i>	<i>Name and signature of Program Manager</i>



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SCHOOL-BASED PD PROGRAM LEARNING ACTION PLAN (LAP)

Name		School	
Designation		Learning Area Specialization	

Key Result Area/s (KRA)	<i>Indicate the focus KRA (PPST Domain) to which this Learning Action Plan will contribute.</i> KRA 1. Content, Knowledge, and Pedagogy
Learning Action Plan Objective/s	<i>Specify the objective (target indicator) under the focus KRA of the IPCRF.</i> 1. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy. 2. Apply a range of teaching strategies to develop critical and creative thinking as well as other hi thinking skills.

Target Critical Behaviors for Improvement <i>(Specify performance you aim to improve to help attain your LAP objective (target PPST indicator))</i>	Action Steps/Activities <i>(Identify actions or activities through which you will be able to improve your target critical behaviors. This shall be aligned with your regular function including special assignment.)</i>	Timeline <i>(Specify the schedule or dates within which you will undertake your activities.)</i>	Indicator/s of Success <i>(Specify what will demonstrate or validate that you have successfully applied critical behaviors, e.g., output you will be able to produce, skills you will be able to demonstrate documented by an observation form.)</i>	Support Needs provided <i>(Identify resource expert support n undertake activities will provide t</i>

Prepared by	Type name here
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ACTUAL PARTICIPANTS SHEET

School Name:								
School ID:								
PD Program/Activity Title:								
Start date of PD program/activity:								
End date of PD program/activity:								
Last Name	First Name	Middle Initial	Name extension (e.g., Sr., Jr., I, II, III, etc.)	Plantilla position	Sex	DepEd email address	Tax Identification Number (TIN)	PRC Lice number applicat



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PD PROGRAM COMPLETION REPORT FORM

PD Program Owner:		
Contact Person:	Designation:	
Contact No.:	Email Address:	
Program Title:		
Date of Conduct:		
Venue:		
Total No. of Participants:	Male:	Female:
Executive Summary: <i>May include the program description and its objectives, and the daily proceedings of the conduct of the program.</i>		
M and E Analysis <i>Analysis should include:</i> <ul style="list-style-type: none">• <i>Summary of results from the participants' evaluation of the program (level 1)</i>• <i>Summary of results from the participants' learning of the program (pre/post-test)</i> <i>Strengths and areas for improvement should be identified in this section</i> <i>*Use separate page if necessary</i>		
General Comments and Issues Encountered <i>In this section make any general comments about the program and identify any issues encountered in relation to:</i> <ul style="list-style-type: none">• <i>its delivery</i><ul style="list-style-type: none">- <i>resource persons/ learning facilitators</i>- <i>participants</i>- <i>content of program</i>- <i>delivery strategies</i>- <i>training materials</i>• <i>its management</i><ul style="list-style-type: none">- <i>prior to delivery</i>- <i>during the training proper</i>		



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<i>Other issues</i>
Photo Documentation <ul style="list-style-type: none">• <i>Must be PDF File</i>• <i>5 pictures per day only</i>• <i>Each day should contain descriptions</i>
Recommendations <p><i>In this section discuss any recommendations you may have to improve future programs and for policy actions. Suggestions may cover program management, facilitation, session guides, resource materials, other concerns.</i></p>

I hereby declare the information provided in this program completion report is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made. I further allow DepEd-NEAP to investigate the authenticity of all the documents submitted.

I agree that DepEd-NEAP to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

Sign off by the Program/Course Manager or its equivalent.

P/C Manager:
Signature:
Date:

*Attached here are the **Actual Participants Profile Sheet** and **Financial Report**

To be signed by the School Principal

School Principal's Name	Type here
Signature	Sign here
Date	Click here to enter a date.

This Form is not valid if not signed.