14 August 2023

DIVISION MEMORANDUM
NO. **3 9 3**   S. 2023

INTERIM GUIDELINES FOR THE QUALITY ASSURANCE AND MONITORING AND EVALUATION OF THE NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES CORE PROGRAMS

To: OIC, Assistant Schools Division Superintendent
        Chief Education Supervisor
            Curriculum Implementation Division
        OIC, Chief Education Supervisor
            School Governance and Operations Division
        Public Schools District Supervisors
        Heads of Public Secondary and Integrated Schools
        All Others Concerned

1. Attached is DepEd Memorandum No. 044, s. 2023 titled *"Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs"*.

2. Immediate dissemination of this Memorandum is desired.

MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

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

        BUREAUS AND OFFICES
        MONITORING AND EVALUATION
        NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES
        OFFICIALS
        PROGRAMS
        RECOGNITION
        RULES AND REGULATIONS
        TEACHERS

DepEd MEMORANDUM
No. **044** , s. 2023

INTERIM GUIDELINES FOR THE QUALITY ASSURANCE AND MONITORING AND EVALUATION OF THE NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES CORE PROGRAMS

To: Undersecretaries
        Assistant Secretaries
        Bureau and Service Directors
        Regional Directors
        Schools Division Superintendents
        All Others Concerned

1.   Following the issuance of DepEd Memorandum No. 012, s. 2023 titled Moratorium on the Implementation of DepEd Order (DO) No. 001, s. 2020 (Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders), the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), pursuant to DO 011, s. 2019[1], issues the enclosed **Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of NEAP Core Programs**.

2.   The NEAP Core Programs are professional development programs and interventions aimed at building and enhancing teachers' and school leaders' professional knowledge, skills, and attitudes, thereby sustaining quality teaching and promoting career progression.

3.   This Memorandum establishes the standards and procedures in the design, development, delivery, and evaluation of all DepEd Central Office-initiated professional development programs for teachers and school leaders aligned with the priorities of NEAP in collaboration with the Curriculum and Teaching Strand.

4.   These guidelines shall remain in effect until the issuance of the DepEd Professional Development (PD) System. Only priority PD programs that satisfactorily comply with the quality assurance standards and procedures shall be implemented, monitored, and evaluated as officially part of the DepEd professional development program.

5.   For inquiries and concerns, please contact the **National Educators Academy of the Philippines**, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email address at neap.od@deped.gov.ph.

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[1] Implementation of the NEAP Transformation

6.   Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

GLORIA JUMAMIL-MERCADO
Undersecretary

Encl.:
    As stated

References:
    DepEd Order (Nos. 001, s. 2020 and 011, s. 2019)
    DepEd Memorandum (No. 012, s. 2023)

To be indicated in the <u>Perpetual Index</u>
    under the following subjects:

        BUREAUS AND OFFICES
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INTERIM GUIDELINES FOR THE QUALITY ASSURANCE AND MONITORING AND EVALUATION OF NEAP CORE PROGRAMS

I.   Background

The Department of Education (DepEd) recognizes the impact of quality of teachers and school leaders on student learning outcomes. In achieving DepEd's ultimate goal of producing Filipinos who are able to realize their full potential and contribute meaningfully to building the nation (BEDP 2030), the continuous reskilling and upskilling of teachers and school leaders is imperative.

The National Educators Academy of the Philippines, being the training arm of DepEd, responds to the call of one of the four components of the MATATAG Agenda, that is, to "Give support to teachers to teach better" through the development and delivery of needs-responsive, relevant, effective, and accessible professional development programs.

As it strengthens its transformation (DepEd Order No. 011, s. 2019), NEAP is currently reviewing its existing systems and processes towards establishing a professional development system that aims to further streamline professional development, make training programs programmatic and accountable, generate efficiency in resources, and effectively link professional development to career progression. Hence, the issuance of DepEd Memorandum No. 12, s. 2023 titled Moratorium on the Implementation of DepEd Order No. 001, s. 2020 (Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders).

In the interim, DepEd shall prioritize the implementation of professional development programs aligned with the NEAP and the Curriculum and Teaching Strand collaborative priorities.

To ensure that teacher and school leaders are provided with PD programs that are evidence-informed, standards-based, and results-driven, these Guidelines establish the quality assurance and monitoring and evaluation requirements and procedures.

II. Scope

This Memorandum provides guidelines on the design, development, delivery, and evaluation of DepEd Central Office initiated professional development programs aimed at ensuring the continuous development and provision of quality PD programs to DepEd teachers and school leaders.

Only DepEd Central Office Bureaus/Services/Units may design, develop, and submit proposed professional development programs for teachers and school leaders to NEAP for the purpose of obtaining Quality Assurance Certification and consequent inclusion into the NEAP Core Programs.

Regional and Schools Division Offices shall only conduct field implementation, monitoring and evaluation of DepEd Central Office developed professional development programs for teachers and school leaders consistent with the standards set by these guidelines.

PD program service providers external to DepEd may continue to offer PD programs subject to the voluntary participation of teachers and school leaders. Hence, endorsements or issuance of DepEd Advisory shall no longer be made.

Only Quality Assured DepEd Central Office developed PD programs shall be implemented in DepEd as officially part of DepEd professional development program.

III.   Quality Assurance and Monitoring and Evaluation (QAME) Framework for NEAP Core Programs

The QAME Framework for NEAP Core Programs adheres to the philosophy of evidence-informed, standards-based, and results-driven professional learning. It shall provide a goal-oriented focus and direction to the provision of professional development programs for teachers and school leaders.

To enable NEAP to carry out its mandate of providing Tatak NEAP professional development programs, the following framework as shown in Figure 1. *QAME Framework* for *NEAP Core Programs* is adopted.
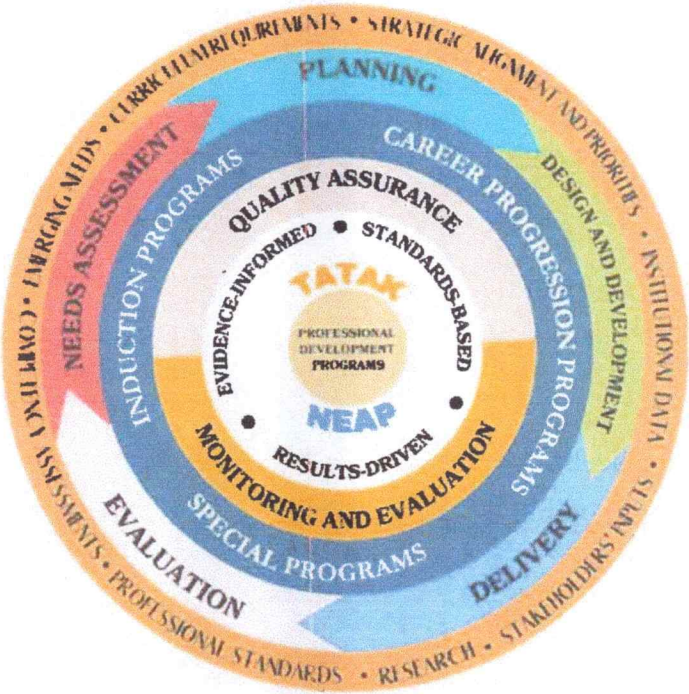

Figure 1. Quality Assurance and Monitoring and Evaluation (QAME) Framework for NEAP Core Programs

Crucial to providing needs-responsive, relevant, effective, and accessible professional development programs is to ensure that the development process undertaken:

a.   aligns with the organizational goals and priorities, curriculum requirements

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and professional standards for teachers and school leaders;

b. responds to the emerging needs, results of competency assessments, and institutional data; and

c. values research and stakeholders' inputs.

The development of all NEAP Core Programs is guided by the following key processes:

a. Competency-based needs assessment – determining professional development needs of teachers and school leaders in key performance areas and identifying competency gaps that affect individual and organizational performance

b. Planning – clarifying the strategic performance goals and developing the workplace development objectives (WDO) or the learning results chain and identifying the appropriate PD program (Induction Program, Career Progression Program, or Special Program) to address priority competency gaps identified in competency-based needs assessment

c. Design and development - formulating comprehensive and coherent various PD program design elements (target learners, learning objectives, content, methodologies, assessments, and outputs)

   i. LR Package Development - identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages based on the PD program design

d. Delivery - implementing the program for intended learners based on the quality-assured design, using the learning resource packages that have been developed to facilitate competency development

e. Evaluation – implementing the four levels of evaluation (Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results) according to the quality-assured Monitoring and Evaluation Plan

The NEAP Quality Assurance Division conducts quality assurance to assess the practice of the PD program development processes particularly from needs assessment to design and development and monitoring and evaluation to assess the PD program delivery and measure the learning outcomes, workplace application, and impact that resulted from these PD programs. The conduct of the QAME ensures that DepEd teachers and school leaders are provided with the Tatak NEAP (evidence-informed, standards-based, and results-driven) professional development programs.

IV. The NEAP Core Programs

The NEAP Core Programs are programmatic and competency-based formal professional development programs and interventions aimed at building and enhancing teachers and school leaders' professional knowledge, skills, and attitudes, thereby sustaining quality teaching and promoting career progression. Pursuant to DepEd Order No. 011, s. 2019, the NEAP Core Programs are categorized as follows:

A. Induction Programs

Induction Programs are support mechanisms put in place to assist a newly hired or newly promoted DepEd teacher or school leader in adapting to new workplace culture and become effective and efficient in performing his or her functions as a full-fledged DepEd personnel. Moreover, induction programs consolidate and harness entry-level competencies in preparation for career progression.

Induction programs run for at least one year. An assessment is administered at the end of the program to gauge the level of readiness of the DepEd personnel for his or her new role.

An induction program is a prerequisite for any of the courses for each job group.

B. Career Progression Programs

Career Progression Programs are professional development programs for teachers and school leaders to improve their professional practice and support their promotion by gaining developmentally gradated knowledge, skills, and attitude anchored on the Philippine Professional Standards of each job group. These are composed of Regular Programs, Subject Content Programs Supporting Quality Teaching, and Master Classes and are taken after completing the Induction Programs.

1. Regular Programs

Regular programs are aimed at elevating the professional practice of teachers and school leaders in order to meet the indicators of higher career stages (i.e., Proficient to Highly Proficient, Highly Proficient to Distinguished).

These programs are focused on

a. building and consolidating teachers' and school leaders' competencies to perform their expected functions at their current career stages.

b. supporting teachers' and school leaders' promotion by developing their knowledge, skills, and attitude against the career stages of the relevant professional standards.

c. supporting assessment of teachers' and school leaders' competencies linked to their professional learning needs identified through the analysis of RPMS and their respective professional standards.

Regular programs are non-subject specific and cover one or more PPST/PPSSH/PPSS indicators. These programs discuss fundamental topics every teacher and school leader should know. Therefore, the first six (6) subjects or 18 units taken should fall under regular programs or a combination of regular and subject content programs.

Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

2. Subject Content Programs Supporting Quality Teaching

Subject content programs supporting quality teaching are priorities of the Curriculum and Teaching strand and are focused on improving teachers' and school leaders' understanding, skills, and capacity to teach or conduct appropriate instructional supervision of relevant subject areas.

These programs are aimed at:

a. supporting elementary, JHS, and SHS teachers in improving their content knowledge and pedagogical content knowledge that are consistent with the findings of the Teacher Development Needs Survey (TDNS) and other relevant studies;
b. supporting school leaders, such as EPSs and PSDSs, in conducting appropriate, effective, and efficient instructional supervision of relevant subject areas; and

c. linking content knowledge and pedagogical content knowledge through, for example, formative assessment, and assessment in general, to provide baseline information for teachers and school leaders.

They respond to one or a combination of PPST/PPSSH/PPSS indicators and are directly linked to a specific discipline. These programs emphasize the development of content and pedagogical content knowledge. As such, subject content programs are offered only to participants who teach the discipline that the program covers. Due to the direct and critical role it plays in one's teaching and supervisory practice, subject content programs or a combination of subject content and regular programs shall be the first six (6) subjects, or 18 units taken by a DepEd personnel.

Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

3. Master Classes

Master classes cover topics that develop competencies inherent to the participants' professional standards but are beyond their expertise (e.g., Use of ICT – PPST Domain 1.3, Financial Management – Domain 2.2, Coaching and Mentoring the Mentors (Support for instructional leadership) – Domain 3.1). They respond to the DepEd personnel's immediate and emerging tasks. These programs are delivered by expert practitioners of the topic. For teachers and school heads, master classes may be delivered through the Learning Action Cell and In-Service Training (INSET) consistent with the Policy Guidelines for INSET.

These are delivered by expert practitioners of the discipline (i.e., ICT practitioner, financial management expert, coaches and mentors), applied and participatory in approach, and should be offered to small groups to maximize impact on teacher and school leader quality.

While different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application, one final output or performance shall be the main exit

assessment for master classes.

C. Special Programs

Special programs cover topics indirectly linked to one's immediate function, which is either a designated special task or support for policy implementation. This program shall be taken after the first six (6) subjects, or 18 units combined regular and subject content programs.

Different forms of assessments shall be employed to diagnose knowledge and practice, monitor progress, and quantify or qualify learning and application.

(Refer to Enclosure No. 2 for the NEAP Core Programs Categorization Checklist)

V. Development of NEAP Core Programs

To ensure best practice and outcomes in the development and implementation of PD programs, PD program owners shall adhere to the following PD program development procedures.

A. Preparing the Professional Development Program Proposal

The planning, design, and development of the detailed Professional Development (PD) program proposal shall adhere to the following key steps and quality standards.

1. Establish the rationale of the proposed PD program to be proposed.
2. Identify the target PPST/PPSSH/PPSS domain, strand, and indicator for development.
3. Profile and select target participants *(Refer to Enclosure No. 3 for the Target Participants Profile Sheet)*.
4. Develop Workplace Development Objectives (Learning Results Chain)

    a. Results objective (Impact)
    Determine what improvements in the condition of learners or positive changes in the organizational systems or processes may be expected as a result of participants' improved competency and performance.

    This is based on the Department's strategic directions, goals, and objectives, which are cascaded and contextualized in the Regional and Schools Division Education Development Plans, and School Improvement Plans.

    b. Application objective (Outcomes)
    Determine what participants should be able to perform back in their workplace to demonstrate behavioral change/change in performance.

c. Terminal objective (Output)
   Determine what concrete output/s participants should be able to produce at the end of the PD program to demonstrate application of competencies.

d. Enabling objectives (Competencies)
   Also referred to as competencies, determine what job tasks or roles in the form of knowledge, skills, and attitude the participants should be able to acquire from the PD program.

5. Develop a comprehensive PD Program M&E plan according to Kirkpatrick Four-Level Training Evaluation Model. (*Refer to Enclosure No. 4 the Detailed PD Program Design Form and M&E Plan Form*).

Level 4: Results	Degree to which targeted impact occurs as a result of the learning event(s) and subsequent reinforcement.
Level 3: Behavior	Degree to which learners apply what they learned during the PD program when they are back on the Job.
Level 2: Learning	Degree to which learners acquire intended knowledge, skills, and attitudes from their participation in the PD program.
Level 1: Reaction	Degree to which participants react favorably to the learning experience.

6. Develop session objectives.
7. Select and organize content.
8. Determine a variety of methodologies.
9. Identify all learning resource materials to support the delivery of each session.
10. Determine assessment strategies and tools.
11. Determine session outputs.
12. Estimate time requirement.
13. Ensure that the proposed PD program design promotes Gender Equality, Disability and Social Inclusion.
14. Identify appropriate resource speakers/subject-matter experts who will deliver assigned session/s (*Refer to Enclosure No. 5 for the Curriculum Vitae of Resource Speaker/Subject-matter Expert*).
15. Plot the elements mentioned above in the Detailed PD Program Design Form (*Refer to Enclosure No. 4 for the Detailed PD Program Design Form and M&E Plan Form*).
16. Design Session Guides (*Refer to Enclosure No. 6 for the Session Guide Form*) consistent with the Detailed PD Program Design Form.

17. Design Workplace Application Plan (WAP) template and WAP implementation rubric (*Refer to Enclosure No. 7 for the sample WAP template*).
18. Estimate budget requirements.
19. Identify PD Program Management Team (PMT) who will be assigned to manage the delivery components of the program.
20. Review the PD program design using the quality standards checklist (*Refer to Enclosure No. 8 for the PD Program Design Quality Standards Checklist*).

B. Developing Learning Resource Materials (LRMs)

LRMs include those used by learners such as handouts, brochures, worksheets, templates, manuals or tool kits, activity materials (e.g., case studies, structured learning exercises, etc.), learning journal or diary, and job aids. These could also be the materials used by the resource speaker or subject-matter expert such as session guide and related references, presentation materials, non-print materials (e.g., video, and other multimedia materials), and activity materials.

The gathering and development of LRMs shall adhere to the following key steps and quality standards (*as outlined in the Enclosure No. 9 PD LR Materials Quality Standards Checklist*).

1. Review specifications and standards for each learning resource material (LRM).
2. Identify available LRMs for adoption, modification, and new LRMs for development.
3. Evaluate LRMs for adoption and/or modification.
4. Refine LRMs as necessary, following the consolidated revision suggestions from the internal review.
5. Develop new LRMs as deemed necessary.
6. Evaluate newly-developed LRMs.
7. Refine newly-developed LRMs as necessary, following the consolidated revision suggestions from the internal review.

C. Delivery of Quality Assured PD Programs

The Program Delivery is divided into two: program management and learning management. The former is the responsibility of the Program Management Team while the latter is the responsibility of the resource speakers/subject-matter experts.

The program management ensures that the program will be implemented effectively and efficiently based on the standards while learning management covers the delivery of content and methodologies according to the adult learning principles. Learning management is also expected to utilize active learning methods promoting participants' engagement with the content and meaningful interactions through discussion, problem solving, hands-on skill

building, and output making. The active learning hours shall cover the delivery of sessions and management and assessment of learning.

The delivery of the quality-assured Professional Development Programs shall adhere to the following key steps and quality standards *(as outlined in the Enclosure No. 10 PD Program Delivery Quality Standards).*

Program Management:

1. Review the quality-assured PD program design and learning resources materials.
2. Communicate the conduct of programs to the concerned offices and to the target participants.
3. Ensure that the venue is compliant with the facilities standards.
4. Check the availability of the learning resource materials as well as the equipment/tools/supplies needed for the program delivery.
5. Ensure the program is carried out in a learning environment that supports participants' well-being.
6. Administer the pre-assessment before the start of the program.
7. Conduct preliminary activities during the delivery proper: opening program and management of learning.
8. Manage the conduct of the sessions: attendance, introduction of resource speakers, documentation *(Refer to Enclosure No.11 for PD Program Documentation Form)*, and debriefing.
9. Administer end of day evaluation (Level 1) *(Refer to Enclosure No.12 for Sample End-of-Day Evaluation Tool)*, formative, and summative assessments (Level 2).
10. Conduct closing ceremonies which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, closing remarks, and distribution of certificates.

Learning Management:

1. Prepare the participants for learning by explaining the session objectives and utilizing best learning practices.
2. Facilitate learning based on the quality-assured PD program.
3. Integrate learning by allotting a session for synthesis and preparation of WAP.

D. End-of-PD Program Evaluation

The End-of-PD Program Evaluation aims to measure the efficiency, effectiveness, and continuous improvement of PD programs. It is conducted after the PD program has been completed, when the participants have returned to their workplace and begin to apply what they have learned from the PD program. It measures the Level 1 - Reaction, Level 2 - Learning, Level 3 – Behavior, and Level 4 - Outcomes and Impacts resulting from the PD programs.

The end-of-PD-program evaluation shall adhere to the following steps and guidelines:

1. Submit Accomplished PD Program Completion Report *(Refer to Enclosure No. 13)*	PD Program Completion Report contains the following:
	i. The executive summary includes the program description and its objectives, and the daily proceedings of the conduct of the program.
	ii. The M&E Analysis includes a summary of:
	   1. Level 1: participants' evaluation of the program (daily over-all rating, summary of comments and suggestions, and over-all strengths and areas for improvement)
	   2. Level 2: participants' learning (summary of results of pre-test and post-test and/or other summative assessments).
	  b. General comments and issues encountered in relation to program delivery and management.
	  c. Recommendations for improvement of future programs and policy action.
	  d. Photo Documentation (five pictures per day with descriptions).
	  e. Attachment includes:
	    i. Actual Participants Profile Sheet *(Refer to Enclosure No. 14)*
	    ii. Financial Report

2. Prepare an Inception Plan *(Refer to Enclosure No. 15)*
• Level 3 (Behavior Evaluation)
	a. The Inception Plan assesses:
	Behavior Evaluation
	   i. WAP accomplishments against agreed objectives/targets (and also how well the targeted competencies were demonstrated on the job)
	   ii. Improvement in individual competencies (link to IPCRF-IDP – Were the learning objectives met? Were the identified development needs addressed? What improvement in competencies are demonstrated?)
	b. The Inception Plan covers, but is not limited to, the rationale, evaluation questions, target respondents, data collection methods, instruments to be used, timeline of the evaluation and personnel involved consistent with the

	details indicated in the M&E Plan, and references.
3. Conduct of Level 3 Evaluation	a. Adheres to Republic Act 10173 or the Data Privacy Act of 2012 b. Informed consent was obtained from potential participants. c. The participants' anonymity and confidentiality were protected. d. Deceptive practices were avoided. e. The participants were given the right to withdraw from participating in the evaluation. f. The evaluation takes account of local contexts including sensitivities around gender and marginalized groups. g. All data gathered is stored securely and is only accessible to the PMT. h. Raw data gathered shall be stored for a minimum of 5 years, after which they will be destroyed.
4. Analyze evaluation results and submit Level 3 Evaluation Report (Refer to Enclosure No. 16)	a. The evaluation responds to information needs, in particular as expressed in the terms of references. b. The design of the evaluation adequate for obtaining the results needed to answer the evaluation questions. c. The data collected are adequate for their intended use and have their reliability been ascertained. d. The data are systematically analyzed to answer evaluation questions and cover other information needs in a valid manner. e. The findings follow logically from and are justified by the data/information analysis and interpretations. f. Conclusions are unbiased and fully based on findings. g. Areas needing improvements are identified and are consistent with the conclusions. The suggested options are realistic and impartial. h. The report is well-structured, balanced and written in an understandable manner.

The preparation and submission of End-of-PD Program Evaluation Reports shall be consistent with the following:

Document	Timeline	Person Responsible	Recipient
1. PD Program Completion Report of National Implementation	Shall be submitted within 30 working days after the national implementation of the PD Program	PD Program Owner	NEAP-QAD
2. PD Program Completion Report of Field Implementation	Shall be submitted within 30 working days after the field implementation of the PD Program	Program Management Team in the Region	PD Program Owner
3. Consolidated PD Program Completion Report of Field Implementation	Shall be submitted within 30 working days after the receipt of all PD Program Completion Reports of Field Implementation	PD Program Owner	NEAP-QAD
4. Inception Plan	May be prepared as soon as PD Program proposal is quality assured. Shall be submitted within 14 working days before the conduct of evaluation of Level 3	PD Program Owner	NEAP-QAD
5. Data on Level 3 Regional Evaluation	Shall be submitted within 60 working days after the completion of Level 3 Monitoring and Evaluation	PMT in the Regions in coordination with SDO-SMME and other persons responsible identified in the M&E Plan	PD Program Owner
6. Level 3 Evaluation	Shall be submitted within	PD Program Owner in	NEAP-QAD

Report	60 working days after the receipt of Data on Level 3 Regional Evaluation	coordination with the PMT in the region	

VI. Quality Assurance and Monitoring and Evaluation Procedures

A. All proposed professional development programs shall be quality-assured consistent with the following steps and requirements:

1. DepEd Bureaus/Services/Units shall propose professional development programs for DepEd teachers and school leaders aligned with the following priority programs:

    a. Leaning Camps for Math, Science, and English (Grades 8 and 9)
    b. Higher Order Thinking Skills for English, Science, and Math (Grades 7 to 12)
    c. Literacy and Numeracy Training (K to 12 Teachers)
    d. Content Knowledge and Pedagogy Training for other learning areas (Grades 7 to 12)
    e. Revised K to 10 Curriculum Training for Teachers
    f. National Reading Program
    g. National Mathematics Program
    h. Comprehensive Sexuality Education
    i. Digital teaching and learning
    j. Learning area specialization/subject content programs
    k. Other programs determined by the Curriculum and Teaching Strand and NEAP as priority

2. The proposed PD program design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the Competency-based Needs Assessment Report. All proposed PD program designs, regardless of modality, shall contain the following key elements:

    a. PD Program Proposal
        i. PD Program Owner Profile
        ii. PD Program Description
           (1) Program Title
           (2) Rationale (discussion of the PDNA results; literature; legal basis)
           (3) Workplace Development Objectives (WDO) or the Learning Results Chain (Results, Application, Terminal, and Enabling Objectives)
           (4) Profile of the target participants, including baseline data on proficiency level/career stage
           (5) Target domain/s, strand/s, and indicator/s
           (6) Indicative dates of implementation
           (7) Delivery Modality
        iii. Detailed PD Program Design (time requirement, session objectives, topics/content areas, methodologies and resources, assessment strategies and tools, outputs, and assigned resource speaker.

  iv. PD Program Monitoring and Evaluation plan
  v. Program Implementation Plan (PIP)

 b. Other required attachments
  i. Curriculum vitae of resource speakers/subject-matter experts
  ii. Assessment tools (formative and summative measures and rubrics)
  iii. Workplace application plan template and implementation rubric
  iv. All LR materials (session guides, slide decks, modules (if applicable))

 c. The Target Participants Profile Sheet is to be submitted to NEAP-QAD within 14 working days prior to the implementation of the PD Program.

3. All duly prepared PD Program Proposals shall be submitted to NEAP-QAD for quality assurance 45 working days before the implementation.

 a. PD program proposals shall be submitted through the online submission box during the period of call for submission for PD programs quality assurance as announced by NEAP.

4. PD program owner shall receive an acknowledgement slip from NEAP-QAD within 3 working days upon receipt of the PD proposal with complete required documents.

5. Duly submitted PD program proposals shall be evaluated consistent with the PD Program Design Quality Standards Checklist by PD program design evaluators and PD program content evaluators from NEAP-QAD and non-DepEd partners.

6. PD program proposals shall be quality assured based on the following criteria:

 a. Strength of research base
 b. Alignment with the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), or the Philippines Professional Standards for Supervisors (PPSS)
 c. Profile and selection of participants
 d. Articulation of objectives and its alignment with the competencies for development
 e. Selection and organization of content
 f. Soundness of methodology
 g. Mechanisms to determine whether the objectives have been met
 h. Intended workplace application
 i. Credentials/expertise of resource speakers/subject-matter experts
 j. Budget and costing
 k. Gender Equality, Disability and Social Inclusion

7. QA recommendation/s shall be communicated to the PD program owner within 8 to 20 working days from the date of receipt of the PD program proposal.

8. In case of a QA recommendation indicating **Partially Evident** and/or **Not Evident:**

    a. Upon release of the QA recommendation, compliance shall be made and submitted by the PD Program Owner to NEAP-QAD within
        i. 3 working days - if recommendations are minimal (the evaluators' recommendation/s will not change the overall objectives and design of the proposed PD program)
        ii. 7 working days - if recommendations are major (the evaluators' recommendations will result in revision of the overall objectives and design of the proposed PD program)
    b. Technical Assistance in compliance with the QA recommendations shall be provided by NEAP-Professional Development Division (PDD) to the PD program owner.
    c. PD program owners are allowed to make 2 resubmissions of their improved proposed PD programs.

9. Only PD program proposals that completely satisfy the PD Program Quality Standards shall be issued a Quality Assurance Certification and shall be implemented as officially part of the DepEd professional development program.

B. Implementation of all quality-assured PD program proposals shall be monitored and evaluated consistent with the following steps and requirements:

1. PD program managers shall submit an updated schedule of implementation to NEAP-QAD within 10 working days prior to the actual conduct of the PD program for the proper scheduling of monitoring visits *(Refer to Enclosure No. 17 for the M&E Visit Checklist).*

2. The PD program managers shall receive an email from NEAP-QAD to inform them of the date/s of the monitoring and evaluation visit.

3. The program and learning management of quality-assured PD Programs shall be monitored by an assigned M&E Officer from NEAP-QAD.

4. The monitoring and evaluation visits shall take within at least 2-5 days of the actual implementation.

VII.   PD Program Field Implementation

A. To maintain the standards of the implementation of all DepEd Central Office developed PD programs in the regions and schools division offices, the following steps and requirements shall be adhered to:

1. The PD Program Owner shall conduct coordination meeting with the Regional Office/s or Schools Division Office/s with the following key objectives:

    a. Communicate and provide the quality assured PD program package:
        i.   Detailed PD Program Design
        ii.   PD Program Monitoring and Evaluation Plan
        iii. List and curriculum vitae of resource speakers (trained trainers)
        iv. Workplace application plan template and implementation rubric

     v.   PD LR Materials (session guides, assessment tools, slide decks, modules, etc.)

    b. Identify implementation requirements:
       i.   Target participants consistent with the profile/selection criteria set by the PD program owner
       ii.   Indicative dates of implementation
       iii. Program Management Team Terms of Reference *(Refer to Enclosure No. 18)*
       iv. Venue
       v.   Resources
       vi. Budget requirements
       vii. Technical assistance needed from the PD program owner & NEAP Central Office

2. Before the conduct of field implementation, the Regional/SDO PMT shall prepare and submit to the PD Program Owner the following:
    i.   Updated PD Program Design
       (1) Details of regional/SDO participants' profile
       (2) Date/s of implementation
       (3) Assigned resource persons/subject-matter-experts in each session
    ii.   Official list of resources persons/subject-matter experts
    iii. Target participants profile sheet
    iv. Official list of regional PMT members (per classroom)
    v.   Approved budget estimate plan
    vi. End-of-day evaluation form

3. PD program owner shall consolidate the PD program materials listed above then submit to NEAP-QAD, 20 working days before the RO/SDO's conduct of the field implementation.

4. RO/SDO shall deliver PD programs consistent with the quality-assured PD program design and the PD program delivery quality standards.

5. RO/SDO shall monitor and evaluate the delivery of PD programs consistent with the quality-assured M&E Plan (Levels 1 and 2).

6. RO/SDO shall conduct end-of-PD program evaluation consistent with the quality assured M&E Plan (Level 3) and the submitted inception plan.

    a. Ensure that the implementation of WAP is monitored and evaluated by the participant's immediate supervisor in coordination with the M&E Coordinator of the Regional PMT.

VIII.   Duties and Responsibilities

A. Professional Development Program Owner shall:

1. Conduct competency-based needs assessment as the primary basis for planning, designing, developing, and implementing PD programs compliant with the set procedures and quality standards.
2. Prepare and submit all the required PD program forms, attachments, and LR materials to NEAP-QAD for quality assurance.

3. Comply with the quality assurance recommendations to completely meet the set standards.
4. Coordinate with the NEAP QAD and PDD for the provision of technical assistance in PD program design, development, and delivery as may be recommended.
5. Secure PD Program Quality Assurance Certification from NEAP before implementing the PD program.
6. Implement PD program consistent with the quality-assured PD program design and M&E plan.
7. Monitor and evaluate participants' Reaction (Level 1), Learning (Level 2), implementation of Workplace Application Plan (Level 3), and PD program impact (Level 4) consistent with the quality-assured M&E plan.
8. Prepare and submit the End-of-PD Program Evaluation Reports to NEAP-QAD.

B. NEAP-Quality Assurance Division shall:

1. Receive and pre-screen the completeness of PD program proposals.
2. Evaluate PD program proposals and LR materials based on the standards and procedures set.
3. Review and validate evaluation results.
4. Prepare clearly articulated recommendations for PD program proposals that failed to meet all the quality standards.
5. Prepare and issue PD Program Quality Assurance Certification to PD program proposals that completely meet the quality standards.
6. Monitor and evaluate the actual implementation of all quality-assured PD programs.
7. Conduct data collection and analyses to inform decision making, policy review and formulation, and provision of technical assistance to PD program owners and field offices.
8. Provide technical assistance in the conduct of the End-of-PD Program Evaluation.

C. PD Program Evaluators

For the purpose of reviewing and evaluating PD program proposals, the NEAP-QAD shall form PD Program Evaluation Committee composed of PD program design and content evaluators who have undergone orientation and training and have qualified content specialization and relevant experience as required by the PD program proposal.

1. PD Program Design Evaluators

   a. Review and evaluate each element in the detailed PD program designed based on the quality standards set.
   b. Evaluate the evidence of each quality standard in the relevant section of the detailed PD program design.
   c. Evaluate the alignment of the objectives with the session content, methodology/activities, output and intended learning outcomes
   d. Ensure the alignment of the proposal to the Philippine Professional Standards for teachers and school leaders
   e. Check individual attachment for consistency, accuracy and compliance with the requirements.

f. Consolidate the result of evaluation through the Quality Assurance Recommendation Form.
g. Prepare clearly articulated recommendations for PD programs that failed to meet the QA standards, for compliance of the PD program owner.
h. Endorse the QA recommendation to the QA Certification approver.

2. PD Program Content Evaluators

a. Evaluate the proposal based on the alignment of the objectives, content, methodology, and output with the Philippine Professional Standards for Teachers (PPST)/ Philippine Professional Standards for School Heads (PPSSH)/ or Philippine Professional Standards for Supervisors (PPSS.)
b. Evaluate the appropriateness, accuracy, and adequacy of the content based on the identified developmental needs of the target participants.
c. Evaluate the structure and sequence of the content areas.
d. Evaluate the alignment of the content areas with the curriculum standards.
e. Assure the quality of the resource package (session guides, slide decks and participant's hand-outs) based on appropriateness, accuracy, and adequacy of content to support the attainment of the learning objectives.
f. Consolidate the result of evaluation through the Quality Assurance Recommendation Form
g. Prepare clearly articulated recommendations for PD programs/courses that failed to meet the QA standards, for compliance of the PD program owner
h. Endorse the QA recommendation to the QA Certification approver.

3. Quality Assurance Certification Approver

a. Validates the QA recommendation endorsed by PD program evaluation committee.
b. Approves the endorsed QA recommendation from the PD program evaluation committee.
c. Forwards the approved QA recommendation certification to NEAP-QAD.

D. NEAP-Professional Development Division

1. Provide technical assistance to PD program owners in the design and development of PD program proposals.
2. Provide technical assistance in the delivery of PD programs developed by other DepEd Bureaus/Services/Units.
3. Co-design and co-develop PD programs with other DepEd Bureaus/Services/Units.

IX. Awarding of Certificates

Certificates for engagement in PD programs shall be prepared and awarded adherent with the following requirements:

A. A Certificate of Completion shall be awarded to a teacher or school leader who has successfully completed the entire duration of the PD program and has

satisfactorily complied with the outputs and assessments including the implementation of WAP (if applicable).

B. A Certificate of Participation shall be awarded to participants, inclusive of dates consistent with the record of their physical presence during active learning hours.

C. A Certificate of Recognition shall be awarded to Resource Speaker/Subject-Matter Expert who has completely served his/her function; and to non-NEAP personnel who has completely performed the terms of reference of the role served in the program management team.

D. The Certificates *(Refer to Enclosure No. 19 for the Certificates Template)* shall indicate, as applicable, the following:

    1. Title of the PD Program

    2. Date and venue of the training activity if face-to-face learning/online platform if online learning

    3. Number of active learning hours

    4. The specific PPST/PPSSH/PPSS Domains, Strands, and Indicators covered by the PD Program

X. **Accreditation of Quality Assured NEAP Core Programs with the Professional Regulation Commission (PRC)**

    For purposes of compliance with the Continuing Professional Development requirement under Republic Act 10912 or the Continuing Professional Development Act of 2016, and its Implementing Rules and Regulations:

    A. NEAP-QAD shall coordinate with the PRC for the accreditation of quality-assured DepEd Central Office developed and delivered PD Programs.
    B. NEAP in the Regions shall coordinate with the PRC for the accreditation of DepEd Central Office developed PD Programs implemented in the field.

XI. **Utilization of Funds**

    Pursuant to DepEd Memorandum DM-OUHROD-2023-0354, the NEAP-RO and HRDD/SGOD-HRDS in coordination with CLMD/CID shall prioritize the implementation of Central Office developed PD programs aligned with the collaborative priorities of NEAP and the Curriculum and Teaching Strand.

    The Regional Directors and Schools Division Superintendents shall ensure that the HRD funds are judiciously utilized.

    PD program owners shall submit duly approved Financial Report to NEAP-QAD Monitoring and Evaluation Unit, within 30 days after the implementation of the PD program.

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NEAP Core Programs Categorization Checklist

Instructions: Put a checkmark (/) in the box before each number if the indicator applies to your PD Program.

NEAP CORE PROGRAMS

Induction Programs are support mechanisms put in place to assist a newly hired or newly promoted DepEd teacher or school leader in adapting to new workplace culture and becoming effective and efficient in performing his or her functions as a full-fledged DepEd personnel. Moreover, induction programs consolidate and harness entry-level competencies in preparation for career progression.

INDUCTION PROGRAMS
PARTICIPANTS
1. DepEd personnel who are newly hired or newly promoted to a new role.
PURPOSE
2. They prepare DepEd personnel for their new position.
DURATION
3. They last for at least one year.
DESIGN
4. NEAP developed these programs.
5. They respond to at least one PPS domain, strand, or indicator.
6. Their objectives, activities, and application cover are as follows: - an introduction to the Department   - an overview of the organizational history, structure, visions, culture, and values   - briefing and reference to the code of conduct   - job description for the employee such as title, roles, and responsibilities   - roster or work schedule   - copy of their employment agreement and DepEd handbook   - work health and safety information

	• induction and setup of workstation and systems • overview of upcoming key dates and events • tools of trade • contact list of staff members
DELIVERY	
	7. They are directly implemented in the participants' workplace.
	8. They are delivered through the following options: • Face-to-face training • Self-paced learning resources • Coaching and mentoring • Job-embedded learning • Learning Action Cell (LAC)
	9. For teachers and school heads, they can be delivered by a DepEd personnel with at least two salary grades higher than the inductee.
	10. For supervisors, they can be delivered by a Regional Supervisor.
	11. Special topics, such as financial management, shall be delivered by an expert.

Career Progression Programs are professional development programs for teachers and school leaders to improve their professional practice and support their promotion by gaining developmentally gradated knowledge, skills, and attitude anchored on the Philippine Professional Standards of each job group. These are composed of Regular Programs, Subject Content Programs Supporting Quality Teaching, and Master Classes and are taken after completing the Induction Programs.

Regular programs are aimed at elevating the professional practice of teachers and school leaders in order to meet the indicators of higher career stages (i.e., Beginning to Proficient, Proficient to Highly Proficient, Highly Proficient to Distinguished).

These programs are focused on

a. building and consolidating teachers' and school leaders' competencies to perform their expected functions at their current career stages;

b. supporting teachers' and school leaders' promotion by developing their knowledge, skills, and attitude against the career stages of the relevant professional standards; and

c. supporting assessment of teachers' and school leaders' competencies linked to their professional learning needs identified through the analysis of RPMS and their respective professional standards.

	REGULAR PROGRAMS
PARTICIPANTS	
	1. DepEd personnel who have completed the first three courses of the Induction Programs.
	2. All DepEd personnel under each position or job group regardless of their field of specialization.
PURPOSE	
	3. They are pedagogy-, administrative-, instructional supervision-, or job-specific and are directly related to career progression.
	4. They are directly aligned to the job description of the DepEd personnel.
	5. They build and consolidate teachers', school leaders', and teaching-related personnels' competencies to perform their expected functions at their current career stage.
	6. They support teachers', school leaders', and teaching-related personnels' promotion by developing their knowledge, skills, and attitude against the career stages of the relevant professional standards.
	7. They support the assessment of teachers', school leaders', and teaching-related personnels' competencies linked to their professional learning needs identified through the analysis of RPMS and their respective professional standards.
DURATION	
	8. They last for a minimum of five days and a maximum of six months.
DESIGN	
	9. They are based on the results of the competency-based professional development needs assessments (i.e., IDP, RPMS, DepEd priorities across levels, least learned skills, etc.).
	10. They cover a combination of different PPS indicators, except subject-specific indicators, at the current and/or next position and/or career stage.
	11. For teachers, they cover the following PPST Domains: ● Domain 2 – Learning Environment ● Domain 3 – Diversity of Learners ● Domain 4 – Curriculum and Planning ● Domain 5 – Assessment and Reporting ● Domain 6 – Community Linkages and Professional Engagement ● Domain 7 – Personal Growth and Professional Development
	12. For school heads and supervisors, they cover all the domains of the PPS indicators that are not subject specific or do not support teachers and school heads for subject-specific tasks.
	13. They support other existing NEAP Core Programs, are stackable, and may lead toward a degree.

DELIVERY	
	14. They are primarily delivered using the cascade model through formal training.
	15. They may contain the following components: ● Face-to-face training ● Coaching and mentoring ● Job-embedded learning
	16. They have the following qualifications for Resource Speaker or Subject Matter Expert: ● a PRC license holder ● a full-fledged Master's degree holder in their field of specialization; a graduate doctoral degree is an advantage ● expert in his or her own area of discipline ● expert in professional development program to be delivered

Subject content programs supporting quality teaching are priorities of the Curriculum and Teaching strand and are focused on improving teachers' and school leaders' understanding, skills, and capacity to teach or conduct appropriate instructional supervision of specific subject areas.

These programs are aimed at

a. supporting elementary, JHS, and SHS teachers in improving their content knowledge and pedagogical content knowledge that are consistent with the findings of the Teacher Development Needs Survey (TDNS) and other relevant studies;

b. supporting school leaders in conducting appropriate, effective, and efficient instructional supervision of specific subject areas; and

c. linking content knowledge and pedagogical content knowledge through, for example, formative assessment, and assessment in general, to provide baseline information for teachers and school leaders.

SUBJECT CONTENT PROGRAMS SUPPORTING QUALITY TEACHING
PARTICIPANTS
1. DepEd personnel who have completed the first three courses of the Induction Programs.
2. DepEd personnel under each position or job group who have the same fields of specialization.
PURPOSE
3. They are focused on a particular field of specialization and are directly related to career progression.
DURATION
4. They last for a minimum of five days and a maximum of six months.
DESIGN
5. They are based on the results of competency-based professional development needs assessments (i.e., IDP, RPMS, DepEd priorities across levels, least learned skills, etc.).
6. They cover a combination of different PPS indicators, focusing on subject-specific indicators, at the current and/or next position and/or career stage.
7. For teachers, they cover indicators of Domain 1 (Content Knowledge and Pedagogy) that are linked to a specific subject.
8. For school heads and supervisors, they cover domains that are subject specific or support teachers and school heads for subject-specific tasks.
9. They support other existing NEAP Core Programs, are stackable, and may lead toward a degree.
DELIVERY
10. They are primarily delivered using the cascade model through formal training.
11. They may contain the following components: ● Face-to-face training ● Coaching and mentoring ● Job-embedded learning
12. They have the following qualifications for Resource Speaker or Subject Matter Expert: ● a PRC license holder ● a full-fledged Master's degree holder in their field of specialization; a graduate doctoral degree is an advantage ● expert in his/her own area of discipline ● expert in professional development program to be delivered

Master classes cover topics that develop competencies inherent to the participants' professional standards but are beyond their expertise (e.g., Use of ICT – PPST Domain 1.3, Financial Management – Domain 2.2, Coaching and Mentoring the Mentors (Support for instructional leadership) – Domain 3.1). They respond to the DepEd personnel's immediate and emerging tasks. These programs are delivered by expert practitioners of the topic. For teachers and school heads, master classes may be delivered through the Learning Action Cell and In-Service Training (INSET) and follow the Policy Guidelines for INSET.

MASTER CLASSES
PARTICIPANTS
1. DepEd personnel who have completed the first three courses of the Induction Programs.
2. DepEd personnel under each position or job group regardless of their field of specialization.
PURPOSE
3. They cover immediate and emerging topics that are indirectly related to or not within the scope of a DepEd personnel's expertise or field of study in education (e.g., ICT, financial management, communication strategies, etc.).
4. In the interim, master classes may be offered by NEAP or its partners and may respond to identified PPS indicators that lack PD initiatives.
DURATION
5. They last for one week or less.
DESIGN
6. They are based on the INSET Plan consolidated and submitted by the regions.
7. They cover a combination of different PPS or other competency indicators that focus on Domain 7 (Personal Growth and Professional Development) for Teachers, Domain 4 (Developing Self and Others) for School Heads, Domain 4 (Developing Self and Others) for Supervisors, or other professional development competency indicators in their current position or career stage.
DELIVERY
8. They are delivered through formal training.
9. For teachers and school heads, they can be delivered through INSET or LAC.
10. For other DepEd personnel, their delivery may be through the following components: ● Face-to-face training ● Online training ● Blended training
11. They are delivered by a resource speaker who meets the criteria from the INSET Guidelines or an expert practitioner of a particular field of study apart from education.

Special programs cover topics indirectly linked to one's immediate function, which is either a designated special task or support for policy implementation.

	SPECIAL PROGRAMS
PARTICIPANTS	
	1. DepEd personnel who have completed the first three courses of the Induction Programs.
	2. All DepEd personnel under each position or job group regardless of their field of specialization.
	3. DepEd personnel who were designated a special task or support for policy implementation.
PURPOSE	
	4. They contain topics that are indirectly linked to a DepEd personnel's immediate function, which is either a designated special task or support for policy implementation (e.g., assessor, guidance teachers, teacher librarians, etc.).
DURATION	
	5. They last for a minimum of five days and a maximum of six months.
DESIGN	
	6. They cover at least one PPS or other competency indicator at the current and/or next position and/or career stage.
	7. They support other existing NEAP Core Programs, are stackable, and may lead toward a degree.
DELIVERY	
	8. They are primarily delivered using the cascade model through formal training.
	9. They may contain the following components: ● Face-to-face training ● Coaching and mentoring ● Job-embedded learning
	10. They have the following qualifications for Resource Speaker or Subject Matter Expert: ● a PRC license holder ● a full-fledged Master's degree holder in their field of specialization; a graduate doctoral degree is an advantage ● expert in his/her own area of discipline ● expert in professional development program to be delivered

(Enclosure No. 3 to DepEd Memorandum No. 044 s. 2023)

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Target Participants Profile Sheet

PD Program Owner:

Indicative Date of Implementation

Program Title:

Region	Division	School Name	School ID	Name	Position Level (Teacher I – III, Master Teacher I – IV, Principal I – IV, etc.)	Grade Level Taught	Specialization (College and Graduate Studies)	Actual subject/s taught	Years in the current position	Sex	Age	Civil Status	Religion	Are you a Person with Disability? (YES/NO)		Are you a member of an Indigenous Group? (YES/NO)		Are you a solo parent? (YES/NO)	DepEd Email Address
														If yes, please specify.	If yes, please specify.				

To be signed by the PMT Secretariat

PMT Secretariat	Type here
Signature	Sign here
Date	Click here to enter a date.

This Form is not valid if not signed.

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Detailed Professional Development Program Design Form

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

PROFESSIONAL DEVELOPMENT (PD) PROGRAM PROVIDER PROFILE

PD Program Owner	*Type the complete name.*	
Complete Office Address	*Type the complete office address.*	
Office Telephone No.	*Type the office telephone no.*	Office Email Address	*Type the office email address.*
PD Program Manager	*Type the complete name.*	Email Address	*Type email address.*	Mobile No.	*Type the mobile no.*

PD PROGRAM PROFILE

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

Title	Type the proposed PD program title.
Rationale	Discuss in no more than 600 words the reasons for proposing this PD program. A substantially written rationale shall capture the following: a. The context of the PDNA conducted: where, when, and how it was conducted. b. The significant results of the PDNA: specific target competencies for development. c. Relevant legal bases (if applicable) such as but not limited to DepEd issuances supporting the need for the proposed PD program. d. Relevant local and international literature validating the identified PD needs and the selected key contents and methodologies.
Program Description	State in no more than 350 words the main intention of the proposed PD program highlighting the key content to be delivered, knowledge and skills to be learned and how they will benefit the participants.
Program Objectives	State the following learning objectives: **Results objective**: As a results of the participants' improved competence and performance: (State what the program will be able to contribute to the attainment of organization goals as a result of participants' improved competency and performance.) **Application objective:** Back in the workplace, the participants will be able to: (State what the participants will be able to perform back in their workplace as a result of their improved competence.) **Terminal objective:** By the end of the PD program, the participants will be able to: (State what the participants will be able to do immediately after the PD program.) **Enabling objectives:** Specifically, the participants will be able to:

[Identify major learning blocks or modules. Each block or module shall focus on enabling knowledge or skill/s participants should acquire in order to attain the terminal objective. State in specific behavioral terms what participants will be able to do by the end of each learning block or module.]		

Target Professional Standard with specific Domain/s, Strand/s, and Indicator/s

Professional Standard	*E.g., PPST*	
Domain/s	Strand/s	Indicator/s
1. Content Knowledge and Pedagogy	1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning. 1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.

Participants Profile:

Specify the target participants based on their career stage, job group, position, subject area, grade level, etc. Indicate your participants' selection criteria.

Target Participants	Total number of target participants:	*How many participants does this PD program proposal plan to cater?*	Number of batches per implementation (if applicable):	*To how many batches do you plan to deliver this PD program proposal?*	Number of participants per batch:	*How many participants will there be in a batch?*	Number of implementations:	*How many times do you plan to implement this PD program proposal?*

Delivery Platform	*Indicate the delivery platform here.*

Indicative Dates of Implementation	*From Start Date to End Date*

PD PROGRAM DESIGN

Session No.	Duration	Topic	Session Objectives	Methodology	Outputs	Resource Speaker/Subject-Matter Expert
Indicate session number.	Determine time allocation for each session, considering the session objective/s and output to be accomplished.	List content areas essential to attaining the learning objectives (producing the outputs).	State in behavioral terms what participants will be able to do right after a learning session.	Describe in detail or step-by-step procedure how the assigned resource speaker will deliver content and engage the learners. Indicate the relevant learning resources that will be used to support the delivery of content and the attainment of the session objectives. Incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.	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.	Indicate the appropriate resource speakers/subject-matter experts who will deliver the session.
2	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
4	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

PD Program Management Team

PD Program Management Team	Name
a. Program Manager	
b. Learning Manager	
c. Resource Speaker/Subject-Matter Expert	
d. M&E Coordinator	
e. Documenter	
f. Secretariat	
g. Welfare Officer	
h. Logistics Officer	
i. Finance Officer	

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 that the 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 Manager

Program Manager	Type here
Signature	Sign here
Date	Click here to enter a date.

This Form is not valid if not signed.

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Monitoring and Evaluation (M&E) Plan Form

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	User of M&E Data
	What will be measured?	*What methods/tools will be used to collect data?*	*Who and/or what documents will provide data or evidence on the indicators?*	*When will M&E activities be undertaken?*	*Who will be accountable for ensuring that M&E activities are done?*	*What resources are needed to implement M&E activities?*	*Who will use the data gathered?*
Level 4 - Results *(The degree to which targeted outcomes as a result of the training and support and accountability package.)*							

| Level 3 - Behavior

(The degree to which participants apply what they learned during training when they are back on the job. **_This can be found in the application objective.)_**						
Level 2 - Learning

(The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.) | | | | | | |

Level 1 – Reaction					
(The degree to which participants find the training favorable, engaging, and relevant to their jobs.)					

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 that the 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 Manager

Program Manager	Type here
Signature	Sign here
Date	Click here to enter a date.

This Form is not valid if not signed.

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CURRICULUM VITAE OF RESOURCE SPEAKER/SUBJECT-MATTER EXPERT

PROFESSIONAL DEVELOPMENT PROGRAM:	RECENT 2X2 PICTURE (color photo with white background)
PROFESSIONAL DEVELOPMENT PROGRAM PROVIDER:	

Part I. Personal Information

Name:	
Residence Address:	**Contact Details**
Business Address:	Landline No.:
	Mobile No. 1:
	Mobile No. 2:
	Email Address:
Citizenship:	

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.

Part II. Track Record

Areas of Specialization/ Expertise	

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

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

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Session Guide Form

Title of the Session	
Professional Standards Covered (Domain/s, Strand/s, and Indicator/s)	
Session Schedule and Duration	
Objectives	
Expected Outputs	
Key Content	
Learning Resource Materials	
References	

Schedule *(Time distribution)*	Detailed Content Outline	Detailed Description of Methodology/Activities	Learner's Output	Materials *(Slide Number)*

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Sample Workplace Application Plan (WAP) Template

Name of Learners		Office and Position	
Title of PD Programs		Date of Delivery	
		PD Program Provider	
Name of Immediate Supervisor		Office and Position	

Background and Rationale of WAP Plan:

Briefly describe why the WAP will be implemented. Identify the competency gaps that will be addressed and current performance level on key result area(s).

Expected Performance Improvement			
Competencies for Development	Key Result Area(s)	Expected Improvement in Performance Indicator	Means of Verification

Type of Intervention

Committee Work	Job Shadowing	Informal JEL Activities (Please specify)	Others (Please specify)
Job Expansion	Special Project	WAP Implementation	
Job Rotation	Stretch Assignments		

Briefly describe the intervention (e.g., type of special project, nature of committee and role of learners, etc.), and specify duration and offices where learner will be assigned, if appropriate. Use one to two paragraphs.

Application Objective

State what learner will be able to do by the end of the WAP, following ABCD (Audience-Behavior-Condition-Degree) guidelines.

Learning Objectives *(What learner be able to do by the end of an activity/learning session)*	Activities *(Activities that learner will engage in to meet each learning objective)*	Timeline *(Start-end of each activity)*	Learning Facilitator *(Immediate Supervisor or peer assigned to guide learner)*	Support/Resources *(Office order, information, etc. needed)*

Prepared by (name and position):	Learner's Signature	Date

Reviewed by (name and position):	Signature	Date

Approved by (name and position):	Learner's Signature	Date

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PD PROGRAM DESIGN QUALITY STANDARDS CHECKLIST
This form is intended for PD Program Owner's review of detailed PD program design.

PD Program Provider	*Type the complete name.*
PD Program Title	*Type the complete office address.*

Instruction: Please put a check (/) mark on the standards that have already been satisfied. Otherwise, put a cross (x) mark. Write your remarks if necessary.

PD Program Component and Quality Standards	Status	Remarks
A. Rationale for the Proposed PD Program		
1. The rationale clearly presents the context of the proposed PD program and why it is important to be implemented for the target participants.		
2. 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.)		
3. The rationale cites theoretical underpinning and recent literature that support the identified competency gaps and proposed PD program content areas and/or methodologies.		
4. The rationale cites DepEd issuances/other legal bases for the proposed PD program being offered (if there's 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

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.		
3. If the proposed PD program is to be implemented in batches, the number of participants and batches are specified and are within the prescribed absorptive capacity of the program.		
D. Articulation of Learning Objectives		
1. The proposed PD program's application, terminal, enabling, and session objectives are articulated according to the SMART principles and follow the Audience-Behavior-Condition-Degree method.		
2. The proposed PD program's application, terminal, enabling, and session objectives are aligned with the target professional standard (domain, strand. and indicator) for development.		
3. The application objective is relevant and sufficient to contribute towards attaining the results objective.		
4. The terminal objective is relevant and sufficient to contribute towards attaining the application objective.		
5. The enabling objectives are relevant and sufficient to contribute towards attaining the terminal objective.		
6. The session objectives are relevant and sufficiently cover a learning unit/episode to contribute towards attaining the enabling and terminal objectives.		
E. Session Contents		
1. Contents are appropriate to attaining the learning objectives and producing the outputs.		
2. Contents adequately identify the knowledge, skills, and attitude for development.		
3. Contents are accurate and based on credible sources of information.		
4. For subject content-based PD programs, contents align with the curriculum standards.		
5. Contents are organized according to the most appropriate sequence and structure.		

F. Program 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 incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.		
5. 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. Session 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 application of newly acquired competencies: crafting and implementation of Workplace Application Plan (WAP).		
2. The WAP is clearly aligned with Level 3: Application Objectives.		

3. The WAP can be realistically completed within 6 months (exclusive of school breaks for teachers) using available resources in the workplace.		
4. The WAP is to be signed and approved by the head of office where participants are based.		
5. The rubric for the evaluation of WAP implementation is appropriate to measure the participant's proficiency in the application of learning.		
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. Schedule of activities is appropriately sequenced and adequately timed.		
3. The time allotted per session provides adequate opportunity for the learning objectives to be attained.		
K. Learning Resource Materials		
1. All relevant learning resource materials (i.e., session guides, slide decks, modules, worksheets, audiovisual presentation, etc.) that will support the delivery of learning sessions are identified and provided.		
L. On 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.		
M. 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).		
N. Monitoring and Evaluation Plan		

1. The proposed PD Program M&E plan is anchored on the PD program results, application, and terminal objectives.		
2. 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).		
3. 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.		
4. 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.		
5. For Level 3, the WAP template detailing how participants will apply what they learned from the PD program when they are back on the job is indicated and submitted.		
O. Budget Requirements		
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.		
P. Program Management Team		

1. PD Program Management Team members for program delivery are identified and are sufficient in number.
 	
    a.   Program Manager
    b.   Learning Manager
    c.   Resource Speaker/Subject-Matter Expert
    d.   M&E Coordinator
    e.   Documenter
    f.   Secretariat
    g.   Welfare Officer
    h.   Logistics Officer
    i. Finance Officer		

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

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PD LR Materials Quality Standards Checklist

Program Title	
PD Program Provider:	

Instruction: Please put a check (/) mark on the requirements that have already been satisfied. Otherwise, put a cross (x) mark. Write your remarks if necessary.

Quality Standards	Status	Remarks
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.
 	
   i.   aligned with session objectives, topics, and professional standards specified in the design
   ii. appropriate to learning preferences and current proficiency level of target learners
   iii. logically sequenced		

3. Content of LRM is accurate and authority-based.
   i.   cite credible sources of information (e.g., Department Orders and other government issuances, books, journals, etc.)
   ii. supported by research, as necessary (e.g., if primary data needs to be presented)
   iii. up to date (i.e., incorporates latest information or data,		

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trends, and developments, as needed) iv. incorporate best practices		
4. LRM adheres to DepEd branding guidelines i. proper use of the Department of Education seal and logo ii. adherence to the use of official fonts and typography guidelines iii. proper co-branding with the Department of Education seal and logo		
5. LRM is copyright compliant. i. permission from the Original Creator and Copyright Owner is secured ii. free stock photos and quality Creative Commons images are used iii. prescribed citation format of the copyrighted material is followed.		
6. LRM adheres to GEDSI principles. i. 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).		
Printed LRMS		
1. Printed LRMs are readable, organized, and well laid-out. i. Font styles and size are easy to read. ii. 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.) iii. The following body text fonts recommended by DepEd's Service Marks Manual are used: Garamond, Bookman Old Style, Helvetica Neue, Arial iv. 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).		
Presentation Slides		

1. Slide templates are simple and non-distracting (office's standard template is applied if one is available).
    i. Font styles and size are easy to read.
    ii. Font size varies depending on the venue. Titles and headers should be larger than the body.
    iii. Slides use sans serif fonts (e.g., Arial, Calibri, Century Gothic, Helvetica, Lucida Sans, Tahoma and Verdana) for better readability.
    iv. Slides use no more than three font styles for a clean and unified look.		

2. Slides are well laid-out:
    i. contain one idea per slide
    ii. use key words and phrases only
    iii. observe 7x7 rule: maximum of 7 lines per slide, maximum of 7 words per line
    iv. use contrasting colors for text and background (i.e., light text on dark background; dark text on light background).
    v. 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).		
Non-Print Materials		
1. Non-print LRMs enhance the learning experience and sustain understanding of the content.		
2. User support material provides adequate and clear instructions.		

3. LRM can run on all platforms using minimum system requirements.		
Audio		
1. Speech and narration are clear and can be easily understood (uses correct pacing, intonation, and pronunciation).		
2. Music and sound effects are appropriate and suitable to the concept.		
3. There is complete synchronization of audio with the visuals, if any.		
Visuals		
1. Visuals provide an accurate representation of the concept discussed.		
2. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.		
3. Visual presentations (non-text) are clear and easy to interpret.		
4. Visuals sustain interest and do not distract users' attention.		
Session Guides		

1. Session guides are aligned with the proposed PD program design:
     i. covers all session objectives in the proposed PD program design
     ii. identifies the outputs to be produced by the end of the session
     iii. sets adequate and reasonable time for each portion of the session
     iv. provides adequate details of content covered
     v. provides adequate discussion of each methodology/activity
     vi. identifies the assigned facilitator and/or the resource person for the session
     vii. identifies the LRMs to be used by the resource speaker/subject-matter expert and to be distributed to participants		

9. Available quality-assured learning resource materials from the Learning Resource Portal are tapped for possible adoption or customization.		

10. Permission is secured from the Original Creator and Copyright Owner, if necessary.		
11. LRMs for adoption and/or modification are evaluated by the PMT using the PD LR Materials QA Checklist *(Enclosure 8)*		
12. Modified/Customized LRMs are fully compliant with the standards.		
13. LRMs for development are compliant with the standards.		
14. Newly developed LRMs are evaluated by the PMT using the PD LR Materials QA Checklist *(Enclosure 8)*		
15. Newly developed LRMs are fully compliant with the standards.		

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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, accommodation, etc.) are officially communicated to concerned offices/units and target participants.
- Attendance is confirmed by participants through an online registration form.
- 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.
- Residential Accommodation
    - is clean, well-lit, and well-ventilated.
    - is spacious for a maximum of three participants in a room with separate beds and at least one toilet and bathroom per room.
- Session Rooms
    - can only accommodate 30-50 participants.
    - are well-lit, well-ventilated, and spacious enough for the participants.
    - are arranged according to the session objectives and methodologies.
    - provide designated areas for the members of the PMT.
    - are provided for breakout sessions as indicated in the program design.

- 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.
- Information on the venue's emergency evacuation plan is disseminated before the start of the activity.
- 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.
- 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.
- The pre-assessment is done according to the quality assured PD program design.
- The PMT consolidates the results of the participants' pre-assessment.
- A short opening program which includes national anthem, ecumenical prayer, DepEd Quality Policy Statement, welcome remarks, and introduction of participants is facilitated.
- 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.
- 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 30 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:
  o 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
  o 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 processes 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
- ➢ A session that helps participants to synthesize their learning should be facilitated *(for Learning Manager)*.
- ➢ Learners are prepared for learning applications and re-entry to the workplace through mechanisms like the Workplace Application Plan (WAP) *(for Learning Manager)*.

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PD Program Documentation Form

Program Title	
Implementation Date/s	
Venue	
Program Manager	
Documenter	

Time and Topic/Activity	Facilitator	Key Ideas	Participants' Response	Documenter's Observation

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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

A. Activity Management & Objectives	4	3	2	1
- 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

C. Accommodation	4	3	2	1
- With sufficient space.	0	0	0	0
- Clean, well-lit, and well-ventilated	0	0	0	0
- Comfortable.	0	0	0	0
- Clean accommodation.	0	0	0	0
- Facilities were in good working order.	0	0	0	0

D. Session Rooms	4	3	2	1
- Well-lit, well-ventilated, and spacious enough for the participants	0	0	0	0
- Enough space for activities	0	0	0	0
- Comfortable.	0	0	0	0
- Designated areas for PMT.	0	0	0	0
- Provided for breakout sessions	0	0	0	0

E. Technical (Face-to Face/ Online)	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

Program Management	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	0	0	0	0

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?

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

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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

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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PD PROGRAM COMPLETION REPORT FORM

PD Program Owner:		
Contact Person:	**Designation:**	
Contact No.:	**Email Address:**	
Program/Course Title:		
Date/s of Conduct:		
Venue:		
Total No. of Participants:	**Male:**	**Female:**

Executive Summary:
May include the program description and its objectives, and the daily proceedings of the conduct of the program.

M and E Analysis
Analysis should include:
- *Summary of results from the participants' evaluation of the program (level 1)*
- *Summary of results from the participants' learning of the program (pre/post-test)*

Strengths and areas for improvement should be identified in this section

*Use separate page if necessary

General Comments and Issues Encountered
In this section make any general comments about the program and identify any issues encountered in relation to its:
- *delivery*
  - *resource persons/learning facilitators*
  - *participants*
  - *content of program*
  - *delivery strategies*
  - *training materials*
- *management*
  - *prior to delivery*
  - *during the training proper*

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Other issues

Photo Documentation
- *Must be PDF File*
- *5 pictures per day only*
- *Each day should contain descriptions*

Recommendations
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 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.

To be signed by the PD Program Manager

Program Manager:	
Signature:	
Date:	

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

(Enclosure No. 14 to DepEd Memorandum No. 044 s. 2023)

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Actual Participants Profile Sheet

PD Program Owner:

Date Conducted:

Program Title:

Region	Division	School Name	School ID	Name	Position Level [Teacher I – III, Master Teacher I – IV, Principal I – IV, etc.)	Grade Level Taught	Specialization (College and Graduate Studies)	Actual subject/s taught	Years in the current position	Sex	Age	Civil Status	Religion	Are you a Person with Disability? (YES/NO)	Are you a member of an Indigenous Group? (YES/NO)	Are you a solo parent? (YES/NO)	DepEd Email Address
														If yes, please specify:	If yes, please specify:		

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To be signed by the PMT Secretariat

PMT Secretariat	Type here
Signature	Sign here
Date	Click here to enter a date.

This Form is not valid if not signed.

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Inception Plan Template

I.	PD Program Profile	*This section provides an overview of implemented PD program.*
II.	Background of the Study	*This section defines the intention of the report and the course of actions used in measuring the efficiency and effectiveness of the PD program after the participants returned to their workplace.*
III.	Review of Related Literature	*This section presents the relevant policies, guidelines, studies, and concepts relevant in understanding if the targets are met and demonstrated.*
IV.	Profile of the Participants	*This section presents the profile of the participants including the baseline data of their proficiency and their career stage.*
V.	Evaluation Questions and Presentation of Results	*This section enumerates the research questions and the presentation of the results.*
VI.	Design and Methodology	*This section presents the different frameworks and methods to be used in analyzing the gathered data.*

VII.	Activities and Timeline	*This section presents the activities and timeline to be carried out by the learners in order to achieve the targeted results in the PD Program.*
VIII.	Risk and Mitigation Strategies	*This section lays out the challenges that could be encountered by the learners in the implementation and application of the PD targets, their recommendations, and their best practices.*
IX.	References	

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Level 3 Evaluation Report Template

I.	PD Program Profile	*This section provides an overview of the quality-assured PD program.*
II.	Rationale	*This section defines the intention of the report and the course of actions used in measuring the efficiency and effectiveness of the PD program after the participants returned to their workplace.*
III.	Background of the Study	*This section defines the intention of the report and the course of actions used in measuring the efficiency and effectiveness of the PD program after the participants returned to their workplace.*
IV.	Objectives	*This section identifies the objectives and the goals of the PD Program Evaluation report.*
V.	Theoretical Framework	*This section presents the framework used in assessing and evaluating the effectiveness of the PD Program.*
VI.	Evaluation Questions and Results	*This section enumerates the evaluation questions and the presentation of the results.*

VII.	Conclusion and Recommendations	This section presents the summary of the study and the recommendations in integrating the program targets in their designated workplace.
VIII.	References	

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MONITORING AND EVALUATION VISIT CHECKLIST

Professional Development Program Provider:		
Contact Person:	Designation:	
Contact No.:	Email Address:	
Program Title:		
Date/s of Conduct:		
Venue:		
Total No. of Participants:	Male:	Female:

Instruction: Please put a check (/) mark on the requirements that have already been satisfied. Otherwise, put a cross (x) mark. Write your remarks if necessary.

Requirements	Status	Remarks
1. **PARTICIPANTS:** are the accepted attendees the intended participants?		
2. **LEARNING DESIGN:** to what extent was the delivered training program compliant to the design.		
3. **DELIVERY APPROACH:** to what extent was the conducted training program compliant to the delivery approach and modality.		
4. **RESOURCE EXPERTS/ RESOURCE PERSONS AND FACILITATORS:** to what extent was the conducted training program compliant to the roster of resource persons.		
5. **RESOURCE PACKAGES:** to what extent were the learning resource packages compliant to the design in terms of content, format, and style.		
6. **LEARNING EVALUATION:** to what extent were the learning assessment carried out vis-à-vis the design.		
7. **PROGRAM MANAGEMENT:** to what extent were the training programs managed by the program provider.		
8. **LEARNING ENVIRONMENT:** to what extent was the venue for face-to-face/online training.		

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Program Management Team Terms of Reference

The following are the members of the Program Management Team and their respective Terms of Reference. They are required to be at the venue during the implementation of the program. However, it is possible that a member of the PMT could hold two roles concurrently (e.g., the logistics officer is also the welfare officer).

Program Management Team

Role	Terms of Reference	Office/Unit for National Implementation of PD Programs	Office/Unit for Field Implementation of PD Programs
a. Program Manager	i. Oversees the implementation of the entire program. ii. Organizes and supervises the PMT to ensure that all processes are carried out and outputs delivered according to standards. iii. Orients the PMT and the resource persons/ subject-matter experts on their terms of reference and the details of the program design. iv. Leads in conducting debriefing with the PMT and resource speakers/ subject-matter experts. v. Prepares the CPD	**Program Owner**	HRDD/ NEAP-R

		documents for submission to the PRC through the NEAP-R. vi. Leads in crafting the Program Completion Report.		
b. Learning Manager		i. Leads the conduct of the program per session room. ii. Ensures that the program is carried out based on the detailed design in collaboration with the resource persons/ subject-matter experts. iii. Prepares and maintains a conducive learning environment by facilitating unfreezing, leveling of expectations, and norm-setting activities and by addressing emerging learning needs. iv. Facilitates management of learning activities as scheduled and as needed. v. Facilitates integration session at the end of the intervention, including preparation of Workplace Application Plan. vi. Ensures that the pre-assessment is administered. vii. Ensures that Level 2 (Learning) evaluation is conducted and analyzes the results in coordination with the M&E Coordinator. viii. Prepares and sends a communication to participants'	**Program Owner**	**CLMD**

		supervisors regarding program completion and the importance of implementing the Workplace Application Plan.		
c.	Resource Speaker/ Subject-matter Expert	i. Applies effective presentation and facilitation techniques in conducting assigned sessions. ii. Provides expert content input during learning sessions.	**Could be from DepEd or from Partner Institutions**	**TRAINED TRAINERS** *(from the NTOT)*
d.	M&E Coordinator	i. Prepares and implements the Monitoring and Evaluation Plan in collaboration with the PMT. ii. Assists the Program Manager in accomplishing the Program Delivery Readiness Checklist. iii. Applies process observation and prescribed tools to monitor and evaluate program delivery. iv. Administers and analyzes the results of Level 1 evaluation which is to be presented during debriefing. v. Assists the Learning Manager in administering and analyzing the results of Level 2 evaluation. vi. Prepares Post-Program Delivery M&E Report and submits to PM for inclusion in the Program Completion Report.	**NEAP-QAD**	**QAD in the Region/ SDO-SMME**
e.	Documenter	i. Documents the proceedings of the learning sessions	**Program Owner**	**HRDD/ NEAP-R or**

		using the prescribed documentation template. ii. Takes photos of the different parts of the program delivery.		**SGOD-HRDS**
f.	Secretariat	i. Attends to registration needs of learners. ii. Ensures that learners fill up attendance sheets every day. iii. Prepares directory of participants based on registration forms. iv. Assists in the distribution of learning materials and supplies. v. Assists in posting and collection of session outputs. vi. Compiles session documents and learning resource materials.	**Program Owner**	**HRDD/ NEAP-R**
g.	Welfare Officer	i. Ensures that provisions for inclusion, safety, security, health, and wellness of learners, PMT, and resource persons are adequate and available at all times in the venue. ii. Attends to emerging inclusion, safety, security, health, and wellness concerns of participants, PMT, and resource speakers/ subject-matter experts (including incidents of social exclusion, sexual harassment, etc.).	**Program Owner**	**Education Support Services Division (School Health/ DRMM)**
h.	Logistics Officer	i. Ensures the quality, adequacy, and availability of facilities, equipment,	**Program Owner**	**HRDD/ NEAP-R**

		supplies and materials, vehicles, and other resources to support the successful implementation of the program.		
		ii. Leads ocular inspection of venues to ensure adherence to standards and specifications.		
		iii. Checks that session rooms are always ready for use and conducive to learning.		
i. Finance Officer		i. Oversees all finance-related concerns of the program, including the efficient allocation and timely release of funds as well as the documentation for liquidation.	**Program Owner**	**HRDD/ NEAP-R/ Finance**
		ii. Initiates procurement processes of resources, materials and relevant services, and follows up fund disbursement with appropriate offices.		
		iii. Monitors and documents all disbursements against budget to support liquidation.		
		iv. Liquidates all fund disbursements and prepares a financial report as input to the Program Completion Report.		

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CERTIFICATE OF APPEARANCE

This certificate acknowledges the active participation and valuable presence of **[Recipient's Name]** of **[Name of Office]** during the specified period of the **[Title of the PD Program]** held at **[Venue of the training]** on [dates of attendance].

[Name of Authorized Signatory]
[Head of Office]
[PD Program Provider]

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Certificate of Completion

This certificate is presented to

in recognition of the successful completion of the requirements in the [**Title of the PD Program**] held at [**Venue of the Training**] from [start date] to [end date].

Professional standards covered:
(Domain, Strand, and Indicator)

No. of active
learning hours:

[Name of Authorized Signatory]
[Head of Office]
[PD Program Provider]

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Certificate of Participation

This certificate is presented to

for actively participating in the **[Title of the PD Program]** from [start date] to [end date].
held at **[Venue of the Training]**

Given this [date] day of [month] [year].

Professional standards covered:
(Domain, Strand, and Indicator)

No. of hours
rendered:

[Name of Authorized Signatory]
[Head of Office]
[PD Program Provider]

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Certificate of Recognition

This certificate is presented to

for sharing his/her expertise as **Resource Speaker/Subject-Matter Expert** at the **[Title of the PD Program]** held at **[Venue of the Training]** from [start date] to [end date].

Given this [date] day of [month] [year].

Name of Authorized Signatory
[Head of Office]
[PD Program Provider]