



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



November 20, 2024

REGIONAL MEMORANDUM

No. 1254 s. 2024

To: Schools Division Superintendents
School Heads
All Others Concerned

**GUIDANCE ON THE CONDUCT OF IN-SERVICE TRAINING (INSET)
SY 2024-2025 AND MAKE-UP CLASSES**

1. This is in reference to the Regional Memorandum No. 1183, s. 2024 from Jocelyn DR Andaya, Regional Director, NCR, and concurrent Officer-in-Charge of Office of the Assistant Secretary for Operations, dated November 11, 2024, and DM-OUHROD-2024-2306 from Wilfredo E. Cabral, Undersecretary for Human Resource and Organizational Development, dated November 15, 2024, informing the field about the above-captioned subject.
2. This Office hereby instruct the field of the conduct of these activities:
 - a. Make-up classes for the recovery of instructional days lost during suspension caused by Typhoon Kristine shall be conducted on November 25 to 27, 2024, and
 - b. In-Service Training (INSET) for SY 2024-2025 will be conducted on November 28 to 29, 2024.
3. To support INSET initiatives, the National Educators Academy of the Philippines (NEAP) designed professional development (PD) programs intended to extend teachers' subject area content knowledge and pedagogy that can be accessed through the link https://bit.ly/NEAP_PD_Programs. (*Enclosure 1- List of NEAP PD Programs for the SY 2024-2025 INSET*). All governance levels are responsible for the effective implementation and management of the PD programs using various modalities.
4. In this regard, all Schools Division Superintendents and School Heads are instructed to adhere to the guidelines on the implementation and management of the SY 2024-2025 INSET, ensuring that all teachers from Kindergarten to Grade 12 are provided with PD program/s based on their needs. (*Enclosure 2-Guidelines on the School-Based Management and Implementation of the SY 2024-2025 INSET*)
5. Likewise, the Monitoring and Evaluation (M&E) Teams at the Regional Offices, Schools Division Offices, and Schools are directed to adopt the NEAP e-M&E Tool



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for the proper consolidation of data on teachers' professional development and performance, assessment of PD program effectiveness, and monitoring of fund utilization, among others. The e-M&E forms for School Leaders and Teachers can be accessed through this link: <https://sites.google.com/deped.gov.ph/nov2024insetreport/> (Enclosure 3-Adoption of the NEAP e-M&E Tool for the SY 2024-2025 INSET)

6. The Regional Monitoring Team for INSET SY 2024-2025 schedule are as follows:

Name	SDO	Date
Hajji R. Palmero CES CES, HRDD NEAP	Caloocan Navotas	Day 1
Leah Ailah C. Vicencio SEPS	Parañaque Muntinlupa	
Education Program Supervisor, CLMD	Mandaluyong	Day 2
	Pasig	
	Pasay Quezon City	

7. For further questions and clarifications, you may contact the following:

Focal Person	Contact Details	Concern
Marife T. Morcilla <i>Project Development Officer V, NEAP Professional Development Division</i>	neap.pdd@deped.gov.ph (02)8715-9919	Downloading of Training Resource Packages and Delivery of PD Programs
Dir. Leah B. Apao <i>Director III, NEAP and OIC, NEAP Quality Assurance Division</i>	neap.qad@deped.gov.ph (02)8633-7207	e-M&E Tool
Dir. Jennifer E. Lopez <i>Director IV, NEAP</i>	neap.od@deped.gov.ph (02)8638-8638	Other INSET-related concerns
Hajji R. Palmero <i>Chief Education Supervisor, HRDD NEAP-R, NCR</i>	neap.ncr@deped.gov.ph	NCR INSET-related concern

8. Immediate dissemination of this Memorandum is directed.


JOCELYN DR ANDAYA

Regional Director, NCR
concurrent Officer-In-Charge, Office of the
Assistant Secretary for Operations



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Department of Education


OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM

DM-OUHROD-2024-2506

TO : Regional Directors
Schools Division Superintendents
Human Resource Development Division Chiefs
School Governance and Operations Division Chiefs
School Heads
All Others Concerned

FROM :  WILFREDO E. CABRAL
Undersecretary
Human Resource and Organizational Development

SUBJECT : NEAP PROFESSIONAL DEVELOPMENT PROGRAMS FOR THE SY
2024-2025 IN-SERVICE TRAINING (INSET)

DATE : 15 November 2024

1. In line with the Department's commitment to upgrade the quality and competence of teaching and teaching-related personnel congruent with professional standards, the **In-Service Training (INSET) for SY 2024-2025** will be conducted on **25-29 November 2024**.
2. However, flexibility on the dates and delivery modality shall be given to schools with **suspensions caused by typhoons and other unforeseen circumstances**. For schools not affected by the aforesaid suspensions, the INSET shall be conducted as scheduled. On the other hand, for schools affected by in-person class suspensions, a separate issuance shall be released for proper guidance.
3. For this year's INSET, the National Educators Academy of the Philippines (NEAP) designed professional development (PD) programs intended to support and extend teachers' subject area content knowledge and pedagogy, which can be accessed through the link https://bit.ly/NEAP_PD_Programs. (**Enclosure 1 – List of NEAP PD Programs for the SY 2024-2025 INSET**).
4. With a professional learning ecosystem approach adopted for the INSET, all governance levels of the Department are responsible for the effective implementation and management of the PD programs using various modalities.
5. In this regard, **all Schools Division Superintendents and School Heads are instructed to adhere to the guidelines on the implementation and management of the SY 2024-2025 INSET**, ensuring that all teachers from Kindergarten to Grade

12 are provided with PD program/s based on their needs. Relatedly, **all Regional Directors are enjoined to provide their respective Schools Division Offices with adequate technical guidance and support in preparation for and in the actual conduct of the INSET**, considering the aforementioned flexibilities, to ensure the successful preparation and conduct of the INSET. (*Enclosure 2 – Guidelines on the School-Based Management and Implementation of the SY 2024-2025 INSET*)

6. Likewise, the **Monitoring and Evaluation (M&E) Teams at the Central Office, Regional Offices, Schools Division Offices, and Schools are directed to adopt the NEAP e-M&E Tool** for the proper consolidation of data on teachers' professional development and performance, assessment of PD program effectiveness, and monitoring of fund utilization, among others. This will help in the development of targeted PD programs for teachers and in ensuring transparency in the use of funds. (*Enclosure 3 – Adoption of the NEAP e-M&E Tool for the SY 2024-2025 INSET*)
7. In preparation for the INSET, a **National Orientation** with the NEAP counterparts in the regions and divisions, particularly the HRDD and the SGOD Chiefs with their SEPS/EPS INSET Focals, will be held on **20 November 2024, 2:00 p.m.** via Microsoft Teams through the link <https://tinyurl.com/OrientationINSET>.

For confirmation of attendance, the participants are requested to register through the link <https://tinyurl.com/INSETRegistrationNEAP>.

8. Should you have further questions and clarifications, you may contact the following NEAP officers:

Focal Person	Contact Details	Concern
Marife T. Morcilla <i>Project Development Officer V, NEAP Professional Development Division</i>	neap.pdd@deped.gov.ph (02) 8715-9919	Downloading of Training Resource Packages and Delivery of PD Programs
Dir. Leah B. Apao <i>Director III, NEAP and OIC, NEAP Quality Assurance Division</i>	neap.qad@deped.gov.ph (02) 8633-7207	e-M&E Tool
Dir. Jennifer E. Lopez <i>Director IV, NEAP</i>	neap.od@deped.gov.ph (02) 8638-8638	Other INSET-related concerns

9. For immediate dissemination and strict compliance.

Copy furnished:

OFFICE OF THE SECRETARY

GINA O. GONONG

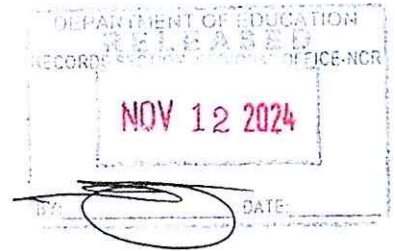
Undersecretary for Curriculum and Teaching

ATTY. REVSEE A. ESCOBEDO

Undersecretary for Operations



Republic of the Philippines
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 NATIONAL CAPITAL REGION



November 11, 2024

REGIONAL MEMORANDUM
 No. 1183, s. 2024

To: Schools Division Superintendents
 All Others Concerned

CONDUCT OF MAKE-UP CLASSES

1. The Department of Education-National Capital Region in its commitment to provide quality education and learning recovery enjoins all School Division Offices to conduct make-up classes. These sessions are designed to ensure that all required learning competencies that have been missed during the suspended sessions are adequately covered and that students are well-prepared for upcoming assessments.
2. In view thereof, the make-up classes shall be conducted on **November 25-27, 2024**. Since the scheduled make-up classes will coincide with the In-Service Training (INSET) for teachers, schools shall conduct the make-up classes on said dates and conduct the INSET on **November 28-29, 2024**. This arrangement allows for the recovery of instructional days lost during the suspension caused by Typhoon Kristine. The following shall be observed during the conduct of the make-up classes.
 - **Time:** Regular class hours will be observed.
 - **Mode of Delivery:** Face-to-face.
3. The Curriculum Implementation Division (CID) Education Program Supervisors (EPSs), Public Schools District Supervisors (PSDSs), and school heads are instructed to gather and submit student feedback regarding the effectiveness of the make-up classes. This feedback will help improve instructional delivery and address any learning gaps that may have emerged. Moreover, an accomplished feedback per SDO shall be submitted to the region via this link: **<https://tinyurl.com/MakeUpClassesFeedbackForm>** on or before December 6, 2024 (Friday).
4. Immediate dissemination and compliance with this Memorandum is desired.

JOCELYN DR ANDAYA
 Regional Director, NCR
 and concurrent Officer-in-Charge
 Office of the Assistant Secretary for Operations



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Enclosure 1:

NEAP Professional Development Programs for the SY 2024-2025 In-Service Training (INSET)

A. Master Classes for Kindergarten, Grades 1, 4, and 7 (K147) Teachers across All Learning Areas

In support for the effective implementation of the revised curriculum, NEAP, in collaboration with the Bureau of Curriculum Development (BCD) and Bureau of Learning Delivery (BLD), will provide **Master Classes for Kindergarten, Grades 1, 4, and 7 (K147) Teachers across All Learning Areas** on November 25-29, 2024 delivered online through NEAP Facebook Page.

PD Program Title	PRC-CPD Units
Master Classes for Kindergarten Teachers across All Learning Areas	8
Master Classes for Grade 1 Teachers across All Learning Areas	8
Master Classes for Grade 4 Teachers across All Learning Areas	10
Master Classes for Grade 7 Teachers across All Learning Areas	10

1. Opening Program, to be hosted by NEAP- CO, will be livestreamed at DepEd Philippines and NEAP Facebook Page on November 25, 2024, from 8:00 - 9:00 a.m.
2. All **public and private** Kindergarten, Grades 1, 4 and 7 teachers, school heads and/or supervisors must confirm their participation on or before November 15, 2024, through this link: <https://tinyurl.com/NEAPMasterClass>. Other grade levels who wish to attend may also join the Master Classes.
3. Participants may choose to attend two (2) to three (3) different sessions by identifying the subject/s they are interested in attending, as long as it will not have any conflict with the schedules of PD for other learning areas.
4. All participants must submit the evaluative assessment and reflective questions at the end of the day and specified schedule, to ensure that session



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objectives will be met, and the results are attained successfully. The submission will be the basis for the **Certificate of Participation**; no certificate of any kind will be issued for noncompliance.

5. Participants are reminded of the following during the master class sessions:
 - a. For Teachers
 - i. answer the daily post-training evaluation results (Resource Person, sessions) and reflective questions via Microsoft Form per session
 - ii. submit a draft lesson plan integrating the leaning of the topic/s in the learning area they attended
 - b. For Master Teachers / Head Teachers / School Heads
 - i. answer the daily post-training evaluation results (Resource Person, sessions) and reflective questions via Microsoft Form per session
 - ii. download the collaborative expertise guide in this link: <https://tinyurl.com/Collaborative-Expertise-Guide>
 - iii. accomplish the <https://tinyurl.com/NEAPMasterClass-2024> on or before January 30, 2025.

Activity Matrix for Master Classes

GRADE 1		
Host: SDO Mandaue City- www.facebook.com/DepEdMandaueCityOfficial		
Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Strengthening Learners' Language towards Improved Literacy	Dr. Merry Ruth Gutierrez <i>Graduate Faculty in Reading Education</i> Philippine Normal University
November 26 9:00 AM – 12:00 NN	Intensifying Reading Literacy Improvement in a Self- Contained Classroom	
November 27 9:00 AM – 12:00 NN	Maximizing Learning through Explicit Teaching and Translanguaging	Dr. Marcia Nina C. Salvador <i>Assistant Professor</i> Philippine Normal University
November 28 9:00 AM – 12:00 NN	Assessing the Learners Learning Areas through Differentiated Assessment	Prof. May Flor C. Rivera <i>Assistant Professor</i> Philippine Normal University



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KINDERGARTEN		
Host: SDO Mandaue City- www.facebook.com/DepEdMandaueCityOfficial		
Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Developmentally appropriate Practice vis- à-vis Kindergarten Revised K to 10 Curriculum	Prof. Maria Cecilia Q. Jocson <i>Reading Interventionist and Directress</i> Reading Specialist
November 26 1:00 – 4:00 PM	Learning through Play-based Pedagogy for Holistic Child Development	Dr. Trixie Marie J. Sison <i>Dean</i> College of Education, Miriam College Quezon City
November 27 1:00 – 4:00 PM	Literature- based Approach in Kindergarten	Prof. Dulce Monina Constanca P. Abutal <i>Part-time Faculty Member</i> FEBIAS College of Bible
November 28 1:00 – 4:00 PM	Strengthening Early Literacy and Early Numeracy	Prof. Miriam I. Ugaddan <i>Assistant Professor</i> University of the Philippines

GRADE 7- FILIPINO		
Host: SDO Mandaluyong City https://www.facebook.com/depedmandaluyongcity?mibextid=LQQJ4d		
Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Pag-unawa at Pagsusuri ng mga Tekstong Nasusulat	Dr. Niña Christina Zamora <i>Faculty - Full Professor VI</i> Philippine Normal University
November 26 9:00 AM – 12:00 NN	Pag-unawa at Pagsusuri ng Tekstong Biswal	
November 27 9:00 AM – 12:00 NN	Paglikha at Presentasyon ng mga Tekstong Multimodal	
November 28 9:00 AM – 12:00 NN	Makabagong Pamamaraan ng Pagtataya sa Filipino	



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GRADE 4- FILIPINO

Host: SDO Mandaluyong City

<https://www.facebook.com/depedmandaluyongcity?mibextid=LQQJ4d>

Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Mabisang Paraan ng Paggamit sa Pagtuturo ng Angkop ng Diksyon	Prof. Dinalene Castanar-Babac <i>Social Action Coordinator, JHS Grades 7,8,9 Miriam College High School</i>
November 26 1:00 – 4:00 PM	Mabisang Kayarian ng Teksto sa Pagbuo ng Diskurso	
November 27 1:00 – 4:00 PM	Komprehensibong Paraan ng Pagsusuri ng mga Elementong Biswal	
November 28 1:00 – 4:00 PM	Makabagong Paraanng Pagtataya sa mga Kasanayang Pangwika	

GRADE 4- ENGLISH

Host: SDO Quezon City

<https://www.facebook.com/DepEdSDOQuezonCityOfficial>

Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Play-Based Education: An Approach to Boost the Learners' Reading Competency	Dir. Daisy Jane Calado <i>Center Director Readplus Readability Literacy Improvement Center</i>
November 26 9:00 AM – 12:00 NN	Enhancing Language, Reading, and Literacy through Shared Reading Approaches for Learners	
November 27 9:00 AM – 12:00 NN	Unlocking Literacy: The Guided Reading Approach for Enhancing Language and Reading Skills in Learners	
November 28 9:00 AM – 12:00 NN	Circle of Readers: The Round Robin Reading Approach for Strengthening Language and Literacy Skills in Learners	



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GRADE 7- ENGLISH

Host: SDO Quezon City

<https://www.facebook.com/DepEdSDOQuezonCityOfficial>

Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Play-Based Education: An Approach to Boost the Learners' Reading Competency	Prof. Darl Jacqueline M. Orillaza <i>Lecturer</i> De La Salle University
November 26 1:00 – 4:00 PM	Enhancing Language, Reading, and Literacy through Shared Reading Approaches for Learners	
November 27 1:00 – 4:00 PM	Unlocking Literacy: The Guided Reading Approach for Enhancing Language and Reading Skills in Learners	
November 28 1:00 – 4:00 PM	Circle of Readers: The Round Robin Reading Approach for Strengthening Language and Literacy Skills in Learners	

GRADE 4- SCIENCE

Host: SDO Makati City

<https://www.facebook.com/SDOMakati>

Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	From Questions to Creations: Integrating Inquiry- Based Learning in Science Classrooms	Dr. Edwehna Elinore S. Paderna <i>Associate Professor - Science Education Area Division of Curriculum and Instructions College of Education University of the Philippines - Diliman</i>
November 26 9:00 AM – 12:00 NN	Creating with Purpose: Design- Based Learning Strategies for Science	
November 27 9:00 AM – 12:00 NN	Beyond the Test: Measuring Success through Assessment for Design- Based Learning in Science Classrooms	
November 28 9:00 AM – 12:00 NN	Exploring Success: Rethinking Assessment in Inquiry- Based Science Learning	



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GRADE 7- SCIENCE

Host: SDO Makati City

<https://www.facebook.com/SDOMakati>

Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Building Brilliance: Exploring the Engineering Design Process (EDP) in Science	Prof. Gizel R. Santiago <i>Associate Professor V</i> Philippine Normal University - North Luzon
November 26 1:00 – 4:00 PM	Transforming Ideas into Impact: The Design Thinking Process in Science	
November 27 1:00 – 4:00 PM	Assessing Innovation: Evaluating EDP and DTSP through Inquiry and Problem- Based Learning	
November 28 1:00 – 4:00 PM	Evaluating EDP-DTSP in Science through Project-based, and Design thinking-based Assessments	

GRADE 7- MATHEMATICS

Hosts:

DepEd Philippines <https://www.facebook.com/DepartmentOfEducation.PH>

NEAP Facebook <https://www.facebook.com/DepEdNEAP/>

Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Making Mathematics Relevant to the Learners: Bridging the Concepts to Reality	Dr. Elvira de Lara- Tuprio <i>Professor</i> Ateneo de Manila University
November 26 9:00 AM – 12:00 NN	Ensuring the Connection of the Concepts to Real World through Authentic Performance Tasks	
November 27 9:00 AM – 12:00 NN	Critical Thinking in Math: Strategies for Problem Solving	
November 28 9:00 AM – 12:00 NN	Proportions and Percentages: Real-World Applications in Math	



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GRADE 4- MATHEMATICS

Hosts:

DepEd Philippines <https://www.facebook.com/DepartmentOfEducation.PH>

NEAP Facebook <https://www.facebook.com/DepEdNEAP/>

Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Exploring Game-Based Approach in Teaching Mathematics	Dr. Vincent Theodore Balo <i>Associate Professor V</i> College of Teacher Education Cebu Normal University
November 26 1:00 – 4:00 PM	Evaluating Game-Based Approach through Performance Task Assessment	
November 27 1:00 – 4:00 PM	Symmetric Designs: Practical Approaches to Completing Figures	
November 28 1:00 – 4:00 PM	From Reflection to Glide: Techniques for Drawing Symmetric Images	

GRADE 7- ARALING PANLIPUNAN

Host: SDO Davao City

<https://www.facebook.com/depeddavaocity>

Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Empowered Learning: A Collaborative Framework for Addressing Competency Gaps in Araling Panlipunan	Prof. Edizon B. Abon <i>Associate Prof III, BSSE Unit Extension Program Project Lead</i> Philippine Normal University - North Luzon
November 26 9:00 AM – 12:00 NN	Cultural Relevance in Education: Meeting Learners' Needs in Araling Panlipunan with a Culture-Based Approach	
November 27 9:00 AM – 12:00 NN	Holistic Education: The Role of Integrative Approaches in Enhancing Araling Panlipunan Learners' Competencies	Dr. Carlino Santos Jr. <i>Assistant Professor IV, Guidance Counselor and Coordinator for Student Welfare Services</i> Philippine Normal University - North Luzon
November 28 9:00 AM – 12:00 NN	Cultivating Reflection: Strategies for Supporting Competency Acquisition in Araling Panlipunan	



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GRADE 4- ARALING PANLIPUNAN		
Host: SDO Davao City https://www.facebook.com/depeddavaocity		
Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Building Bridges: A Collaborative Approach to Addressing Learners' Needs in Araling Panlipunan	Dr. Anne Lan K. Candelaria <i>Assistant Vice President for Graduate School</i> Ateneo de Manila University
November 26 1:00 – 4:00 PM	Embracing Heritage: Culture-Based Instruction as a Tool for Improving Competencies in Araling Panlipunan	
November 27 1:00 – 4:00 PM	Synergizing Knowledge: An Integrative Framework for Competency Development in Araling Panlipunan	
November 28 1:00 – 4:00 PM	Reflective Learning: Addressing Competency Gaps in Araling Panlipunan through Self-Assessment	

GRADE 7- TLE		
Host: SDO Antipolo City https://www.facebook.com/sdoantipolocity		
Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Engaging Students through Experiential Learning: Hands-On Strategies for Technology and Livelihood Education	Dr. Charess Goles <i>Assistant Professor V</i> Cebu Normal University
November 26 9:00 AM – 12:00 NN	Harnessing Portfolio- Based Assessment: Comprehensive Strategies for Evaluating Learner's Growth in Technology and Livelihood Education	
November 27 9:00 AM – 12:00 NN	Leveraging Technology- Enhanced Instruction to Address Learners' Needs in Acquiring Essential Competencies of the TLE	
November 28 9:00 AM – 12:00 NN	Enhancing Competency Acquisition in TLE through Experiential Learning: Addressing Learners' Needs	



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GRADE 4- EPP		
Host: SDO Antipolo City https://www.facebook.com/sdoantipolocity		
Date & Time	Topics	Resource Person
November 25 1:00 – 4:00 PM	Introduction to Block-based Programming and Scratch Part 1	Prof. Greg Paolo Alcera <i>Part Time Instructor</i> MyCode
November 26 1:00 – 4:00 PM	Introduction to Block-based Programming and Scratch Part 2	
November 27 1:00 – 4:00 PM	Empowering Practical Skills through Project- Based Learning (PBL) in Edukasyong Pantahanan at Pangkabuhayan (EPP)	
November 28 1:00 – 4:00 PM	Evaluating Real-World Skills through Performance- Based Assessment in Edukasyong Pantahanan at Pangkabuhayan (EPP)	

GRADE 4- MAPEH		
Host: SDO Cebu City https://www.facebook.com/DepedTayoSDOCebuCity		
Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Collaborative Approach for Enhancing Teaching Music and Arts Competencies	Dr. Jocelyn Timbol Guadalupe <i>Associate Professor</i> University of the Philippines Diliman
November 26 9:00 AM – 12:00 NN	Addressing Diverse Needs: Differentiated Instruction in Music and Arts	Dr. Lordinio A. Vergara <i>Vice-President for Finance and Administration Professor - Physical Education, Dance, and Sports</i> Institute of Creative Expressions and Human Movement Education Philippine Normal University
November 27 9:00 AM – 12:00 NN	Genre and Style-Specific Dance Techniques	
November 28 9:00 AM – 12:00 NN	Assessing Game Performance and Tactical Skills: Implementing TGfU-based Assessment Strategies	Dir. Sebastian Ma. Martin M. Ripoll <i>Vice-President for Research and Development / Director</i> Magna Anima Teachers College



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GRADE 7- MAPEH		
Host: SDO Cebu City https://www.facebook.com/DepedTayoSDOCebuCity		
Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Collaborative Approach for <u>Enhancing Teaching Music and Arts Competencies</u>	Dr. Jocelyn Timbol Guadalupe <i>Associate Professor</i> University of the Philippines Diliman
November 26 1:00 – 4:00 PM	Addressing Diverse Needs: <u>Differentiated Instruction in Music and Arts</u>	
November 27 1:00 – 4:00 PM	Genre and Style-Specific <u>Dance Techniques</u>	Dr. Lordinio A. Vergara <i>Vice-President for Finance and Administration Professor</i> Physical Education, Dance, and Sports Institute of Creative Expressions and Human Movement Education Philippine Normal University
November 28 1:00 – 4:00 PM	Assessing Game Performance and Tactical Skills: <u>Implementing TGfU-based Assessment Strategies</u>	Dir. Sebastian Ma. Martin M. Ripoll <i>Vice-President for Research and Development / Director</i> Magna Anima Teachers College

GRADE 4- GMRC		
Host: SDO Panabo City https://www.facebook.com/depedpanabocity		
Date & Time	PD Program Title	Resource Person
November 25 9:00 AM – 12:00 NN	Navigating Value-Based Pedagogical Approaches for GMRC	Dr. Michael Arthur G. Muega <i>Professor</i> University of the Philippines-Diliman
November 26 9:00 AM – 12:00 NN	Understanding the Instructional Models and Assessment Strategies for GMRC	
November 27 9:00 AM – 12:00 NN	Teaching Analytic Thinking About Values and Assessment Tool Development in GMRC	
November 28 9:00 AM – 12:00 NN	Teaching Analytic Thinking About Values and Assessment Tool Development in GMRC	



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GRADE 7- VALUES EDUCATION		
Host: SDO Panabo City https://www.facebook.com/depedpanabocity		
Date & Time	PD Program Title	Resource Person
November 25 1:00 – 4:00 PM	Navigating Value-Based Pedagogical Approaches for Values Education	Dr. Maricris Acido-Muega <i>Professor</i> University of the Philippines- Diliman
November 26 1:00 – 4:00 PM	Understanding the Instructional Models and Assessment Strategies for Values Education	
November 27 1:00 – 4:00 PM	Teaching Analytic Thinking About Values and Assessment Tool Development in Values Education	
November 28 1:00 – 4:00 PM	Teaching Analytic Thinking About Values and Assessment Tool Development in Values Education	

ATENEO CENTER FOR ENGLISH LANGUAGE TEACHING		
Hosts: DepEd Philippines https://www.facebook.com/DepartmentOfEducation.PH NEAP Facebook https://www.facebook.com/DepEdNEAP/		
Date & Time	PD Program Title	Resource Person
November 29 8:00 – 11:00 AM	Reconceptualizing Teacher Ideology in Multilingual English Language Classrooms: An ACELT Sociolinguistics in English Education (SEED) Project	Dr. Ruanni Tupas <i>Associate Professor</i> Institute of Education, University College London



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DCP ADOPTION TRAININGS

Hosts:

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NEAP Facebook <https://www.facebook.com/DepEdNEAP/>

Date & Time	PD Program Title	Resource Person
November 29 1:00 – 2:00 PM	Introduction to Adobe Creative Cloud	Adobe Philippines
2:00 – 3:00 PM	Microsoft 365 Overview with Learning Accelerators	MSFT Philippines
3:00 – 5:00 PM	Unleash Your Creativity with CANVA for Education	CANVA Philippines

B. Other PD Programs

- In addition to the Professional Development (PD) Programs stipulated under DM-OUHROD-2024-1576, titled “Guidelines on the Conduct of the Regional Office, Schools Division Office and School-Developed Professional Development Programs for FY 2024,” the following NEAP-quality assured, PPST-aligned Professional Development (PD) programs may be adopted/adapted and delivered based on the school context vis-a-vis the identified training needs of the teachers. These programs include:

PD Program Title	Focused PPST Domain, Strand, Indicator	Expected Field of Expertise of the Resource Speaker/s
Curriculum Framework Enriching Literacy and	1.3.2, 1.4.2, 4.2.2, 4.5.2, 5.1.2	Literacy, Numeracy



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Numeracy Assessment Integration (CFELNAI)	1.3.3, 1.4.3, 4.2.3, 4.5.3, 5.1.3	
Capacity Building of Secondary School Teachers on E-Learning Strategies and Activities for 21 st Century Education	1.3.2, 1.5.2, 2.3.2, 4.1.2, 4.3.2, 4.5.2, 5.1.2	Educational Technology
Strengthening Teacher Skills in Innovative Research Management Through PROJECT FIRM (Frontrunners on Innovative Research)	1.2.1, 1.2.2, 1.2.3, 7.4.1	Research
Enhancing Literacy Instruction for Key Stage 2 Teachers	1.4.1, 1.4.2, 1.5.1, 1.5.2	Literacy
Learning-Teaching Evolution (LTE): Training on the Application of Thematic Teaching Principles and Integrative Performance Assessment	1.1.2, 4.1.2, 5.1.2	Curriculum, Assessment
Higher Order Thinking Skills Professional Learning Packages for Mathematics, Science, and English Teachers	PPST 1.5.2, 1.5.3 PPSSH 3.2.2 PPSS 3.1.2	Math, Science, English
Capacity Building of Key Stage 1 Teachers on Learning Recovery in Literacy and Numeracy	1.1.2, 1.1.3, 1.4.2, 1.4.3, 1.5.2, 1.5.3, 2.3.2, 2.3.3, 4.2.2, 4.2.3, 5.1.2, 5.1.3	Literacy, Numeracy
Rethinking Education: Building Teachers Capacity for Resilient Batang Malaybalay Module 1: Decision Models and Approaches in Reading	1.1.2, 1.4.2, 1.5.2, 3.1.2, 4.1.2, 7.3.2	Literacy
Division Training on Pedagogy for Non-English Major Senior High School Teachers	1.1.2, 1.4.2, 1.5.2, 3.1.2, 4.1.2, 4.2.2, 4.5.2	English
Teacher Development Program in Transforming Access to Classroom Reading Practices	1.2.1, 1.2.2, 1.4.1, 1.4.2, 1.5.1, 1.5.2, 2.4.3, 4.3.1, 4.3.2, 5.1.1, 5.1.2, 5.3.1, 5.3.2, 7.3.1, 7.3.2	Literacy
Equipping Educators: Advancing Content Knowledge and Pedagogy for K to 3 Teachers in Mathematics	1.4.1, 1.4.2, 1.5.1, 1.5.2, 2.3.1, 2.3.2, 2.5.1, 2.5.2, 3.1.1, 3.1.2, 4.5.1, 4.5.2, 5.1.1, 5.1.2	Mathematics



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* These PD Programs can also be accessed at the NEAP website through this link: https://bit.ly/NEAP_PD_Programs. Follow these instructions to access these materials:

- a. Click the **NEAP Professional Development Programs** from the main navigation menu.



- b. Click the **NEAP Core Programs** and choose among the programs that you want to access.



- c. Choose program titles to view the program description and the link to the training resource package.

2. Regions, SDOs, and Schools shall acknowledge the original developers of the adopted or adapted Professional Development (PD) programs by including this recognition on the final slide of every session.
3. For SDO-organized and school-based INSET, expenses may be covered by the Program Support Fund (PSF), INSET fund or other local funds in accordance with DepEd Order No. 30, s. 2021, also known as the "Multi-Year Implementing Guidelines on the Allocation and Utilization of the Human Resource Development Fund for Teachers and School Leaders." Additionally, the guidelines outlined in DM-OUHROD-2024-0427, titled "Guidelines on the Utilization of FY 2024 Human Resource Development (HRD) Fund," may apply, with all expenditures subject to accounting and auditing rules and regulations.



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Enclosure 2:

Guidelines on the School-Based Management and Implementation of the SY 2024-2025 In-Service Training (INSET)

1. Pursuant to DepEd Order No. 009, s. 2024, School Heads shall ensure the effective management and implementation of the SY 2024-2025 In-Service Training (INSET) for teachers. School heads play a vital role in managing school-based in-service training (INSET). As leaders, they are responsible for setting academic goals, guiding curriculum development, and evaluating teachers and staff. Their leadership significantly impacts the success of INSET programs, which aim to enhance teachers' subject-area content knowledge and pedagogical skills. Effective school heads prioritize teacher development, ensuring that INSET programs address unique professional needs and improve teaching competencies critical for student learning outcomes. They also oversee logistical arrangements, resource allocation, and budget management to guarantee smooth program implementation.
2. As such, stipulated below are the key responsibilities of School Heads in the effective management and implementation of SY 2024-2025 INSET:
 - a. School Heads shall ensure that all Professional Development (PD) programs are well-designed, developed, and effectively delivered to enhance teachers' subject-area content knowledge and pedagogical skills, supporting their continuous professional growth and career progression.
 - b. School Heads must revisit the School Plan for Professional Development (SPPD) to prioritize the training needs of teachers, focusing on addressing unique professional development needs and improving teaching competencies critical for student learning outcomes.
 - c. School Heads shall select PD programs based on the needs of teachers across different levels and specific subject areas, choosing from available PD programs listed on the NEAP website at https://bit.ly/NEAP_PD_Programs. A comprehensive list of PD programs for SY 2024-2025 INSET can be found in Enclosure 1.
 - d. If schools have developed PD programs based on the needs reflected in the teachers' Individual Plans for Professional Development (IPPD)—which can be derived from their self-assessments using the electronic Self-Assessment Tool (e-SAT) and/or performance assessments—these programs may be implemented, subject to quality assurance of Schools Division Evaluation teams and CPD accreditation by the PRC.



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- e. School Heads must ensure that complete Training Resource Packages and other materials, whether sourced from the NEAP repository or school-developed, are available for all modes of delivery (online, face-to-face, hybrid). These resources are vital for the successful implementation of the PD programs.
- f. School Heads must ensure that the PD programs are delivered in accordance with the guidelines set in the relevant memorandum. The Program Management Team, particularly the resource persons, should consist of learning area specialists to guarantee the success of the programs. They are responsible to conduct **monitoring and evaluation** of the implementation of the PD programs to ensure that they align with the objectives of improving teaching effectiveness and enhancing learning outcomes.
- g. Please use the following link to access the **NEAP e-M&E Tool for School Leaders** at <https://sites.google.com/deped.gov.ph/nov2024insetreport/home>. Once you open the link, locate and select the region where your school belongs. After identifying your region, fill out the **End of INSET form for School Leaders**. This form must be submitted at the end of the INSET. Ensure that the form is completed accurately and submitted on time.
- h. School Heads are accountable for overseeing all logistical aspects of the PD programs, including scheduling, resource allocation, and the chosen delivery methods. These arrangements must be completed well in advance to ensure the smooth execution of the PD programs.
- i. School Heads must ensure the efficient and judicious use of funds allocated for PD programs. All financial expenditures must be accurately recorded and reflected in the NEAP e-M&E Tool to ensure transparency and accountability in managing the program's financial resources.



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Enclosure 3:

Adoption of the NEAP e-M&E Tool for the SY 2024-2025 INSET

1. Consistent with the intent of consolidating the database for teacher professional development in preparation for the implementation of career progression policy, NEAP introduces the NEAP e-M&E tool, which includes the following:
 - INSET 2024 Registration Form
 - End of INSET Form for Teachers

These e-M&E forms are accessible exclusively through the following link:
<https://sites.google.com/deped.gov.ph/nov2024insetreport/>.

2. To ensure compliance, the Schools Division Superintendents through the SGOD Chiefs, in collaboration with the CID Chiefs shall conduct an orientation and provide technical support to School Heads on the proper utilization of the NEAP e-M&E tool. Likewise, the School heads shall ensure that teachers are also provided with accurate information and technical support on the effective utilization of the NEAP e-M&E tool. *(See Annex A: Instructions in Completing the NEAP e-M&E Tool)*
3. Moreover, School Heads are responsible for ensuring that all teachers complete the *INSET 2024 Registration Form* prior to their participation in any Professional Development (PD) programs.
4. Teachers may participate in at least one (1) and a maximum of five (5) PD programs, based on their learning and development capacity, regardless of the PD mode of delivery (e.g., online, face-to-face, hybrid).
5. To confirm completion of the program, teachers must submit the *End of INSET Form and a Certificate of Participation shall be issued to the teachers who successfully completed the PD Program, signed by the by the Schools Division Superintendent* upon the recommendation of the School Head.



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Annex A: Instructions for Teachers in Accomplishing the NEAP e-M&E

A. Accomplishing the Registration Form for INSET 2024

1. Go to the November 2024 INSET Report Submission portal through this link: <https://sites.google.com/deped.gov.ph/nov2024insetreport/>
2. Click your respective region and access the **INSET Registration Form** (for teachers and school heads).
3. Complete the registration form with the required details (e.g., name, school, contact information).
4. Review your information, then submit your registration.

B. Accomplishing the different evaluation forms

1. Go to the November 2024 INSET Report Submission portal through this link: <https://sites.google.com/deped.gov.ph/nov2024insetreport/>
2. Click your respective region and access the form that you want to accomplish.
3. Provide the necessary information.
4. Different Forms
 - a. End-of-INSET Evaluation Tool
 - i. Provide the target PPST domain of the training
 - ii. Indicate your pre-test and post-test scores
 - iii. Share your significant learning
 - iv. Indicate if you have submitted your Workplace Application Plan
 - b. INSET End-of-Day Evaluation Consolidation Form (for School M&E Coordinator)
 - i. Provide the average daily evaluation results for program management, learning management, and training venue.
 - ii. Indicate the relevant comments/feedback for each day.
 - c. Program Completion Report
 - i. Indicate the following details:
 - Executive Summary
 - M&E Analysis
 - General Comments and Issues Encountered
 - Photo Documentation
 - Recommendations



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PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

PURPOSE OF THE DATA GATHERING:

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

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

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

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

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

(Enclosure No. 11 to DM-OUHROD-2024-1576)



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

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

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



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II. PD PROGRAM MONITORING SECTION

INSTRUCTIONS:

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

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

1.0 PARTICIPANTS

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

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



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

Empty box for additional information.

REMARKS

Empty box for remarks.

2.0 PROGRAM DESIGN

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

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



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

REMARKS

3.0 RESOURCE PERSONS/SUBJECT-MATTER EXPERTS

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

RESOURCE PERSONS/SUBJECT-MATTER EXPERTS indicators:

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



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



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- ✓ Conduct formative assessments to check the understanding of the participants
 - Establish and maintain a positive/non-threatening and comfortable learning environment.
 - Demonstrate good communication skills (verbal and non-verbal).
 - ✓ Use clear and appropriate language for learners
 - ✓ Express ideas with clarity, logic, and correct grammar
 - ✓ Use a non-verbal form of communication to reinforce the verbal message
 - ✓ Use a well-modulated voice in facilitating the session
 - Use appropriate technology with ease and confidence.
 - Synthesize the responses of the participants and the activities of the session.
 - ✓ Guide the group to a consensus or conclusion
 - ✓ Highlight important results of the activity
 - ✓ Generate ideas and concepts from the sharing of participants during the learning session/s
 - ✓ Identify the relationships between activities
 - Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations.
 - Present him/herself in a professional manner.
 - ✓ Accept feedback without being defensive and offensive and reflects on the feedback for self-improvement
 - ✓ Always observe proper decorum and warm and respectful behavior
 - ✓ Relate to others with sensitivity and a caring attitude
- g. A session that helps participants to synthesize their learning should be facilitated (*for Learning Manager*).
- h. Learners are prepared for learning applications and re-entry to the workplace through mechanisms like the Workplace Application Plan (WAP) (*for Learning Manager*).

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> The sessions were delivered by the resource speakers/subject-matter experts as identified in the PD Program.	<input type="checkbox"/> Most of the sessions were delivered by the resource speakers/subject-matter experts as identified in the PD Program. Some of the sessions were delivered by alternatives who are equally excellent (or better).	<input type="checkbox"/> There were minor changes regarding the expected resource speakers/subject-matter experts to deliver the sessions. Almost half of the sessions were delivered by different resource speakers/subject-matter experts from those	<input type="checkbox"/> There were major changes regarding the expected resource speakers/subject-matter experts to deliver the sessions. More than half of the sessions were delivered by different resource speakers/subject-matter experts from those



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		originally identified in the quality assured PD Program.	originally identified in the quality assured PD Program.
<input type="checkbox"/> The resource speakers/subject-matter experts executed 91-100% of the following indicators in the PD Program Quality Standards for Learning Management.	<input type="checkbox"/> About 81-90% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.	<input type="checkbox"/> About 51-80% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by the resource speakers/subject-matter experts.	<input type="checkbox"/> About 50% or less of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.
Note: Use the list above and identify the letters of indicators that were met.	Note: Use the list above and identify the letters of indicators that were met.	Note: Use the list above and identify the letters of indicators that were met.	Note: Use the list above and identify the letters of indicators that were met.
___; ___; ___; ___; ___; ___; ___; ___; ___; ___;	___; ___; ___; ___; ___; ___; ___; ___; ___; ___;	___; ___; ___; ___; ___; ___; ___; ___; ___; ___;	___; ___; ___; ___; ___; ___; ___; ___; ___; ___;

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

REMARKS



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

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

4.0 LEARNING RESOURCE MATERIALS

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
<input type="checkbox"/> The learning resource materials were the same as the quality assured learning materials. The program owner fully complied with the PD LRMs Quality Standards.	<input type="checkbox"/> The learning resource materials used in the PD program were different from the quality assured LRMs. The LRMs were edited to better suit the session and are still compliant to the PD LRMs Quality Standards.	<input type="checkbox"/> About 30-50% of learning resource materials used were different to the quality assured LRMs.	<input type="checkbox"/> There were major changes in the learning resource materials used in the program than the quality assured LRMs.



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<input type="checkbox"/> About 91-100% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	<input type="checkbox"/> About 81-90% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	<input type="checkbox"/> About 51-80% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	<input type="checkbox"/> About 50% or less of the learning materials aligned with the purpose of the methodology of the learning design were distributed.
<input type="checkbox"/> About 91-100% of the participants received a copy of the learning resource materials.	<input type="checkbox"/> About 81-90% of the participants received a copy of the learning resource materials.	<input type="checkbox"/> About 51-80% of the participants received a copy of the learning resource materials.	<input type="checkbox"/> About 50% or less of the participants received a copy of the learning resource materials.

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

REMARKS

5.0 LEARNING EVALUATION SCHEME

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



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

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

REMARKS



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6.0 PROGRAM MANAGEMENT

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

PROGRAM MANAGEMENT indicators:

- a. The program management team and the resource speakers/subject-matter experts reviewed the quality assured program design and learning resource materials prior to implementation.
- b. The details of the planned program implementation (e.g., program objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.
- c. Special needs of the participants are noted.
- d. Sessions with mainly information diffusion objectives may engage in.
- e. Socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language is used at all times during the program.
- f. Zero-tolerance on the commission of sexual harassment, bullying, and intimidation is observed; incidents are handled by PMT within 24 hours from receipt of the report or information.
- g. Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.
- h. A short opening program which includes national anthem, ecumenical prayer, DepEd Quality Policy Statement, welcome remarks, and introduction of participants is facilitated.
- i. A management of learning at the start of the program to prepare learners for the learning process is facilitated. These include leveling of expectations, discussion of program objectives and matrix, and agreeing on session norms.
- j. A daily management of learning to prepare learners for the learning process is facilitated. These include nationalistic song, ecumenical prayer, attendance check, energizer, recap, and clearing session of the previous learning experience.
- k. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).
- l. Daily attendance checks are done by the PMT.
- m. The PMT introduces the resource speakers/subject-matter experts.
- n. Daily debriefing with PMT and resource speakers/subject-matter experts is carried out and documented.
- o. A short closing program which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, and closing remarks is facilitated.



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<i>participants' feedback on the end-of-day evaluation.</i>	<i>feedback on the end-of-day evaluation.</i>	<i>feedback on the end-of-day evaluation.</i>	<i>feedback on the end-of-day evaluation.</i>

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

REMARKS

7.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

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

LEARNING ENVIRONMENT indicators:

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



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1. Session rooms are provided for breakout sessions as indicated in the Program design. (only if applicable)

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

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

REMARKS

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

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



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feedback on the end-of-day evaluation.	feedback on the end-of-day evaluation.	feedback on the end-of-day evaluation.	the participants' feedback on the end-of-day evaluation.
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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS

7.2. LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM

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

LEARNING ENVIRONMENT: ONLINE LEARNING indicators:

- a. The learning platform (e.g., Zoom, Microsoft Teams) is reliable and accessible.
- b. Links were provided and communicated ahead of time.
- c. Breakout rooms are readily accessible to participants.
- d. Includes interactive elements that ensure the active participation of the participants.
- e. There is a provision for user support that promptly responds to the concerns of the participants.
- f. There is a team on standby that promptly resolves the issues/problems encountered by the participants.

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



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Letters of Indicators complied: ___; ___; ___	Letters of Indicators complied: ___; ___; ___	Letters of Indicators complied: ___; ___; ___	Letters of Indicators complied: ___; ___; ___
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ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under columns C and D.)

REMARKS

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

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

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



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REMARKS

III. SUMMARY OF FINDINGS

INSTRUCTIONS:

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

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

INDICATORS	M&E Officer	Participants	Category Rating
1.0 PARTICIPANTS Are the actual participants the same with the target participants of the PD Program?			
2.0 LEARNING DESIGN To what extent was the delivered PD Program compliant to the Detailed PD Program Design?			



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<p>3.0 RESOURCE PERSON /SUBJECT-MATTER EXPERTS To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?</p>			
<p>3.1 PARTICIPANTS' FEEDBACK ON RESOURCE PERSON /SUBJECT-MATTER EXPERTS To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?</p>			
<p>4.0 LEARNING RESOURCE MATERIALS To what extent were the LRMs compliant to the PD LRMs Quality Standards?</p>			
<p>5.0 LEARNING EVALUATION To what extent was the evaluation of learning compliant to the quality assured PD Program Design?</p>			
<p>6.0 PROGRAM MANAGEMENT To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?</p>			
<p>6.1 PARTICIPANTS' FEEDBACK ON PROGRAM MANAGEMENT To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?</p>			
<p>7.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM To what extent was the venue for the face-to-face PD Program compliant to standards?</p>			
<p>7.1 PARTICIPANTS' REACTION ON THE LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM To what extent was the venue for the face-to-face PD Program compliant to standards?</p>			
<p>7.2. LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM (ONLY IF APPLICABLE) To what extent was the set-up of the Online PD Program compliant to standards?</p>			
<p>7.3. PARTICIPANTS FEEDBACK ON LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM (ONLY IF APPLICABLE) To what extent was the set-up of the Online PD Program compliant to standards?</p>			
<p>TOTAL RATING</p>			

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MAJOR OBSERVATION, FINDINGS, AND RECOMMENDATIONS	
MAJOR OBSERVATION AND FINDINGS	RECOMMENDATIONS

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

IV. LEVEL 2 - POST ASSESSMENT RESULTS

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

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

REMARKS

MAJOR OBSERVATION, FINDINGS, AND RECOMMENDATIONS

MAJOR OBSERVATION AND FINDINGS

RECOMMENDATIONS

(Enclosure No. 11 to DM-OUHROD-2024-1576)



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