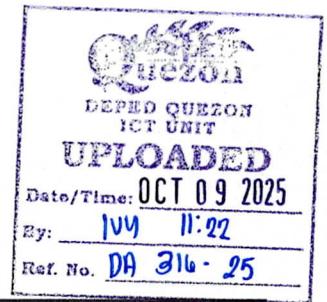




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



DIVISION ADVISORY NO. 316, s. 2025
October 6, 2025

In compliance with DepEd Order (DO) No. 8, s. 2013, this advisory is issued not for the endorsement per DO 28, s. 2001, but only for the information of DepEd officials, personnel/staff, as well as the concerned public
(Visit www.deped.gov.ph)

ADJUSTED DATES FOR LISQUP FINAL IMPACT STUDY

In reference to the advisory of NEAP Central Office dated September 23, 2025 on LISQUP Final Impact Study, the adjusted schedule for Batch 8 (Region 1 and Region 4A) will be on October 9-10, 2025.

Please be advised that participation to the said course should be **voluntary**, and other related costs which may be incurred by the applicants shall be on **personal expense**. They are also reminded to **strictly observe Time-On-Task Policy**, and **strict compliance to No Disruption of Classes Policy of the Department as stipulated in DepEd Order No. 09, s. 2005**.

For further details, please see attached document for reference.

hrdlap10/06/2025 *hr*

DEPEDQUEZON-TM-SDS-04-011-003



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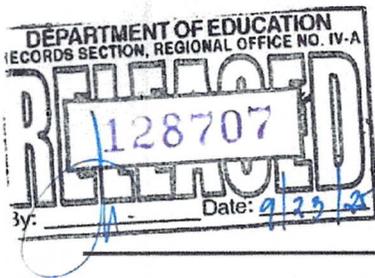
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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



23 September 2025

In compliance with DepEd Order (DO) No. 8, s. 2013 this advisory is issued not for endorsement per DO 28, s. 2001, but only for the information of DepEd officials, personnel/staff, as well as the concerned public.
(Visit depedcalabarzon.ph)

ADJUSTED DATES FOR LISQUP FINAL IMPACT STUDY

In reference to the advisory of NEAP Central Office dated 23 September 2025 on **LISQUP Final Impact Study**, the adjusted schedule for Batch 8 (Region 1 and Region 4A) will be on **October 9 – 10, 2025**. Modality is subject to change depending on the circumstances.

For more details, kindly refer to the attached revised Program Briefer.

Other provisions on the previous memorandum are still in effect.

06/ROH-09-01



Address: Gate 2, Karangalan Village, Cainta, Rizal
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Website: depedcalabarzon.ph



Certificate No. PHP QMS
22 93 0085



Linking Standards and Quality Practice (LiSQuP) Program's Final Impact Study 2025 Program Briefer

Rationale

The Linking Standards and Quality Practice (LiSQuP) project, a standards-based professional development scholarship program, is now in the final phase of its implementation. At present, 1,975 scholars have already earned their certificates and diplomas from the University. Out of this number, 788 MA scholars from both 2021 and 2022 cohorts are in the process of completing their thesis to obtain a degree from the program.

In light of the project's final gathering of insights from the batches of cohorts, the Project Development Team (PDT) will be conducting LiSQuP's Final Impact Study across regions to evaluate how the program has worked across different groups throughout its implementation. Moreover, the data gathering will also provide insights to inform policies of the Department of Education (DepEd), which are aimed at supporting teachers and education leaders through professional development programs, supporting their career progression. In 2023, the project conducted its Midterm Impact Study to measure the interim project achievement, immediate impact, and gain insights on the potential impact as part of the project's monitoring and evaluation.

Following Kirkpatrick's Model, this comprehensive evaluation captures the full scope of LiSQuP's influence, offering a complete assessment of the program's success and generating insights that can inform future professional development scholarship programs. The project will explore not only the experiences and achievements of the scholars but also the transformative learning they have applied in their respective workstations, positively influencing their students, colleagues, immediate supervisors, and the broader school community.

Objectives

The study aims to provide evidence-based findings on whether the program has achieved its overall objectives. This will be done through direct conversations with scholars and interviews with their supervisors, students, and community members. The results will document the program's complete impact and provide valuable lessons for future similar initiatives.

The data collection activities aim to answer the following research questions:

1. How do the scholars perceive the relevance, quality, and value of the LiSQuP program after having finished the academic courses?
2. How extensive is the increase in knowledge and change in attitudes that scholars have acquired following their participation in LiSQuP?
3. How do scholars implement quality practices learned from the LiSQuP program in their classroom instruction and respective workstations?
4. What impact does scholar participation in the LiSQuP program have in terms of:
 - student learning outcomes (for teacher-scholars);
 - teacher performance (for school head-scholars);
 - school heads' instructional leadership (for supervisor-scholars); and,
 - community-level changes.
5. Based on the findings, how can this report inform the design of professional development programs to effectively support the career progression of teachers and education leaders?

Research Locale and Participants

Each regional data collection visit comprises both online and onsite interviews with the peers, subordinates, and students to gain in-depth views of the project's impact through the outcomes attained by the scholars. In addition to the interviews, the regional visits are also designed to collect data and observe results that were transformed from reaction and learning as influenced by the practices demonstrated by scholars, through school records data and LiSQuP outputs



applied in the field. There are three workstation visits for each region, as informed by scholar data points based on teaching and non-teaching roles: (1) *teacher*, (2) *master teacher*, (3) *school head or supervisor or guidance counselor*. In selecting the samples, an inclusion principle is applied: the sample must be entitled to receive a graduate or post-graduate diploma¹. The full sampling frame of the scholars' data is available in the annex section of this proposal.

Table 1
Research Locale and Participants for the Regional Onsite Visits

| Region | TEACHING | | NON-TEACHING | | | Total Data Points per Region |
|--------------|----------|----------------|--------------|------------|--|------------------------------|
| | Teacher | Master Teacher | School Head | Supervisor | Others (Counselor, Librarian, Staff, etc.) | |
| CAR | 1 | 1 | 0 | 1 | 0 | 3 |
| NCR | 1 | 1 | 0 | 1 | 0 | 3 |
| Region 1 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 2 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 3 | 1 | 1 | 0 | 1 | 0 | 3 |
| Region 4A | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 4B | 1 | 1 | 0 | 1 | 0 | 3 |
| Region 5 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 6 | 1 | 1 | 0 | 0 | 1 | 3 |
| Region 7 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 8 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 9 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 10 | 1 | 1 | 0 | 1 | 0 | 3 |
| Region 11 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 12 | 1 | 1 | 1 | 0 | 0 | 3 |
| Region 13 | 1 | 1 | 0 | 1 | 0 | 3 |
| TOTAL | 16 | 16 | 16 | | | 48 |

The visits are characterized by the breadth of geographic spread of samples, which aims to capture different local contexts where the scholars are situated. In this regard, rich insights can be drawn from impact data that can inform the design and operation of professional development for in-service teaching and non-teaching staff of the department across the Philippines. **Hence, inter-island transfers and long land travels are imperative to reach the respective workstations of the selected scholar samples.**

¹Philippine Normal University (2023). *Outcomes-based Graduate Teacher Education Curriculum (OBGTEC) 3.0. [Unpublished]*



The 12 MA and 8 PHD programs of PNU-LiSQuP must be represented evenly in the sampling. Thus, in the total of 48 scholar datapoints, 2-3 participants are representative of each MA and PhD program.

Table 2
Number of Scholars per Program for the Regional Onsite Visits

| Program | Total |
|---|--------------|
| MA English Language Education | 2 |
| MA Educational Leadership and Management | 3 |
| MA Edukasyong Pangwika sa Filipino | 2 |
| MA Curriculum and Instruction | 3 |
| MA Reading Education | 3 |
| MA Mathematics Education | 3 |
| MA Science Education with specialization in Integrated Sciences | 2 |
| MA Social Science Education | 2 |
| MA Counseling | 2 |
| MA Early Childhood Education | 2 |
| MA Values Education | 2 |
| MA Educational Assessment and Evaluation | 2 |
| PHD Educational Leadership and Management | 3 |
| PHD Science Education | 3 |
| PHD Curriculum and Instruction | 3 |
| PHD Counseling | 3 |
| PHD Mathematics Education | 2 |
| PHD English Language Education | 2 |
| PHD Edukasyong Pangwika sa Filipino | 2 |
| PHD Reading Education | 2 |
| TOTAL | 48 |

To minimize gender bias in the study, the sampling approach deliberately maintained a balance in the ratio of male to female samples.

Table 3
Number of Scholars According to Sex

| | |
|---------------|-----------|
| Male | 24 |
| Female | 24 |
| TOTAL | 48 |



Data Collection Activities

FGDs and interviews will be conducted both online and in person with the scholars, their students, peers, immediate supervisors, and school community to optimize resource use and ensure broad participation. School records containing data in the last five years pertaining to student's subject mastery under the teacher-scholar and RPMS shall be requested. Audio recordings and images will be captured as part of the data collection.

Key Topics:

- Scholars' perception of the program's relevance, quality, and value
- Application of learned skills and practices in their classrooms, schools, and communities
- Impact of the program in terms of student learning outcomes, teacher performance, teacher career progression, and community engagement
- Additional relevant themes as identified

Research site:

- PNU teams will visit the workstations of select scholars following the aforementioned sampling criteria to conduct the FGDs and/or interviews with the scholars' students, peers, immediate supervisor, and school community. Copies of school records data, as officially requested through NEAP, shall be obtained.
- Possible accommodations for the PNU teams are recommended to be within the proximity – a hotel nearby or a DepEd-NEAP Facility, if available.

Implementation

In terms of staffing, NEAP will be collaborating closely with the PDT with the NEAP focal persons during the Impact Study travels. A faculty-researcher from PNU may accompany in the travels. The PDT shall be the one leading the actual data collection and management of data.

Pilot Testing: National Capital Region (NCR)

The pilot testing for the final impact study will take place in the National Capital Region (NCR) for the following reasons: (a) the population size of scholars, specifically the number of diploma earners, (b) the diversity of schools, in terms of their sizes, and (c) the convenience of accessibility for the PNU team.

Each team will be assigned a particular school and will simultaneously conduct the interviews.

Proposed Timeframe

The activity will take three (3) months from planning, preparation of the details, conduct of the travel activities, analysis of data, and writing of the report. The proposed timeline is outlined in the table below.

Table 4
Proposed Timeframe

| Activity | Target Schedule | In charge |
|---------------------------------------|-----------------|-----------|
| Inception of Impact Study 2025 design | July 2025 | PDT |
| Approval of the proposal and LIB | | |



| | | |
|---|--------------------------------|---|
| Coordination Meeting with NEAP-PDD-PDI and Regional NEAP Focal Persons | August 18, 2025 | |
| Pilot Implementation - NCR (simultaneous online interviews) | September 23, 2025 (afternoon) | PDT, assigned PNU faculty, with the assistance of Regional NEAP Focal Persons |
| Online and onsite interviews with students, peers, immediate supervisor, and school community <ul style="list-style-type: none">• Batch 1: September 25 (CAR, R2, R4B)• Batch 2: September 26 (R5)• Batch 3: September 29 (R3 and R7)• Batch 4: October 1 (R8, R9, R10)• Batch 5: October 2 (R11)• Batch 6: October 3 (R12 and R13)• Batch 7: October 6 - 7 (R6)• Batch 8: October 9 - 10 (R1 and R4A) | September and October 2025 | |
| Online Focus Group Discussions (FGD) with scholars | | |
| Report Writing | October to November 2025 | PDT |



I. Simultaneous interview: (Batch 8 - regional interviews)

Target dates: **October 9 (Thursday) and October 10 (Friday), 2025**

**for onsite interview, but subject to change to online modality if circumstances require*

| No. | Name of scholar | PNU Program | DepEd Designation of the scholar assigned to the target venue (2024 Data) | Region | SDO | School Name | Persons to be interviewed in the workstation |
|-----|-------------------------------|--------------|---|------------|-------------|--------------------------------------|---|
| 1 | Pastor Venenciano Yabot | MAMAT HEDSST | Teacher | Region 1* | Vigan City | Ilocos Sur National High School | The scholar's: <ul style="list-style-type: none"> ● student (1) ● co-teacher (1) ● School Principal |
| 2 | Lilian Altez Escalona | MAEDCI N | School Head | Region 1* | Candon City | Dagar Elementary School | The scholar's: <ul style="list-style-type: none"> ● master teacher (1) ● Assistant Principal or Head Teacher or Teacher-in-charge (1) ● PSDS (1) |
| 3 | Emmanuel Fabro Iacosalem | MASSED | Master Teacher | Region 1* | Ilocos Sur | Tagudin National High School | The scholar's: <ul style="list-style-type: none"> ● teacher subordinate (1) ● co-master teacher (1) ● School Principal |
| 4 | Maria Jossien Villaluz Alonzo | MA VE | Teacher | Region 4A* | Rizal | Baras-Pinugay Integrated High School | The scholar's: <ul style="list-style-type: none"> ● student (1) ● co-teacher (1) ● School Principal |
| 5 | Ronalyn Rodriguez Castro | MASEIS | Master Teacher | Region 4A* | Quezon | Lucena South I Elementary School | The scholar's: <ul style="list-style-type: none"> ● teacher subordinate (1) ● co-master teacher (1) ● School Principal |
| 6 | Joe Isaga Titular | PHD MATH ED | School Head | Region 4A* | Lipa City | Lipa City National High School | The scholar's: <ul style="list-style-type: none"> ● master teacher (1) ● Assistant Principal or Head Teacher or Teacher-in-charge (1) |



| No. | Name of scholar | PNU Program | DepEd Designation of the scholar assigned to the target venue (2024 Data) | Region | SDO | School Name | Persons to be interviewed in the workstation |
|-----|-----------------|-------------|---|--------|-----|-------------|--|
| | | | | | | | <ul style="list-style-type: none">• PSDS (1) |



**Annex B
Matrix of Activities**

| ONLINE INTERVIEWS | | |
|--------------------|---|---|
| Time | Day 1 | Day 2 |
| 7:00 - 8:00 AM | Interview with workstation 1 (all informants) | Interview with workstation 3 (all informants) |
| 8:00 - 9:00 AM | | |
| 9:00 - 10:00 AM | | |
| 10:00 - 11:00 AM | | |
| 11:00 - 12:00 NN | | |
| 12:00 NN - 1:00 PM | | |
| 1:00 - 2:00 PM | Interview with workstation 2 (informant #1) | Interview with workstation 2 (informant #2 & 3) |
| 2:00 - 3:00 PM | | |
| 3:00 - 4:00 PM | | |

| ONSITE INTERVIEWS | | | | |
|--------------------|---|---|---|---|
| Time | Day 0 | Day 1 | Day 2 | Day 3 |
| 7:00 - 8:00 AM | | Check-out from Lodging 1 and travel to workstations for interview | Travel to workstations for interview | |
| 8:00 - 9:00 AM | | Interview with two (2) workstations (all informants) | Interview with one (1) workstation (all informants) | |
| 9:00 - 10:00 AM | | | | |
| 10:00 - 11:00 AM | | | | |
| 11:00 - 12:00 NN | Travel of PNU Research Teams to the regions (check-in to Lodging 1) | | | Check-out from Lodging 2 |
| 12:00 NN - 1:00 PM | | | | Travel of PNU Research Teams back to Manila |
| 1:00 - 2:00 PM | | | | |
| 2:00 - 3:00 PM | | | | |
| 3:00 - 4:00 PM | | | Travel and | Back at Lodging |



| | | | | |
|----------------|--|--------------------------|---|--|
| 4:00 - 5:00 PM | | check-in to Lodging 2 | 2 | |
|----------------|--|--------------------------|---|--|



Annex C

**Informed Consent for Focus Group Discussion (FGD)/ Interview With
Scholars, Colleagues in the Workplace, and Immediate Supervisors**

As part of the final process of gathering data on LiSQuP scholar experience and the impact of the program to the school community, select students, peers, immediate supervisors, and school community members are invited to join the FGD to share their insights on the scholar's performance in their workstations and the impact of their contributions to the wider school community. The FGD aims to:

1. uncover unintended outcomes that may not have been captured through surveys and document analysis;
2. gather in-depth insights on the scholars' perceptions of the overall relevance and effectiveness of the LiSQuP program in relation to their professional and personal development;
3. explore how the program has influenced scholars' skills, attitudes and behaviors in their current roles in their workstations;
4. examine how the knowledge and skills gained from the program, through the scholarship's academic courses, training sessions, and other academic support mechanisms, have been applied in real-world education settings; and
5. gather substantial data for reporting to the Department of Education, other partners, and stakeholders.

Participation in this FGD entails:

1. consent to be included in the photo and video documentation that will be utilized by the Philippine Normal University in its reports and researches for and only for the LiSQuP program.
2. consent that your name and photo will be included in the reports and researches that will be presented and published by the Philippine Normal University for and only for the LiSQuP program.
3. voluntary participation in the FGD session; should there be questions that a participant may not be comfortable with, he/she may decline to give a response. At any point in time, a participant may also decide and inform to opt-out of the FGD and the researchers will withdraw all data and information associated with the participant from the database
4. clear communication processes. All participants may raise their questions and/or concerns related to this data gathering process to the researchers through their official email: lisqup@pnu.edu.ph.
5. no direct benefit nor risk to the participant. By voluntarily joining the FGD, you are indirectly contributing to LiSQuP's program evaluation. Your scholarship status, academic and training completion will also not be affected by your responses. However, participants may be contacted by representatives from the Department of Education for possible confirmation or follow-up questions from DepEd's own directives.
6. all data gathered from this survey will be kept confidential and the raw input responses will only be accessible to the researchers. The Data Privacy Policy Act of 2012 (Republic Act No. 10173) will be strictly observed in this study.

By signing this Informed Consent, you agree that the content has been thoroughly discussed with you and you hereby agree to continue to participate in the FGD/interview.

SIGNATURE OVER PRINTED NAME

DATE SIGNED



Annex D
Informed Consent for Focus Group Discussion (FGD)/ Interview
With Teacher-Scholars' Students

The Linking Standards and Quality Practice (LiSQuP) project, a standards-based professional development scholarship program, is now in the final phase of its implementation. Teachers and education leaders of the Department of Education (DepEd) are the recipients of this scholarship. To further understand the scholars' experiences, challenges, and other insights of the scholars, the LiSQuP project is conducting its Final Impact Study Evaluation across the sixteen (16) regions in the country.

As part of the process of gathering data for this research study, students of the teacher-scholars will be invited to participate. This will further help the researchers to gather in-depth insights into the scholar's performance and its effect on the student's learning development.

In this light, you are invited to participate in a Focus Group Discussion (FGD)/ one-on-one interview for this research study. The discussion will be facilitated by the research team from the Philippine Normal University (PNU) and will take approximately 45 to 60 minutes. The session may be audio-recorded to help with analysis. No names or identifying information will be included in any report.

Participation in this study is completely voluntary. You may decline to participate or may withdraw at any time without any consequences. Your academic standing, scholarship (if any), and other educational support will not be affected by your responses. Further, while there is no direct compensation, light snacks and/or a certificate of participation may be provided.

All data gathered from this survey will be kept confidential and the raw input responses will only be accessible to the researchers. The Data Privacy Policy Act of 2012 (Republic Act No. 10173) and the Safe Spaces Act (Republic Act No. 11313) will be strictly observed in this study.

By signing this Informed Consent, you agree that the content has been thoroughly discussed with you and you hereby agree to continue to participate in the FGD/interview.

SIGNATURE OVER PRINTED NAME

DATE SIGNED



Annex E
Informed Consent for the Parents/ Guardians
(for the Student's Participation in the Focus Group Discussion (FGD)/ Interview)

The Linking Standards and Quality Practice (LiSQuP) project, a standards-based professional development scholarship program, is now in the final phase of its implementation. Teachers and education leaders of the Department of Education (DepEd) are the recipients of this scholarship. To further understand the scholars' experiences, challenges, and other insights of the scholars, the LiSQuP project is conducting its Final Impact Study Evaluation across the sixteen (16) regions in the country.

As part of the process of gathering data for this research study, students of the teacher-scholars will be invited to participate. This will further help the researchers to gather in-depth insights into the scholar's performance and its effect on the student's learning development.

In this light, your child is invited to participate in a Focus Group Discussion (FGD)/ one-on-one interview for this research study. The discussion will be facilitated by the research team from the Philippine Normal University (PNU) and will take approximately 45 to 60 minutes. The session may be audio-recorded to help with analysis. No names or identifying information will be included in any report.

Participation in this study is completely voluntary. Your child may decline to participate or may withdraw at any time without any consequences. The academic standing, scholarship (if any), and other educational support of the child will not be affected by their responses. Further, while there is no direct compensation, light snacks and/or a certificate of participation may be provided to the student.

All data gathered from this survey will be kept confidential and the raw input responses will only be accessible to the researchers. The Data Privacy Policy Act of 2012 (Republic Act No. 10173) and the Safe Spaces Act (Republic Act No. 11313) will be strictly observed in this study.

By signing this Informed Consent, you agree that the content has been thoroughly discussed with you and you hereby allow your child to participate in the FGD/interview.

SIGNATURE OVER PRINTED NAME

DATE SIGNED



Annex F
Sample Letter of Permission to the Schools Division Superintendent (SDS)
of a DepEd Schools Division Office (SDO)

Date

DR. ALEJANDRO G. IBAÑEZ
Schools Division Superintendent
Schools Division Office - Marikina City
Department of Education

Dear **Dr. Ibañez**:

Greetings in the spirit of Truth, Excellence, and Service!

The Linking Standards and Quality Practice (LiSQuP) project is a professional development (PD) program under the partnership of the Department of Education (DepEd) - National Educators Academy of the Philippines (NEAP) and the Philippine Normal University (PNU). It is a standards-based scholarship program that is now in the final phase of its implementation. Several scholars from the first cohort (2021) and the second cohort (2022) have already earned their completion credentials from the University, while other MA scholars from both cohorts are in the process of completing their thesis to obtain a degree from the program.

To support the project's final evaluation, this is to respectfully request permission from your Office to **invite and conduct onsite and online Focus Group Discussions (FGD)/ interviews with students of the teacher-scholars engaged in the project on July 25, 2025, Friday**. This will further help the researchers to gather in-depth insights into the scholar's performance and its effect on the student's learning development. Each FGD and interview will last approximately 45 to 60 minutes and may be audio-recorded for data analysis. To triangulate the data, the researchers will also review relevant documents such as student profiles and academic records. Strict confidentiality will be maintained; no student names or identifying details will appear in any report.

Moreover, participation is voluntary. Students may decline or withdraw at any time without implications to their academic standing, scholarship (if any), and other educational support. As a gesture of appreciation, light snacks and/or a certificate of participation may be provided to the student as tokens of their involvement in this activity. All data gathered from this survey will be kept confidential and the raw input responses will only be accessible to the researchers. The Data Privacy Policy Act of 2012 (Republic Act No. 10173) and the Safe Spaces Act (Republic Act No. 11313) will also be strictly observed in this study.

Should there be questions or concerns related to this data gathering process, kindly send an email to the researchers through their official email: lisqup@pnu.edu.ph.

Attached are the program briefer and pertinent other documents related to this research for your perusal.

Thank you in anticipation of your favorable approval of this request.

Very truly yours,

MARILYN U. BALAGTAS, Ph.D.
Vice President for Academics
Project Director

cc: **Dr. Carmela C. Oracion, Assistant Secretary**
Bureau of Human Resource and Organizational Development (BHROD), Department of Education

Mr. Michael Joseph P. Cabauatan, Director III
National Educators Academy of the Philippines (NEAP), Department of Education