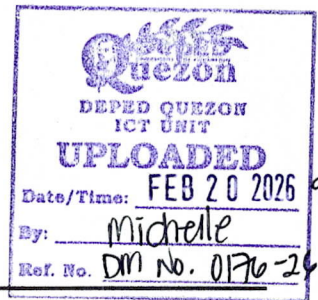




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



18 February 2026

DIVISION MEMORANDUM

No. 0176, s. 2026

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

To: Assistant Schools Division Superintendents
Division Chiefs
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. Relative to DepEd Memorandum No. 044, s. 2023, entitled *Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs*, this Office, through Human Resource Development Section, releases the guidelines on the quality assurance, including the composition and terms of reference of the Program Management Team.
2. Attached is a copy of the DepEd Memorandum from National Educators Academy of the Philippines, Department of Education Central Office, for reference and guidance.
3. Immediate dissemination of this Memorandum is desired.

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

Hrdsgod02/18/2026

DEPEDQUEZON-TM-SDS-04-009-003



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Republic of the Philippines
Department of Education

AUG 04 2023

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

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

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

1. Following the issuance of DepEd Memorandum No. 012, s. 2023 titled *Moratorium on the Implementation of DepEd Order (DO) No. 001, s. 2020 (Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders)*, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), pursuant to DO 011, s. 2019¹, issues the enclosed **Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of NEAP Core Programs**.

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

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

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

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

¹ Implementation of the NEAP Transformation

6. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


GLORIA JUMAMIL-MERCADO
Undersecretary 

Encl.:
As stated



References:

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

To be indicated in the Perpetual Index
under the following subjects:

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



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

Program Management Team Terms of Reference

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

Program Management Team

Role	Terms of Reference	Office/Unit for National Implementation of PD Programs	Office/Unit for Field Implementation of PD Programs
a. Program Manager	<ul style="list-style-type: none">i. Oversees the implementation of the entire program.ii. Organizes and supervises the PMT to ensure that all processes are carried out and outputs delivered according to standards.iii. Orients the PMT and the resource persons/ subject-matter experts on their terms of reference and the details of the program design.iv. Leads in conducting debriefing with the PMT and resource speakers/ subject-matter experts.v. Prepares the CPD	Program Owner	HRDD/ NEAP-R

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

	supervisors regarding program completion and the importance of implementing the Workplace Application Plan.		
c. Resource Speaker/ Subject-matter Expert	<ul style="list-style-type: none"> i. Applies effective presentation and facilitation techniques in conducting assigned sessions. ii. Provides expert content input during learning sessions. 	Could be from DepEd or from Partner Institutions	TRAINED TRAINERS <i>(from the NTOT)</i>
d. M&E Coordinator	<ul style="list-style-type: none"> i. Prepares and implements the Monitoring and Evaluation Plan in collaboration with the PMT. ii. Assists the Program Manager in <u>accomplishing the Program Delivery Readiness Checklist.</u> iii. Applies process observation and prescribed tools to monitor and evaluate program delivery. iv. Administers and analyzes the results of Level 1 evaluation which is to be presented during debriefing. v. Assists the Learning Manager in administering and analyzing the results of Level 2 evaluation. vi. Prepares Post-Program Delivery M&E Report and submits to PM for inclusion in the Program Completion Report. 	NEAP-QAD	QAD in the Region/ SDO-SMME
e. Documenter	<ul style="list-style-type: none"> i. Documents the proceedings of the learning sessions 	Program Owner	HRDD/ NEAP-R or

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

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

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

I. Background

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

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

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

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

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

II. Scope

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

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

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

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

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

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

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

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

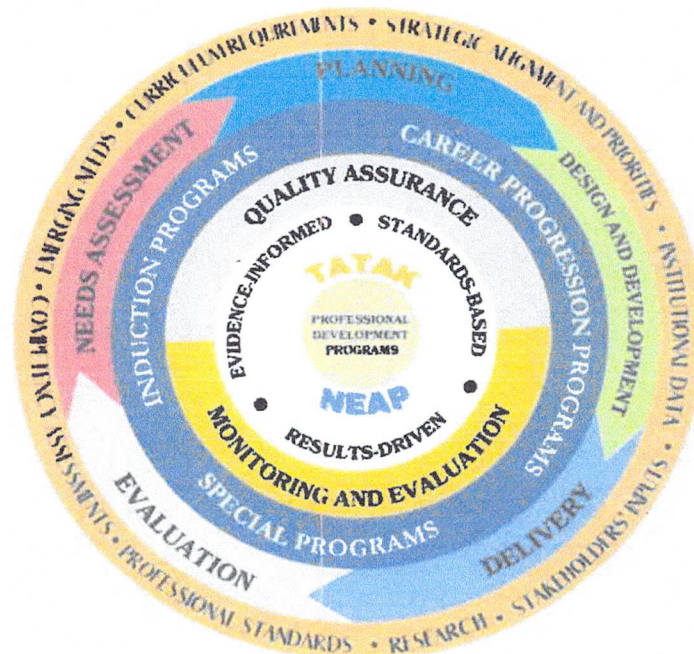


Figure 1. Quality Assurance and Monitoring and Evaluation (QAME) Framework for NEAP Core Programs

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

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

- and professional standards for teachers and school leaders;
- b. responds to the emerging needs, results of competency assessments, and institutional data; and
- c. values research and stakeholders' inputs.

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

- a. Competency-based needs assessment – determining professional development needs of teachers and school leaders in key performance areas and identifying competency gaps that affect individual and organizational performance
- b. Planning – clarifying the strategic performance goals and developing the workplace development objectives (WDO) or the learning results chain and identifying the appropriate PD program (Induction Program, Career Progression Program, or Special Program) to address priority competency gaps identified in competency-based needs assessment
- c. Design and development - formulating comprehensive and coherent various PD program design elements (target learners, learning objectives, content, methodologies, assessments, and outputs)
 - i. LR Package Development - identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages based on the PD program design
- d. Delivery - implementing the program for intended learners based on the quality-assured design, using the learning resource packages that have been developed to facilitate competency development
- e. Evaluation – implementing the four levels of evaluation (Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results) according to the quality-assured Monitoring and Evaluation Plan

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

IV. The NEAP Core Programs

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

A. Induction Programs

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

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

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

B. Career Progression Programs

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

1. Regular Programs

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

These programs are focused on

- a. building and consolidating teachers' and school leaders' competencies to perform their expected functions at their current career stages.
- b. supporting teachers' and school leaders' promotion by developing their knowledge, skills, and attitude against the career stages of the relevant professional standards.
- c. supporting assessment of teachers' and school leaders' competencies linked to their professional learning needs identified through the analysis of RPMS and their respective professional standards.

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

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

2. Subject Content Programs Supporting Quality Teaching

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

These programs are aimed at:

- a. supporting elementary, JHS, and SHS teachers in improving their content knowledge and pedagogical content knowledge that are consistent with the findings of the Teacher Development Needs Survey (TDNS) and other relevant studies;
- b. supporting school leaders, such as EPSs and PSDSs, in conducting appropriate, effective, and efficient instructional supervision of relevant subject areas; and
- c. linking content knowledge and pedagogical content knowledge through, for example, formative assessment, and assessment in general, to provide baseline information for teachers and school leaders.

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

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

3. Master Classes

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

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

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

assessment for master classes.

C. Special Programs

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

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

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

V. Development of NEAP Core Programs

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

A. Preparing the Professional Development Program Proposal

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

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

a. Results objective (Impact)

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

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

b. Application objective (Outcomes)

Determine what participants should be able to perform back in their workplace to demonstrate behavioral change/change in performance.

- c. Terminal objective (Output)
Determine what concrete output/s participants should be able to produce at the end of the PD program to demonstrate application of competencies.
- d. Enabling objectives (Competencies)
Also referred to as competencies, determine what job tasks or roles in the form of knowledge, skills, and attitude the participants should be able to acquire from the PD program.

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

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

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

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

B. Developing Learning Resource Materials (LRMs)

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

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

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

C. Delivery of Quality Assured PD Programs

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

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

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

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

Program Management:

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

Learning Management:

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

D. End-of-PD Program Evaluation

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

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

<p>1. Submit Accomplished PD Program Completion Report (Refer to Enclosure No. 13)</p>	<p>PD Program Completion Report contains the following:</p> <ul style="list-style-type: none"> i. The executive summary includes the program description and its objectives, and the daily proceedings of the conduct of the program. ii. The M&E Analysis includes a summary of: <ul style="list-style-type: none"> 1. Level 1: participants' evaluation of the program (daily over-all rating, summary of comments and suggestions, and over-all strengths and areas for improvement) 2. Level 2: participants' learning (summary of results of pre-test and post-test and/or other summative assessments). b. General comments and issues encountered in relation to program delivery and management. c. Recommendations for improvement of future programs and policy action. d. Photo Documentation (five pictures per day with descriptions). e. Attachment includes: <ul style="list-style-type: none"> i. Actual Participants Profile Sheet (Refer to Enclosure No. 14) ii. Financial Report
<p>2. Prepare an Inception Plan (Refer to Enclosure No. 15)</p> <ul style="list-style-type: none"> ● Level 3 (Behavior Evaluation) 	<ul style="list-style-type: none"> a. The Inception Plan assesses: <ul style="list-style-type: none"> Behavior Evaluation <ul style="list-style-type: none"> i. WAP accomplishments against agreed objectives/targets (and also how well the targeted competencies were demonstrated on the job) ii. Improvement in individual competencies (link to IPCRF-IDP – Were the learning objectives met? Were the identified development needs addressed? What improvement in competencies are demonstrated?) b. The Inception Plan covers, but is not limited to, the rationale, evaluation questions, target respondents, data collection methods, instruments to be used, timeline of the evaluation and personnel involved consistent with the

	<p>details indicated in the M&E Plan, and references.</p>
<p>3. Conduct of Level 3 Evaluation</p>	<ul style="list-style-type: none"> a. Adheres to Republic Act 10173 or the Data Privacy Act of 2012 b. Informed consent was obtained from potential participants. c. The participants' anonymity and confidentiality were protected. d. Deceptive practices were avoided. e. The participants were given the right to withdraw from participating in the evaluation. f. The evaluation takes account of local contexts including sensitivities around gender and marginalized groups. g. All data gathered is stored securely and is only accessible to the PMT. h. Raw data gathered shall be stored for a minimum of 5 years, after which they will be destroyed.
<p>4. Analyze evaluation results and submit Level 3 Evaluation Report (<i>Refer to Enclosure No. 16</i>)</p>	<ul style="list-style-type: none"> a. The evaluation responds to information needs, in particular as expressed in the terms of references. b. The design of the evaluation adequate for obtaining the results needed to answer the evaluation questions. c. The data collected are adequate for their intended use and have their reliability been ascertained. d. The data are systematically analyzed to answer evaluation questions and cover other information needs in a valid manner. e. The findings follow logically from and are justified by the data/information analysis and interpretations. f. Conclusions are unbiased and fully based on findings. g. Areas needing improvements are identified and are consistent with the conclusions. The suggested options are realistic and impartial. h. The report is well-structured, balanced and written in an understandable manner.

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

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

Report	60 working days after the receipt of Data on Level 3 Regional Evaluation	coordination with the PMT in the region	
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VI. Quality Assurance and Monitoring and Evaluation Procedures

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

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

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

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

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

- iv. PD Program Monitoring and Evaluation plan
 - v. Program Implementation Plan (PIP)
- b. Other required attachments
 - i. Curriculum vitae of resource speakers/subject-matter experts
 - ii. Assessment tools (formative and summative measures and rubrics)
 - iii. Workplace application plan template and implementation rubric
 - iv. All LR materials (session guides, slide decks, modules (if applicable))
 - c. The Target Participants Profile Sheet is to be submitted to NEAP-QAD within 14 working days prior to the implementation of the PD Program.
3. All duly prepared PD Program Proposals shall be submitted to NEAP-QAD for quality assurance 45 working days before the implementation.
 - a. PD program proposals shall be submitted through the online submission box during the period of call for submission for PD programs quality assurance as announced by NEAP.
 4. PD program owner shall receive an acknowledgement slip from NEAP-QAD within 3 working days upon receipt of the PD proposal with complete required documents.
 5. Duly submitted PD program proposals shall be evaluated consistent with the PD Program Design Quality Standards Checklist by PD program design evaluators and PD program content evaluators from NEAP-QAD and non-DepEd partners.
 6. PD program proposals shall be quality assured based on the following criteria:
 - a. Strength of research base
 - b. Alignment with the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for School Heads (PPSSH), or the Philippines Professional Standards for Supervisors (PPSS)
 - c. Profile and selection of participants
 - d. Articulation of objectives and its alignment with the competencies for development
 - e. Selection and organization of content
 - f. Soundness of methodology
 - g. Mechanisms to determine whether the objectives have been met
 - h. Intended workplace application
 - i. Credentials/expertise of resource speakers/subject-matter experts
 - j. Budget and costing
 - k. Gender Equality, Disability and Social Inclusion
 7. QA recommendation/s shall be communicated to the PD program owner within 8 to 20 working days from the date of receipt of the PD program proposal.

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

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

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

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

1. PD program managers shall submit an updated schedule of implementation to NEAP-QAD within 10 working days prior to the actual conduct of the PD program for the proper scheduling of monitoring visits (*Refer to Enclosure No. 17 for the M&E Visit Checklist*).
2. The PD program managers shall receive an email from NEAP-QAD to inform them of the date/s of the monitoring and evaluation visit.
3. The program and learning management of quality-assured PD Programs shall be monitored by an assigned M&E Officer from NEAP-QAD.
4. The monitoring and evaluation visits shall take within at least 2-5 days of the actual implementation.

VII. PD Program Field Implementation

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

1. The PD Program Owner shall conduct coordination meeting with the Regional Office/s or Schools Division Office/s with the following key objectives:
 - a. Communicate and provide the quality assured PD program package:
 - i. Detailed PD Program Design
 - ii. PD Program Monitoring and Evaluation Plan
 - iii. List and curriculum vitae of resource speakers (trained trainers)
 - iv. Workplace application plan template and implementation rubric

- v. PD LR Materials (session guides, assessment tools, slide decks, modules, etc.)
- b. Identify implementation requirements:
 - i. Target participants consistent with the profile/selection criteria set by the PD program owner
 - ii. Indicative dates of implementation
 - iii. Program Management Team Terms of Reference (*Refer to Enclosure No. 18*)
 - iv. Venue
 - v. Resources
 - vi. Budget requirements
 - vii. Technical assistance needed from the PD program owner & NEAP Central Office
2. Before the conduct of field implementation, the Regional/SDO PMT shall prepare and submit to the PD Program Owner the following:
 - i. Updated PD Program Design
 - (1) Details of regional/SDO participants' profile
 - (2) Date/s of implementation
 - (3) Assigned resource persons/subject-matter-experts in each session
 - ii. Official list of resources persons/subject-matter experts
 - iii. Target participants profile sheet
 - iv. Official list of regional PMT members (per classroom)
 - v. Approved budget estimate plan
 - vi. End-of-day evaluation form
 3. PD program owner shall consolidate the PD program materials listed above then submit to NEAP-QAD, 20 working days before the RO/SDO's conduct of the field implementation.
 4. RO/SDO shall deliver PD programs consistent with the quality-assured PD program design and the PD program delivery quality standards.
 5. RO/SDO shall monitor and evaluate the delivery of PD programs consistent with the quality-assured M&E Plan (Levels 1 and 2).
 6. RO/SDO shall conduct end-of-PD program evaluation consistent with the quality assured M&E Plan (Level 3) and the submitted inception plan.
 - a. Ensure that the implementation of WAP is monitored and evaluated by the participant's immediate supervisor in coordination with the M&E Coordinator of the Regional PMT.

VIII. Duties and Responsibilities

A. Professional Development Program Owner shall:

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

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

B. NEAP-Quality Assurance Division shall:

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

C. PD Program Evaluators

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

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

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

2. PD Program Content Evaluators

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

3. Quality Assurance Certification Approver

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

D. NEAP-Professional Development Division

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

IX. Awarding of Certificates

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

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

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

- B. A Certificate of Participation shall be awarded to participants, inclusive of dates consistent with the record of their physical presence during active learning hours.
- C. A Certificate of Recognition shall be awarded to Resource Speaker/Subject-Matter Expert who has completely served his/her function; and to non-NEAP personnel who has completely performed the terms of reference of the role served in the program management team.
- D. The Certificates (*Refer to Enclosure No. 19 for the Certificates Template*) shall indicate, as applicable, the following:
 - 1. Title of the PD Program
 - 2. Date and venue of the training activity if face-to-face learning/online platform if online learning
 - 3. Number of active learning hours
 - 4. The specific PPST/PPSSH/PPSS Domains, Strands, and Indicators covered by the PD Program
- X. Accreditation of Quality Assured NEAP Core Programs with the Professional Regulation Commission (PRC)

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

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

XI. Utilization of Funds

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

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

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