Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

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Office of the Schools Division Superintendent

January 24, 2025

DIVISION MEMORANDUM
No. 40, s. 2025

REITERATION ON THE GUIDELINES ON THE CONDUCT OF SCHOOL-DEVELOPED PROFESSIONAL DEVELOPMENT PROGRAMS

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
School Heads
All Others Concerned

1. In reference to DM-OUHROD-2024-1546 titled "Guidelines on the Conduct of Regional Office-, Schools Division Office-, and School-Developed Professional Development Programs for FY 2024," the field is reminded of the guidelines for implementation of Learning Action Cell (LAC) and In-Service Training (INSET).

2. School-level development and implementation of school-based programs shall be governed by the Guidelines on the School-Level Development and Implementation of School-Based Professional Development Programs (Enclosure 1). (A copy of the guidelines, along with other enclosures/templates, may be accessed through the link: https://tinyurl.com/SDODCPDPGuidelines).

3. For quality assurance of school-based PD programs, the school-based PD program shall include the following:

INSET	LAC
1. PD program design 2. M&E Plan 3. Pre and post-assessment tools 4. Workplace Application Plan 5. Budget Matrix 6. Curriculum vitae of Resource persons	1. 5-month LAC Plan 2. M&E Plan 3. Assessment tools 4. Workplace Application Plan 5. Budget Matrix 6. Curriculum vitae of Resource persons 7. End-of-day evaluation tool

7. End-of-day evaluation tool	

4. All duly-prepared and submitted school-based PD programs shall be quality assured by the Division PDEC **within the first 15 working days**. Only school-based PD program proposals compliant with the set quality standards shall be issued a Certificate of Quality Assurance and be implemented.

5. Attached is the memorandum for reference.

6. For concerns or technical assistance, please coordinate with SGOD-HRDS.

7. For information and widest dissemination.

ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent

Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2024-1596

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

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

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

DATE : 16 August 2024

1. The Department, through the National Educators Academy of the Philippines (NEAP), is committed to strengthen the professional development of teachers and school leaders in public schools and learning centers, pursuant to DepEd Order No. 011, s. 2019 titled *Implementation of the NEAP Transformation* and Republic Act No. 11713 or the *Excellence in Teacher Education Act.*

2. In ensuring effective and efficient development and implementation of school-based professional development programs, NEAP hereby issues these ***Guidelines on the Conduct of Regional Office-, Schools Division Office-, and School-Developed Professional Development Programs for FY 2024***. These guidelines have the following objectives:

    a. Provide guidance to the field offices on the proper utilization of FY 2024 Human Resource Development (HRD)/Maintenance and Other Operating Expenses (MOOE)/local funds for school-based professional development programs;
    b. Set standard process in identifying professional development needs, planning, designing, development, quality assurance, Professional Regulation Commission (PRC) Continuing Professional Development (CPD) Accreditation, delivery, and monitoring and evaluation of school-based professional development programs;

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

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

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

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

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

5. Professional development programs at RO and SDO levels shall be designed, developed, quality-assured, delivered, and monitored and evaluated according to the standards and processes set by DepEd Memorandum (DM) No. 044, s. 2023 titled *Interim Guidelines for Quality Assurance and Monitoring and Evaluation of NEAP Core Programs.*

6. While DM No. 044 governs the quality assurance and delivery process of professional development programs at RO and SDO levels, the school-level development and implementation of school-based programs shall be governed by the enclosed guidelines ***(Enclosure 1: Guidelines on the School-Level Development and Implementation of School-Based Professional Development Programs)***.

7. Topics for School-Based INSET shall be aligned with any of the following priority programs:

   a. *MATATAG* Curriculum for Kindergarten and Grades 1, 4, and 7;
   b. National Learning Camp;
   c. National Reading Program;
   d. National Mathematics Program;

e. Inclusive Education (Alternative Learning System, Indigenous Peoples Education, Madrasah Education Program, Special Needs Education, etc.);
f. Comprehensive Sexuality Education (DepEd Order No. 031, s. 2018);
g. Gender and Development;
h. Induction Program for Beginning Teachers;
i. Higher Order Thinking Skills – Professional Learning Packages (HOTS-PLP) for Mathematics, Science, and English;
j. Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy; and
k. Subject Content-Based Professional Development Programs.

8. School-Based INSET for SY 2024-2025 may be designed based on existing Central Office-, RO-, and SDO-developed programs that are quality-assured by NEAP.

9. School-Based INSET and LAC plans shall be prepared, delivered, quality-assured, PRC accredited, and monitored and evaluated, in adherence to the standards and processes outlined in these guidelines.

10. Use of funds for the design, development, quality assurance, delivery, and monitoring and evaluation of professional development programs shall be governed by the *Guidelines on the Utilization of FY 2024 HRD Fund* (issued through DM-OUHROD-2024-0427 dated 11 March 2024).

11. Should you have questions and concerns, please coordinate with **NEAP Office of the Director**, through email neap.od@deped.gov.ph or landline (02) 8638-8638.

12. For immediate dissemination and appropriate action.

Copy furnished:
GINA O. GONONG
Undersecretary for Curriculum and Teaching

ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations

Enclosures:
Enclosure 1 - Guidelines on the School-Level Development and Implementation of School-Based PD Programs
Enclosure 2 – PD Learning Resource Materials Quality Standards
Enclosure 3 – Sample PD Needs Prioritization Matrix
Enclosure 4 – School-Based INSET Plan
Enclosure 5 – Five-Month LAC Plan
Enclosure 6 – Curriculum Vitae of Resource Speaker/Subject Matter Expert
Enclosure 7 – Sample End-of-Day Evaluation Tool
Enclosure 8 – Budget Matrix
Enclosure 9 – School-Based PD Program Design Quality Standards Checklist
Enclosure 10 - School-Based PD Program Delivery Quality Standards
Enclosure 11 – PD Compliance Monitoring Tool
Enclosure 12 – School-Based PD Program Learning Action Plan
Enclosure 13 – PD Program Completion Report Form
Enclosure 14 – Actual Participants Sheet

(Enclosure No. 1 to DM-OUHROD-2024-1576)

Republic of the Philippines

Department of Education

National Educators Academy of the Philippines

GUIDELINES ON THE SCHOOL-LEVEL DEVELOPMENT AND IMPLEMENTION OF SCHOOL-BASED PROFESSONAL DEVELOPMENT (PD) PROGRAMS

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

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

I. DEVELOPING SCHOOL-BASED PD PROGRAM

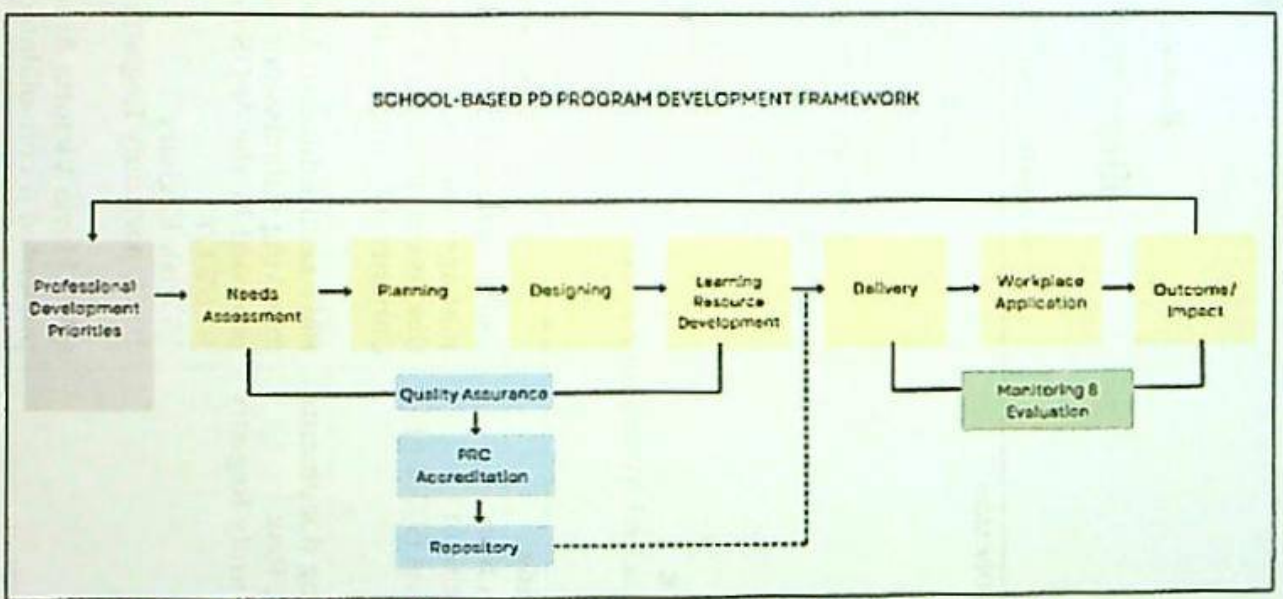

Figure 1: School-Based PD Program Development and Implementation Process

A. Needs Assessment

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

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

2. Data Analysis and Needs Prioritization

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

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

B. Planning

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

C. Design and Development

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

D. Quality Assurance and PRC Accreditation

1. **Quality Assurance of School-Based PD Programs**

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

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

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

b. All duly prepared school-based PD program proposals shall be submitted to SDO-SGOD-HRDS for quality assurance and PRC accreditation 45 working days before the implementation.

   i. PD program proposals shall be quality assured by the SDO within the first **15 working days** then shall be processed for PRC accreditation within the remaining **30 working days**.

c. Only school-based PD program proposals compliant with the set quality standards shall be issued a Certificate of Quality Assurance, be processed for PRC accreditation, and be implemented as an official DepEd professional development program.

2. **PRC Accreditation**

a. All professional development programs quality assured by NEAP Central Office, Regional Offices, and Schools Division Offices shall be submitted to the Professional Regulation Commission for accreditation.

b. The NEAP Central Office shall facilitate the program accreditation of all quality-assured PD programs from the Central Office Bureaus, Services, and Units through its Continuing Professional Development Accreditation System (CPDAS) account.

c. The Human Resource Development Division/NEAP in the Regions (HRDD/NEAP-R) shall facilitate the program accreditation of PD programs developed by offices and units in the Regional Office while the School Governance and Operations Division-Human Resource Development Section (SGOD-HRDS) shall take charge of the program accreditation of PD programs developed at the SDO and school levels.

E. PD Programs Repository

1. All quality assured and PRC accredited PD programs shall be deposited to:

   a. CO-managed repository for RO-developed PD programs
   b. RO-managed repository for SDO-developed PD programs
   c. SDO-managed repository for school-developed PD programs

2. Quality assured and PRC accredited PD program designs may be made available for adaption and reference.

3. PD program proposals adapting design/content/materials from PD programs in the repository across governance levels shall undergo the complete PD program development cycle.

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

1. Only quality assured PD programs shall be delivered through various delivery modality such as, but not limited to, face-to-face, online, blended, and self-paced.

2. PD programs shall be delivered consistent with the quality assured and PRC-accredited proposal.

3. Learning resource materials to be utilized during PD program delivery must be compliant with the set quality standards.

4. The delivery of the school-based PD program covers Program Management which shall ensure the effective and efficient conduct of PD programs adherent to the set program delivery standards, and Learning Management which shall ensure target competencies for development will be delivered according to adult-learning principles and compliant to the set learning management standards (see Enclosure 10).

G. Monitoring and Evaluation of PD Programs

1. Monitoring

a. Delivery of all PD Programs shall be monitored by the RO/SDO/School Heads to ensure the PD program's adherence to the quality-assured PD Program proposal and compliance to the PD Program Delivery Standards and indicators listed in PD Compliance Monitoring Tool (see Enclosure 11).

b. The Human Resource Development Division/NEAP-R and School Governance and Operations Division – Schools Management Monitoring and Evaluation (SMME) section, shall facilitate the monitoring of the school-Based PD Programs consistent with the quality-assured M&E plan.

2. Evaluation

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

i. Level 1- Reaction

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

ii. **Level 2- Learning**

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

iii. **Level 3- Behavior**

The Working Application Plan (WAP) shall be the final output in all school-based PD programs to measure whether participants' behavior or performance were influenced by the learning gains through classroom/work application. SDO/School Heads shall monitor the LAP Implementation of the participants in accordance with the M&E Plan (Level 3 Evaluation) of the PD Program.

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

	Schedule of WAP Preparation	**Timeline of WAP Implementation**
INSET	Last session of 3rd day	Within the next two quarters
LAC	Gradually accomplished every after-LAC session *Only 1 WAP shall be prepared from the 5-month LAC sessions.*	Up to maximum of 2 months after the completion of the 5-month LAC *Only 1 WAP shall be implemented from the 5-month LAC sessions.*

iv. **Level 4- Results**

After the PD Program and workplace application have been completed, an impact assessment shall be conducted per governance level.

3. Submission of Program Completion Report

a. The School Head together with the Program Management Team shall prepare and submit the accomplished Program Completion Report to the Schools Division Office 10 working days after the conduct of the program.

b. The PD Program Completion Report contains the following:
   i. The executive summary includes the program description and its objectives, and the daily proceedings of the conduct of the program.
   ii. The M&E Analysis includes a summary of (1) Level 1: participants' evaluation of the program; (2) Level 2: participants' learning.

iii. General comments and issues encountered in relation to program delivery and management
iv. Recommendations for the improvement of future programs and policy action
v. Photo documentation
vi. Actual Participants' Profile

c. The results shall be the basis for the enhancement of the developed and delivered PD Program.

III. TERMS OF REFERENCE PER GOVERNANCE LEVEL

A. Central Office

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

B. Regional Offices

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

C. Schools Divisions Offices

1. SGOD-HRDS in collaboration with the Curriculum Implementation Division (CID) shall plan, design, develop PD programs based on the consolidated PD needs of teachers and school leaders pursuant to DM No. 044, s. 2023.
2. SGOD-HRDS in collaboration with the CID shall quality assure school-developed PD programs based on the standards and requirements set by these guidelines.
3. SGOD-HRDS in collaboration with the CID and the SGOD-SMME shall monitor and evaluate the implementation of the quality-assured and PRC-accredited school-developed PD programs.

4. SGOD-HRDS shall consolidate the program completion reports from the implemented school-developed PD programs and submit to the Regional Office.
5. SGOD-HRDS shall manage the repository of quality-assured and PRC-accredited school-developed PD programs.
6. SGOD-HRDS and SMME shall conduct an impact assessment of the school-developed PD programs.

D. Schools

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