SFP 1 6 2024

DIVISION ADVISORY

No._____265_____ s. 2024

To: Assistant Schools Division Superintendent
        Chief Education Supervisors
        Education Program Supervisors
        Public Schools District Supervisor
        Elementary, Secondary and SHS Heads
        All others Concerned

This Office informs all concerned that the Department of Education – Regional Office III, in support to the National Educators Academy of the Philippines (NEAP), announces the "Call for NEAP Professional Development (PD) Programs Regional Evaluation Committee (REC) Members" to evaluate PD Proposals for FY 2024 in the Region.

Attached is a copy of the Regional Memorandum No. 608, s. 2024 for further details and inquiries.

CAROLINA S. VIOLETA, EdD, CESO V
Schools Division Superintendent

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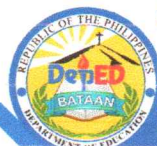
Republic of the Philippines

Department of Education

REGION III-CENTRAL LUZON

REGIONAL MEMORANDUM
No. _608_ , s. 2024

CALL FOR NEAP PROFESSIONAL DEVELOPMENT (PD) PROGRAMS REGIONAL EVALUATION COMMITTEE (REC) MEMBERS

To   :   Schools Division Superintendents

1.   In support to National Educators Academy of the Philippines in producing quality Professional Development (PD) Programs, this Office announces its **Call for Professional Development (PD) Programs Regional Evaluation Committee (REC) Members** to evaluate PD Proposals for FY 2024 in the Region.

2.   The role of the REC Members is to ensure that all approved NEAP PD Programs adhere to **DM no. 44, s. 2023** titled *Interim Guidelines for the Quality Assurance and Monitoring and Evaluation of the National Educators Academy of the Philippines Core Programs*. In addition, Quality Assured materials will be uploaded to Region 3 PD Programs Bank and can be adopted by other Schools Division Offices (SDOs) in the Region.

2.   All interested DepEd Teaching/Teaching-Related/Non-Teaching Personnel, Certified NEAP Facilitators/Assessors, Content-Experts, and/or Subject-Matter Experts may signify their interest through registering in **tinyurl.com/Call4RECMembers**.

4.   A Regional Memorandum will be released to announce the pool of qualified REC Members. A Certificate of Recognition will be awarded to all evaluators who shared their expertise in the Quality Assurance process of NEAP PD Programs.

5.   Enclosed are DM no. 44, s. 2023 Enclosure No. 8 *PD Program Design QS Checklist*, Enclosure No. 9 *PD LR Materials QS Checklist*, and Enclosure No. 10 *PD Program Delivery Quality Standard*, for reference.

6.   For concerns and other queries, interested participants may contact Mr. Oliver V. Arevalo, Education Program Specialist II of NEAPRIII thru neap.ro3@deped.gov.ph cc: oliver.arevalo@deped.gov.ph.

7.   Immediate dissemination of this Memorandum is earnestly desired.

RONNIE S. MALLARI, PhD, CESO V
OIC, Regional Director

Encl.: As stated
References: None
To be indicated in the Perpetual Index
          under the following subjects:

PD PROGRAM   EVALUATION

HRDD1/Neap2
September 9, 2024

Republic of the Philippines

Department of Education

National Educators Academy of the Philippines

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

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

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

PD Program Component and Quality Standards	Status	Remarks
A. Rationale for the Proposed PD Program		
1. The rationale clearly presents the context of the proposed PD program and why it is important to be implemented for the target participants.		
2. The proposed PD program is based on the results of competency-based professional development needs assessments (i.e., through individual development plans (IDPs), DepEd priorities across levels, learners' learning outcomes, etc.)		
3. The rationale cites theoretical underpinning and recent literature that support the identified competency gaps and proposed PD program content areas and/or methodologies.		
4. The rationale cites DepEd issuances/other legal bases for the proposed PD program being offered (if there's any).		
B. Alignment to the Professional Standards		
1. The proposed PD program responds to at least one PPST/PPSSH/PPSS domain, strand, and indicator, and/or other emerging needs of the Department.		

2. The target PPST/PPSSH/PPSS domain, strand, and indicator in each session is indicated.		
C. Target Participants Profile		
1. The proposed PD program identifies the career stage/s and profile (teacher/school head/supervisor, position, subject, and/or grade/year level taught) of the target participants.		
2. The target number of participants is specified.		
3. If the proposed PD program is to be implemented in batches, the number of participants and batches are specified and are within the prescribed absorptive capacity of the program.		
D. Articulation of Learning Objectives		
1. The proposed PD program's application, terminal, enabling, and session objectives are articulated according to the SMART principles and follow the Audience-Behavior-Condition-Degree method.		
2. The proposed PD program's result, application, terminal, enabling, and session objectives are aligned with the target professional standard (domain, strand, and indicator) for development.		
3. The application objective is relevant and sufficient to contribute towards attaining the results objective.		
4. The terminal objective is relevant and sufficient to contribute towards attaining the application objective.		
5. The enabling objectives are relevant and sufficient to contribute towards attaining the terminal objective.		
6. The session objectives are relevant and sufficiently cover a learning unit/episode to contribute towards attaining the enabling and terminal objectives.		

E. Session Contents		
1. Contents are appropriate to attaining the learning objectives and producing the outputs.		
2. Contents adequately identify the knowledge, skills, and attitude for development.		
3. Contents are accurate and based on credible sources of information.		
4. For subject content-based PD programs, contents align with the curriculum standards.		
5. Contents are organized according to the most appropriate sequence and structure.		
F. Program Methodology		
1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) employ adult learning principles with opportunities to be active, experiential, social, self-directed and goal oriented.		
2. The methodologies describe in detail or step-by-step process how the assigned resource speaker will deliver content and engage participants.		
3. The methodologies indicate the relevant learning resources that the resource speaker and participants will use to support the attainment of the session objectives.		
4. The methodologies incorporate the use of varied formative assessments such as multiple checks for understanding, guided practice, independent practice, etc.		
5. The methodologies use recognized best learning practices such as motivational/mood-setting activities, modeling, etc.		
G. Assessment Strategies and Tools		
1. The formative and summative assessment strategies are varied and sufficient to		

assess learner's progress and proficiency in the target competencies for development.		
2. Appropriate assessment tools are identified and provided. Rubrics are available for performance/demonstration-based assessment.		
H. Session Outputs		
1. The session outputs are concrete, e.g., reflection journal, TA Plan, lesson exemplar, rubrics, worksheets.		
2. The session outputs are relevant to the session objectives and can be realistically produced by participants within set time.		
I. Workplace Application		
1. The proposed PD program provides opportunities for application of newly acquired competencies: crafting and implementation of Workplace Application Plan (WAP).		
2. The WAP is clearly aligned with Level 3: Application Objectives.		
3. The WAP can be realistically completed within 6 months (exclusive of school breaks for teachers) using available resources in the workplace.		
4. The WAP is to be signed and approved by the head of office where participants are based.		
5. The rubric for the evaluation of WAP implementation is appropriate to measure the participant's proficiency in the application of learning.		
J. Time Requirement		
1. The indicative dates of implementation of the proposed PD program do not interfere with the conduct of school-based instructionally relevant activities, especially the actual classroom teaching of teachers.		
2. Schedule of activities is appropriately sequenced and adequately timed.		

3. The time allotted per session provides adequate opportunity for the learning objectives to be attained.		
K. Learning Resource Materials		
1. All relevant learning resource materials (i.e., session guides, slide decks, modules, worksheets, audiovisual presentation, etc.) that will support the delivery of learning sessions are identified and provided.		
L. On Resource Speaker/Subject Matter Expert		
1. The Resource Speakers/Subject-Matter Experts' CVs reflect expertise relevant to the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered in the Speaker's/Subject-Matter Expert's session/s.		
M. Gender Equality, Disability and Social Inclusion		
1. Proposed PD program elements (i.e. participants selection criteria, activities, learning resource materials, resource speakers, and monitoring and evaluation, etc.) promote maximum engagement of participants from all backgrounds (disability, age, gender, religious and ethnic backgrounds).		
N. Monitoring and Evaluation Plan		
1. The proposed PD Program M&E plan is anchored on the PD program results, application, and terminal objectives.		
2. The proposed PD Program M&E plan reflects the four levels of evaluation according to Kirkpatrick's Model (Level 1: Reaction; Level 2: Learning; Level 3: Behavior; and Level 4: Result).		
3. For Level 1, daily evaluation tool to measure how participants find the PD program favorable, engaging, and relevant to their jobs is indicated and submitted.		
4. For Level 2, formative and summative assessment tools to measure participants' acquired knowledge, skills, attitude, confidence, and commitment based on their		

participation in the PD program are indicated and submitted.		
5. For Level 3, the WAP template detailing how participants will apply what they learned from the PD program when they are back on the job is indicated and submitted.		
O. Budget Requirements		
1. Proposed budget per participant is within the allowable limits according to government budgeting, accounting, and auditing rules and regulations.		
2. The attached itemized expenditure reflects the cost of the proposed PD program vis-à-vis the allowable expenses.		
P. Program Management Team		
1. PD Program Management Team members for program delivery are identified and are sufficient in number. a. Program Manager b. Learning Manager c. Resource Speaker/Subject-Matter Expert d. M&E Coordinator e. Documenter f. Secretariat g. Welfare Officer h. Logistics Officer i. Finance Officer		

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

Republic of the Philippines

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National Educators Academy of the Philippines

PD LR Materials Quality Standards Checklist

Professional Development Program Title:	
PD Program Provider:	

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

Quality Standards	Status	Remarks
1. Types and combinations of materials (e.g., projected slides for presentation, worksheets, and templates for workshops, etc.) in the learning resource package are appropriate to and supportive of delivery methods.		

2. Content of LRM will contribute to the achievement of learning objectives.
 	
   i.   aligned with session objectives, topics, and professional standards specified in the design
  ii.   appropriate to learning preferences and current proficiency level of target learners
 iii. logically sequenced		

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

trends, and developments, as needed)		

4. LRM adheres to DepEd branding guidelines
 	
   i.   proper use of the Department of Education seal and logo
   ii.   adherence to the use of official fonts and typography guidelines
   iii. proper co-branding with the Department of Education seal and logo		

5. LRM is copyright compliant.
   i.   permission from the Original Creator and Copyright Owner is secured
   ii.   free stock photos and quality Creative Commons images are used
   iii. prescribed citation format of the copyrighted material is followed.		

6. LRM adheres to GEDSI principles. i. uses socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language and illustrations		
7. LRM observes correct spelling, grammar, and word usage.		
8. LRM uses appropriate technologies (whenever available and cost-effective).		
9. Available quality-assured learning resource materials from the Learning Resource Portal are tapped for possible adoption or customization, if applicable.		
Printed LRMS		

1. Printed LRMs are readable, organized, and well laid-out.
   i.   Font styles and size are easy to read.
   ii.   Type size is large enough for easy reading by the intended audience. (Body text uses 11-13 points; type size for headings two points larger than the body text.)
   iii. The following body text fonts recommended by DepEd's Service Marks Manual are used: Garamond, Bookman Old Style, Helvetica Neue, Arial		

iv. Materials use no more than three font styles per document for a clean and unified look.		
2. Illustrations, images, graphs, and tables are appropriate, clear, properly labeled or captioned, and colored when necessary.		
3. Printing is of good quality (i.e., no broken letters or images, correct alignment, and even print density).		
Presentation Slides		

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

2. Slides are well laid-out:
   i. contain one idea per slide
   ii. use key words and phrases only
   iii. observe 7x7 rule: maximum of 7 lines per slide, maximum of 7 words per line
   iv. use contrasting colors for text and background (i.e., light text on dark background; dark text on light background).
   v. use relevant and good quality Illustrations and images (i.e., not pixelated or blurred)		

3. Slides have no distracting elements (i.e., irrelevant music, sound effects, animations, transitions, and background images).		
Non-Print Materials		
1. Non-print LRMs enhance the learning experience and sustain understanding of the content.		

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

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

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PD Program Delivery Quality Standards

Program Management

➢ The program management team and the resource speakers/subject-matter experts reviewed the quality assured program design and learning resource materials prior to implementation.

➢ The details of the planned program implementation (e.g., program objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.

➢ Attendance is confirmed by participants through an online registration form.

➢ Special needs of the participants are noted.

➢ Sessions with mainly information diffusion objectives may engage in

➢ Training Venue
  o is in an accessible, safe, secure, and peaceful location.
  o has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, toilets, reception, parking, elevator, etc.)
  o has a sufficient number of clean and accessible toilets and wash rooms.

➢ Residential Accommodation
  o is clean, well-lit, and well-ventilated.
  o is spacious for a maximum of three participants in a room with separate beds and at least one toilet and bathroom per room.

➢ Session Rooms
  o can only accommodate 30-50 participants.
  o are well-lit, well-ventilated, and spacious enough for the participants.
  o are arranged according to the session objectives and methodologies.
  o provide designated areas for the members of the PMT.
  o are provided for breakout sessions as indicated in the program design.

➢ The equipment/tools/supplies are adequate and readily available.

➢ All quality assured learning resource materials (i.e. slide decks, modules, worksheets, audiovisual presentation, etc.) are adequate and readily available.

➢ There is a provision for fast and reliable internet access.

➢ An option for soft copies of printed learning resource materials is available.

➢ Adequate session breaks (15-30 minutes mid-morning and mid-afternoon for snacks and stretching, and one hour for lunch) are provided in a timely manner.

➢ To the extent possible, "working breaks" are to be avoided, unless limited session time necessitates these.

➢ An adequate number of health personnel and a first aid kit with commonly used medicines are available.

➢ Information on the venue's emergency evacuation plan is disseminated before the start of the activity.

- The PMT promotes good solid waste management in the venue by adopting the "clean as you go" practice.
- Socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language is used at all times during the program.
- Healthy, nutritious and adequate meals that consider the needs of participants and PMT members with special dietary requirements are provided.
- Zero-tolerance on the commission of sexual harassment, bullying, and intimidation is observed; incidents are handled by PMT within 24 hours from receipt of the report or information.
- Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.
- The pre-assessment is done according to the quality assured PD program design.
- The PMT consolidates the results of the participants' pre-assessment.
- A short opening program which includes national anthem, ecumenical prayer, DepEd Quality Policy Statement, welcome remarks, and introduction of participants is facilitated.
- A management of learning at the start of the program to prepare learners for the learning process is facilitated. These include leveling of expectations, discussion of program objectives and matrix, and agreeing on session norms.
- A daily management of learning to prepare learners for the learning process is facilitated. These include nationalistic song, ecumenical prayer, attendance check, energizer, recap, and clearing session of the previous learning experience.
- Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).
- Daily attendance checks are done by the PMT.
- The PMT introduces the resource speakers/subject-matter experts.
- Program proceedings and participants' engagement are monitored and documented using the program documentation template.
- Daily debriefing with PMT and resource speakers/subject-matter experts is carried out and documented.
- The evaluation tool for Level 1 is administered at the end of the day according to the quality assured PD program design.
- The post-assessment is done at the end of the program according to the quality assured PD program design.
- The PMT consolidates the results of the participants' post-assessment.
- A short closing program which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, and closing remarks is facilitated.
- Distribute certificates of appearance, certificates of participation, and certificates of completion as may be applicable.
- Distribute certificates of recognition to invited resource speakers/subject-matter experts.
- PD Program completion report is prepared and submitted within 30 working days after the actual implementation of the program using the prescribed format.

Learning Management

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

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