

Department of Education

Region XI
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

August 20, 2025

DIVISION MEMORANDUM SGOD-2025 - 524

To:

Assistant Schools Division Superintendent

Division Chiefs (CID & SGOD) Public Schools District Supervisors Education Program Supervisor

Public School Heads Public School Teachers All Others Concerned

Subject:

REGIONAL MONITORING ON THE TRAINING OF SCHOOL LEADERS

FOR THE REVISED K TO 10 MATATAG CURRICULUM

IMPLEMENTATION

This is in reference to Regional Memorandum HRDD-2025-208 dated August 8, 2025, signed by Allan G. Farnazo, Director IV, re: Regional Monitoring on the Training of School Leaders for the Revised K to 10 MATATAG Curriculum Implementation, be informed that the Schools Division of Digos City will be monitored by RFTACT In-Charge, Chief Nelmalyn R. Barnija, during the conduct of the activity on September 16–19, 2025, at Green Leaf Hotel, General Santos City.

For queries, email hrddneaproll@gmail.com.

Other relevant details are found in the enclosures.

Immediate dissemination of this Memorandum is directed.

MELANIE P. ESTACIO, PhD, CESO VI

Schools Division Superintendent

For and in the absence of the Schools Division Superintendent

Enclosed: As stated.

SGOD/jso



JASON C. SENARILLOS SEPS-SMN

Officer In-Charge











Department of Education

DAVAO REGION



August 8, 2025

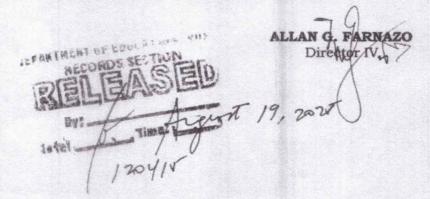
REGIONAL MEMORANDUM HRDD-2025-208

REGIONAL MONITORING ON THE TRAINING OF SCHOOL LEADERS FOR THE REVISED K TO 10 MATATAG CURRICULUM IMPLEMENTATION

To: Assistant Regional Director Schools Division Superintendents

- 1. This has reference to DM-OUHROD-2025-1064 titled Conduct of Revised K to 12 Curriculum Capacity Building Activities (Phase 2 Implementation) dated June 10, 2025. In relation to this, the Human Resource Development Division in collaboration with the Regional Field Technical Assistance Composite Team (RFTACT) will ensure that the conduct of training of school leaders for the Revised K to 10 MATATAG curriculum is well implemented and efficiently delivered based on standards.
- Along this vein, the RFTACT is advised to utilize the PD Compliance Tool and submit an accomplishment report to HRDD which is essential for consolidating data to support evidence-based technical assistance and informed decision-making on policy-related concerns.
- 3. Attached is the schedule for monitoring and the prescribed tool to be accomplished.
- 4. Moreover, the travel expenses, per diem, and other incidental expenses of the monitors will be charged against the Human Resource Development (HRD) Funds subject to the usual accounting and auditing rules and regulations.
- 5. For queries, email hrddneapro 11@gmail.com.
- 6. Immediate dissemination of this Memorandum is directed.

Encl.: As stated ROH3/glv







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Department of Education

DAVAO REGION

Enclosure

REGIONAL MONITORING ON THE TRAINING OF SCHOOL LEADERS FOR THE REVISED K TO 10 MATATAG CURRICULUM IMPLEMENTATION

SDOs	Date/s of Training	Venue/s	RFTACT Incharge
Davao City	September 22-25, 2025 (Batch 1) September 30-October 3, 2025 (Batch 2) Day 0- Sept 22, 30, 2025	Within Davao City	Dr. Nelma Lyn R. Barnija Dr. Ma. Cielo D. Estrada Dr. Jeoffrey L. Bernabe Dr. Maria Cristina B. Dionisio (September 23, 2025) Isidra B. Despi Dr. Michael S. Ańoda Dr. Glen L. Villonez (October 1, 2025) Dr. Jeoffrey L. Bernabe Leonard Ray E. Castillon (October 2, 2025)
Davao de Oro	October 9-11, 2025	Within Davao City	Dr. Nelma Lyn R. Barnija Dr. Glen L. Villonez Isidra B. Despi Joeisa M. Presbitero (October 9, 2025)





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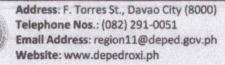




Department of Education

SDOs	Date/s of Training	Venue/s	RFTACT Incharge
Davao del Norte	September 11-13, 2025	Within Davao City	Dr. Nelma Lyn R. Barnija Dr. Glen L. Villonez Isidra B. Despi Jeselyn B. Dela Cuesta (September 11, 2025)
Davao del Sur	September 23-26, 2025 Day 0- Sept 23, 2025	Hotel de Crisbelle at Crown Center, Digos City	Dr. Nelma Lyn R. Barnija Dr. Maria Liza I. Berandoy Dr. Glen L. Vilionez Dr. Mariane B. Tubo (September 24, 2025)
Davao Occidental	October 8-10, 2025	Within Digos City	Dr. Nelma Lyn R. Barnija Dr. Aida P. Placencia Ronnie S. Mercado (October 8-10, 2025)
			October 8, 2025) Dr. Nelma Lyn R. Barnija
Davao Oriental	September 16-18, 2025	Within Mati City	Dr. Pedelina O. Huevos Dr. Jeoffrey L. Bernabe Leonard Ray E. Castillon (September 16, 2025)
			Maureen Ava B. Acuńa (September 17, 2025)









Department of Education DAVAO REGION

SDOs	Date/s of Training	Venue/s	RFTACT Incharge
Digos City	September 16-19, 2025 Day 0- Sept 16, 2025	Green Leaf Hotel, General Santos City	Dr. Nelma Lyn R. Barnija
IGACOS	September 23-26, 2025 Day 0- Sept 23, 2025	Any hotel in Davao City	Dr. Nelma Lyn R. Barnija Dr. Herminia A. Bantiding (September 24, 2025) Dr. Mariane B. Tubo Leonard Ray E. Castillon (September 25, 2025)
Mati City	September 16-19, 2025 Day 0- Sept 16, 2025	Within Tagum or Davao City	Dr. Nelma Lyn R. Barnija Dr. Mary Jeanne B. Aldeguer (September 17, 2025)





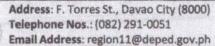




Department of Education DAVAO REGION

SDOs	Date/s of Training	Venue/s	RFTACT Incharge
Panabo City	August 12-14, 2025 (Done)	Ritz Hotel, Davao City	Dr. Nelma Lyn R. Barnija Dr. Glen L. Villonez Dr. Mariane B. Tubo Dr. Analiza C. Almazan (August 12, 2025)
Гagum City	September 16-19, 2025 Day 0- Sept 16, 2025	Ritz Hotel, Davao City	Dr. Nelma Lyn R. Barnija Isidra B. Despi Dr. Mariane B. Tubo Dr. Mary Jane M. Mejorada Dr. Glen L. Villonez (September 17, 2025)





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ON-SITE MONITORING AND EVALUATION FORM

(To be accomplished by individual monitors)
Based from DM-OUHROD-2025-1064

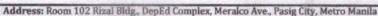
	GEN	ERAL INF	ORMATION			
PROGRAM/ ACTIVITY MONITORED	Training of School Leaders on the Implementation of Revised K to 10 Curriculum					
REGION			SDO/s			
VENUE			INCLUSIVE DATES			
TOTAL NUMBER OF PARTICIPANTS		NUMBER OF RPs		NUMBER MEMBER		
DISAGREGGATED	PRINCIPAL I		Education Program Supervisor		-MT I	
NUMBER OF	PRINCIPAL II		OIC/TIC		-MT II	
PARTICIPANTS	PRINCIPAL III		-TEACHER I		-MT III	
	PRINCIPAL IV		-TEACHER II		CHIEF	
	PSDS		-TEACHER III		OTHER	

	MONITORING SYSTEM	YES	NO
1.	Regional Monitoring & Evaluation Implementation Plan was duly signed.		
2.	Regional Monitoring Team was present.		
3.	Daily End-of-Day Evaluation was in place.		
4.	At least one (1) monitor is assigned per class.		
5.	Latest Monitoring and Evaluation tools and forms were used.		
6.	Conducted daily debriefing.		
7.	Issues discussed in debriefing sessions were resolved/addressed.		

Comments and Suggestions:

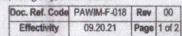






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CRITICAL INCIDENTS: For any remarkable event/situation (positive or negative) encountered, accomplish the

Situation/Task- Describe the specific situation and/or task that needed to be accomplished.

Action - Describe how the person/s or the team responded to the situation or acted on the task at hand.

Result - Describe the effect of the action or lack of action.

CRITICAL INCIDENTS

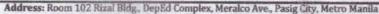
(STAR form will be used to document critical incidents not captured in M&E Tools; to be accomplished as needed)

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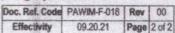






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NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 3

Program Delivery Quality Standards Checklist

PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

DAY1 DAY2 DAY3 DAY4 DAY5	AVERAGE

Instructions:

- This checklist will be used by the assigned monitoring officers during the MATATAG
 Training and will only be used as an attachment to the PD Compliance Monitoring
 Tool
- 2. Put a check (/) in the box if a standard is evident on the corresponding resource speaker.

Session Number and Title:	
Name of Resource Person:	

RESOURCE PERSON/SUBJECT MATTER EXPERTS

(/)	Program Delivery Quality Standards	Comments/Remarks
	The session objectives are explained at the beginning of the session.	
	b. The resource speakers/subject-matter experts use recognized best learning practices such as motivational/mood-setting activities, etc.	
	c. Sessions are delivered based on the quality-assured PD program design to ensure that session objectives are met, and any planned outputs are produced.	
	d. Appropriate and timely adjustments to content, methodology, and schedule are done to address the emerging needs of learners.	
	e. Participants are recognized as active learners and sources of learning and are engaged in meaningful discussions and activities. Assistance is given to them if necessary.	
	f. The resource speakers/subject-matter experts perform the following tasks: 1.0 Exhibit expertise of the subject matter. 1.1 Deliver accurate content 1.2 Transition topics in a logical manner 1.3 Present concepts, information, and ideas with clarity and congruence to the training /session objectives and the type of participants	
	2.0 Manage learning time. 2.1 Deliver sessions consistent with the time allotted.	





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2.2	2 Inform participants of the time required for every activity or assessment.	
3.0 F	Stablish rapport with participants and encourage	
p	articipation from them with consideration to their diversity and adult learning theory.	
THE RESERVE TO SERVE THE PROPERTY OF THE PARTY OF THE PAR	1 Encourage participants to be actively engaged in the session	
3.	2 Apply clean and appropriate humor in keeping the session lively	
3.	3 Observe gender, equality, disability, and social inclusion (GEDSI) in engaging with the participants	
3,	4 Sense and address the needs, potentials, strengths, and weaknesses of the participants that may affect the	
3.	learning processes 5 Monitor the energy level of the participants during sessions	
3.	6 Make the learning relevant to the participant's experiences by using "real-life" examples and activities	
3.	7 Utilize a combination of different and engaging methods/activities appropriately	
The second secon	8 Give clear instructions in employing various strategies	
CONTROL OF CHARLES AND A STREET OF CHARLES AND A STREE	theck for the understanding of participants and process	
	heir responses.	
	1 Ask questions that are clear and focused 2 Ask follow-up questions to clarify participants'	
	responses	[1] [1] [1] [2] [2] [2] [2] [2] [2] [2] [2] [2] [2
4.	3 Paraphrase questions for clarity	
4,	4 Ask higher-order thinking skills questions to elicit participants' ideas	
	5 Respond in a fair and timely manner with respect to participants' questions and answers	
	6 Listen to the participants' ideas or responses 7 Paraphrase participants' ideas or responses to confirm what has been said	
4.	8 Conduct formative assessments to check the understanding of the participants	
5.0 E	Stablish and maintain a positive/non-threatening and	
	omfortable learning environment.	
- V	Demonstrate good communication skills (verbal and non- erbal).	
	5.1 Use clear and appropriate language for learners 5.2 Express ideas with clarity, logic, and correct grammar 5.3 Use a non-verbal form of communication to reinforce	
	the verbal message 5.4 Use a well-modulated voice in facilitating the session	
7.0 Us	se appropriate technology with ease and confidence.	
	on the size the responses of the participants and the of the session.	
8.2	Guide the group to a consensus or conclusion. Highlight important results of the activity Generate ideas and concepts from the sharing of	
participar 8.	nts during the learning session/s 4 Identify the relationships between activities	
The second secon	xhibits flexibility and adaptability in the delivery of the censure an appropriate response to unforeseen situations.	





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10.0 Present him/herself in a professional manner. 10.1 Accept feedback without being defensive and offensive and reflects on the feedback for self-improvement 10.2 Always observe proper decorum and warm and respectful behavior 10.3 Relate to others with sensitivity and a caring attitude

PROGRAM MANAGEMENT

(/)		Program Delivery Quality Standards	Comments/Remarks
	a.	The details of the planned program implementation (e.g., program objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.	
	b.	Special needs of the participants are noted.	
	c.	Sessions with mainly information diffusion objectives may be engaged in.	
	d.	Adequate session breaks (15-30 minutes mid-morning and mid-afternoon for snacks and stretching, and one hour for lunch) are provided promptly.	
	e.	To the extent possible, "working breaks" are to be avoided, unless limited session time necessitates these.	
3	f.	The PMT promotes good solid waste management in the venue by adopting the "clean as you go" practice.	
	g.	Socially-inclusive, gender-sensitive, non- discriminatory, and non-stereotypical language is used at all times during the program.	
	h.	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.	
	i.	Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.	
	j.	Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).	
	k.	Daily attendance checks are done by the PMT.	
	1.	The PMT introduces the resource speakers/ subject-matter experts.	
	m.	The evaluation tool for Level 1 is administered at the end of the day.	
	n.	Distribute certificates of recognition to invited resource speakers/subject-matter experts.	





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LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

	7.1	
a	Is in an accessible, safe, secure, and peaceful location.	
b	. Is clean, well-lit, and well-ventilated.	
С	Free from interruptions or unnecessary noise.	
d	Has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, toilets, reception, parking, elevator, etc.).	
е	Has a sufficient number of clean and accessible toilets and washrooms.	
f.	The equipment/tools/supplies are adequate and readily available.	
g	There is a provision for a fast and reliable internet connection.	
h	. Session rooms are spacious enough and can accommodate 30-50 participants.	
i.	Session rooms are arranged according to the session objectives and methodologies.	
j,	Session rooms have designated areas for the members of the PMT.	
k	Session rooms are provided for breakout sessions as indicated in the Program design.	





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Department of Education

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 4

PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

This tool will be used by the assigned Monitoring and Evaluation Officer during the MATATAG Curriculum Training. Please fill out all the fields below.

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

MONITORING AND EVALUATION OFFICER				
Name	Position	Office	Signature	

INSTRUCTIONS:

- 1. Put a check (/) in the box that corresponds to your observation to the program.
- 2. Assign the following points to each column that was selected during the monitoring.





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- 3. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
- For items with more than one indicator, compute the average to obtain a single rating.
- 5. All categories are considered crucial to any program, thus, weights are inapplicable.

II. PD PROGRAM MONITORING SECTION

1.0 PARTICIPANTS

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the actual participants are the target participants of the PD Program.	☐ About 81-90% of the actual participants are the target participants of the PD Program.	☐ About 51-80% of the actual participants are the target participants of the PD Program.	☐ About 50% or less of the actual participants are the target participants of the PD Program.
☐ About 91-100% of the actual participants are qualified to the selection criteria of the PD Program.	DAbout 81-90% of the actual participants are qualified to the selection criteria of the PD Program.	☐ About 51-80% of the actual participants are qualified to the selection criteria of the PD Program.	☐ About 50% or less of the actual participants are qualified to the selection criteria of the PD Program.

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

REMARKS	





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2.0 PROGRAM DESIGN

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
□ The delivered PD Program: • fully complied with and was consistent with the quality assured PD Program Design.	□ The delivered PD Program made minimal adjustments in any of the following aspects: • Professional Standards • Learning Objectives • Session Contents • Time Allotment • Logical Sequence • Program Methodology • Session Outputs • Workplace Application	□ There were minor revisions in the design aspects of the PD Program: • Professional Standards • Learning Objectives • Session Contents • Logical Sequence • Program Methodology • Program Methodology • Session Outputs • Workplace Application • Time Allotment • Logical Sequence	□ There were major revisions in the design aspects of the PD Program: • Professional Standards • Learning Objectives • Session Contents • Time Allotment • Logical Sequence • Program Methodology • Session Outputs • Workplace Application





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

REMARKS		

3.0 RESOURCE PERSONS/SUBJECT-MATTER EXPERTS

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ All the sessions were delivered by the resource speakers/subject- matter experts as identified RPs who attended the MATATAG Training	☐ Most of the sessions were delivered by the resource speakers/subjectmatter experts as identified RPs who attended the	☐ There were minor changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions.	☐ There were major changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions.
for Trainers.	MATATAG Training for Trainers. Some of the sessions were delivered by alternatives who are equally excellent (or better). NEAP was informed	Almost half of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified RPs who attended the MATATAG Training	More than half of the sessions were delivered by different resource speakers/subject- matter experts from those originally identified RPs who attended the MATATAG Training
	of the changes ahead of time.	for Trainers. NEAP was not informed of the changes ahead of time.	for Trainers. NEAP was not informed of the changes ahead of time.





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☐ The resource speakers/subject-matter experts executed 91-100% of the following indicators in the PD Program Quality Standards for Learning Management.

Note: Average all the indicators met in the Standards Checklist for all the sessions. □ About 81-90% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subjectmatter experts.

Note: Average all the indicators met in the Standards Checklists for all the sessions. ☐ About 51-80% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by the resource speakers/subjectmatter experts.

Note: Average all the indicators met in the Standards Checklists for all the sessions. ☐ About 50% or less of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subjectmatter experts.

Note: Average all the indicators met in the Standards Checklists for all the sessions.

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

REMARKS		





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4.0 LEARNING RESOURCE MATERIALS

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ The learning resource materials were the same as the quality assured learning materials. The program owner fully complied with the PD LRMs Quality Standards.	The learning resource materials used in the PD program were different from the quality assured LRMs. The LRMs were edited to better suit the session and are	☐ About 30-50% of learning resource materials used were different to the quality assured LRMs. NEAP was not informed ahead of time regarding the changes in the	There were major changes in the learning resource materials used in the program than the quality assured LRMs. NEAP was not informed ahead of time regarding the
	still compliant to the PD LRMs Quality Standards. NEAP was informed of the changes ahead of time.	LRMs.	changes in the LRMs.
☐ About 91-100% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	☐ About 81-90% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	☐ About 51-80% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	☐ About 50% or less of the learning materials aligned with the purpose of the methodology of the learning design were distributed.
☐ About 91-100% of the participants received a copy of the learning resource materials.	☐ About 81-90% of the participants received a copy of the learning resource materials.	☐ About 51-80% of the participants received a copy of the learning resource materials.	☐ About 50% or less of the participants received a copy of the learning resource materials.

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

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5.0 PROGRAM MANAGEMENT

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D	
□ 91-100% of the following Program Management indicators were implemented: □ 81-90% of the following Program Management indicators were implemented:		□ 51-80% of the following Program Management indicators were implemented:	□ 50% or less of the following Program Management indicators were implemented:	
Note: Average all the indicators met in the Standards Checklist.	Note: Average all the indicators met in the Standards Checklist.	Note: Average all the indicators met in the Standards Checklist.	Note: Average all the indicators met in the Standards Checklist.	

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

REMARKS				





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6.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the following indicators of the	☐ About 81-90% of the following indicators of the	☐ About 51-80% of the following indicators of the	☐ About 50% or less of the following indicators of the
learning environment and venue were met.	learning	learning	learning
	environment and	environment and	environment and
	venue were met.	venue were met.	venue were met.
Note: Average all	Note: Average all	Note: Average all	Note: Average all
the indicators met	the indicators met	the indicators met	the indicators met
in the Standards	in the Standards	in the Standards	in the Standards
Checklist.	Checklist.	Checklist.	Checklist.

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

REMARKS	





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III. SUMMARY OF FINDINGS

INSTRUCTIONS:

Calculate the average of all six (6) categories to get the overall rating for the program. Compute the average of the rating to obtain the category rating.

- 1. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
- 2. For items with more than one indicator, compute the average to obtain a single rating.
- 3. All categories are considered crucial to any program, thus, weights are inapplicable.

INTERPRETATION PER CATEGORY:

Rating	Description
3.26 to 4.0	Fully met all agreed standards.
2.51 to 3.25	Partially met agreed standards.
1.76 to 2.50	Minimal conformance to the standards.
1.0 to 1.75	Non-conformance to the standards.

INDICATORS	Category Rating
1.0 PARTICIPANTS	
Are the actual participants the same with the target participants of the PD Program?	
2.0 LEARNING DESIGN	
To what extent was the delivered PD Program compliant to the Detailed PD Program Design?	
3.0 RESOURCE PERSONS/SUBJECT-MATTER EXPERTS	
To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?	
4.0 LEARNING RESOURCE MATERIALS	
To what extent were the LRMs compliant to the PD LRMs Quality Standards?	
5.0 PROGRAM MANAGEMENT	
To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?	





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6.0 LEARNING ENVIRONME PROGRAM	NT: FACE-TO-FACE PD		
To what extent was the venue compliant to standards?	for the face-to-face PD Pr	ogram	
TOTAL RATING			

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





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