



Republic of the Philippines  
**Department of Education**  
Region XI  
**SCHOOLS DIVISION OF DIGOS CITY**

**Office of the Schools Division Superintendent**

**August 20, 2025**

**DIVISION MEMORANDUM**  
SGOD-2025 - 526

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 Nelmelyn R. Barnija**, during the conduct of the activity **on September 16-19, 2025**, at **Green Leaf Hotel, General Santos City**.

For queries, email [hrddneaprol1@gmail.com](mailto:hrddneaprol1@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/jsa

DepEd Schools Division of Digos City  
RECORDS SECTION  
**RELEASED**  
DATE: AUG 22 2025 TIME: 1:40 PM  
BY: [Signature]

**PETER-JASON C. SENARILLOS**  
SEPS-SMN  
Officer In-Charge



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002  
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RECORDS

120415



Republic of the Philippines  
**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.
2. 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 [hrddneaprol1@gmail.com](mailto:hrddneaprol1@gmail.com).
6. Immediate dissemination of this Memorandum is directed.

Encl.: As stated  
ROH3/glv

DEPARTMENT OF EDUCATION  
RECORDS SECTION  
**RELEASED**

ALLAN G. FARNAZO  
Director IV

By: *[Signature]*  
Date: *August 19, 2025*  
Time: *120415*



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Republic of the Philippines  
**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	<b>Dr. Nelma Lyn R. Barnija</b>  <b>Dr. Ma. Cielo D. Estrada</b> <b>Dr. Jeoffrey L. Bernabe</b> <b>Dr. Maria Cristina B. Dionisio</b> (September 23, 2025)  <b>Isidra B. Despi</b> <b>Dr. Michael S. Añoda</b> <b>Dr. Glen L. Villonez</b> (October 1, 2025)  <b>Dr. Jeoffrey L. Bernabe</b> <b>Leonard Ray E. Castillon</b> (October 2, 2025)
Davao de Oro	October 9-11, 2025	Within Davao City	<b>Dr. Nelma Lyn R. Barnija</b>  <b>Dr. Glen L. Villonez</b> <b>Isidra B. Despi</b> <b>Joeisa M. Presbitero</b> (October 9, 2025)



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**Department of Education**  
DAVAO REGION

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



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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	<b>Dr. Nelma Lyn R. Barnija</b>
IGACOS	September 23-26, 2025 Day 0- Sept 23, 2025	Any hotel in Davao City	<b>Dr. Nelma Lyn R. Barnija</b> <b>Dr. Herminia A. Bantiding</b> (September 24, 2025) <b>Dr. Mariane B. Tubo</b> <b>Leonard Ray E. Castillon</b> (September 25, 2025)
Mati City	September 16-19, 2025 Day 0- Sept 16, 2025	Within Tagum or Davao City	<b>Dr. Nelma Lyn R. Barnija</b> <b>Dr. Mary Jeanne B. Aldeguer</b> (September 17, 2025)





Republic of the Philippines  
**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	<b>Dr. Nelma Lyn R. Barnija</b>  <b>Dr. Glen L. Villonez</b> <b>Dr. Mariane B. Tubo</b> <b>Dr. Analiza C. Almazan</b> (August 12, 2025)
Tagum City	September 16-19, 2025 Day 0- Sept 16, 2025	Ritz Hotel, Davao City	<b>Dr. Nelma Lyn R. Barnija</b>  <b>Isidra B. Despi</b> <b>Dr. Mariane B. Tubo</b> <b>Dr. Mary Jane M. Mejorada</b> <b>Dr. Glen L. Villonez</b> (September 17, 2025)





Republika ng Pilipinas

## Department of Education

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

### ON-SITE MONITORING AND EVALUATION FORM

(To be accomplished by individual monitors)

Based from DM-OUHROD-2025-1064

GENERAL INFORMATION					
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 OF PMT MEMBERS	
DISAGGREGATED NUMBER OF PARTICIPANTS	PRINCIPAL I		Education Program Supervisor	-MT I	
	PRINCIPAL II		OIC/TIC	-MT II	
	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:



Address: Room 102 Rizal Bldg., DepEd Complex, Meralco Ave., Pasig City, Metro Manila

Telephone Nos.: 8633-7206

Email Address: usec.hrod@deped.gov.ph

Website: <https://www.deped.gov.ph>

Doc. Ref. Code	PAWIM-F-018	Rev	00
Effectivity	09.20.21	Page	1 of 2







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**Department of Education**  
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

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

**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)

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.

**Prepared by:**

\_\_\_\_\_





Republic of the Philippines  
Department of Education  
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 3

Program Delivery Quality Standards Checklist  
PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

PARTICIPANTS *kindly input the number of session participants per day					
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	AVERAGE

Instructions:

1. 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
	a. 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.	



	2.2 Inform participants of the time required for every activity or assessment.	
	<p>3.0 Establish rapport with participants and encourage participation from them with consideration to their diversity and adult learning theory.</p> <p>3.1 Encourage participants to be actively engaged in the session</p> <p>3.2 Apply clean and appropriate humor in keeping the session lively</p> <p>3.3 Observe gender, equality, disability, and social inclusion (GEDSI) in engaging with the participants</p> <p>3.4 Sense and address the needs, potentials, strengths, and weaknesses of the participants that may affect the learning processes</p> <p>3.5 Monitor the energy level of the participants during sessions</p> <p>3.6 Make the learning relevant to the participant's experiences by using "real-life" examples and activities</p> <p>3.7 Utilize a combination of different and engaging methods/activities appropriately</p> <p>3.8 Give clear instructions in employing various strategies</p>	
	<p>4.0 Check for the understanding of participants and process their responses.</p> <p>4.1 Ask questions that are clear and focused</p> <p>4.2 Ask follow-up questions to clarify participants' responses</p> <p>4.3 Paraphrase questions for clarity</p> <p>4.4 Ask higher-order thinking skills questions to elicit participants' ideas</p> <p>4.5 Respond in a fair and timely manner with respect to participants' questions and answers</p> <p>4.6 Listen to the participants' ideas or responses</p> <p>4.7 Paraphrase participants' ideas or responses to confirm what has been said</p> <p>4.8 Conduct formative assessments to check the understanding of the participants</p>	
	5.0 Establish and maintain a positive/non-threatening and comfortable learning environment.	
	<p>6.0 Demonstrate good communication skills (verbal and non-verbal).</p> <p>6.1 Use clear and appropriate language for learners</p> <p>6.2 Express ideas with clarity, logic, and correct grammar</p> <p>6.3 Use a non-verbal form of communication to reinforce the verbal message</p> <p>6.4 Use a well-modulated voice in facilitating the session</p>	
	7.0 Use appropriate technology with ease and confidence.	
	<p>8.0 Synthesize the responses of the participants and the activities of the session.</p> <p>8.1 Guide the group to a consensus or conclusion.</p> <p>8.2 Highlight important results of the activity</p> <p>8.3 Generate ideas and concepts from the sharing of participants during the learning session/s</p> <p>8.4 Identify the relationships between activities</p>	
	9.0 Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations.	



	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	
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## 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.	
	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.	
	l. 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.	



**LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM**

	a. Is in an accessible, safe, secure, and peaceful location.	
	b. Is clean, well-lit, and well-ventilated.	
	c. 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.).	
	e. 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. <b>Session rooms</b> are spacious enough and can accommodate 30-50 participants.	
	i. <b>Session rooms</b> are arranged according to the session objectives and methodologies.	
	j. <b>Session rooms</b> have designated areas for the members of the PMT.	
	k. <b>Session rooms</b> are provided for breakout sessions as indicated in the Program design.	





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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.



- 3. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
- 4. 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
<input type="checkbox"/> About <b>91-100%</b> of the actual participants are the <b>target participants</b> of the PD Program.	<input type="checkbox"/> About <b>81-90%</b> of the actual participants are the <b>target participants</b> of the PD Program.	<input type="checkbox"/> About <b>51-80%</b> of the actual participants are the <b>target participants</b> of the PD Program.	<input type="checkbox"/> About <b>50% or less</b> of the actual participants are the <b>target participants</b> of the PD Program.
<input type="checkbox"/> About <b>91-100%</b> of the actual participants are <b>qualified to the selection criteria</b> of the PD Program.	<input type="checkbox"/> About <b>81-90%</b> of the actual participants are <b>qualified to the selection criteria</b> of the PD Program.	<input type="checkbox"/> About <b>51-80%</b> of the actual participants are <b>qualified to the selection criteria</b> of the PD Program.	<input type="checkbox"/> About <b>50% or less</b> of the actual participants are <b>qualified to the selection criteria</b> of the PD Program.

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

**REMARKS**





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
<div><input type="checkbox"/> The delivered PD Program:</div> <div><ul style="list-style-type: none"><li>• <b>fully complied</b> with and was <b>consistent</b> with the quality assured PD Program Design.</li></ul></div>	<div><input type="checkbox"/> The delivered PD Program <b>made minimal adjustments</b> in any of the following aspects:</div> <div><ul style="list-style-type: none"><li>• Professional Standards</li><li>• Learning Objectives</li><li>• Session Contents</li><li>• Time Allotment</li><li>• Logical Sequence</li><li>• Program Methodology</li><li>• Session Outputs</li><li>• Workplace Application</li></ul></div>	<div><input type="checkbox"/> There <b>were minor revisions</b> in the design aspects of the PD Program:</div> <div><ul style="list-style-type: none"><li>• Professional Standards</li><li>• Learning Objectives</li><li>• Session Contents</li><li>• Logical Sequence</li><li>• Program Methodology</li><li>• Program Methodology</li><li>• Session Outputs</li><li>• Workplace Application</li><li>• Time Allotment</li><li>• Logical Sequence</li></ul></div>	<div><input type="checkbox"/> There were <b>major revisions</b> in the design aspects of the PD Program:</div> <div><ul style="list-style-type: none"><li>• Professional Standards</li><li>• Learning Objectives</li><li>• Session Contents</li><li>• Time Allotment</li><li>• Logical Sequence</li><li>• Program Methodology</li><li>• Session Outputs</li><li>• Workplace Application</li></ul></div>



**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
<input type="checkbox"/> All the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the MATATAG Training for Trainers.	<input type="checkbox"/> Most of the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the MATATAG Training for Trainers.  Some of the sessions were delivered by <b>alternatives</b> who are equally excellent (or better).  <b>NEAP was informed</b> of the changes ahead of time.	<input type="checkbox"/> There were <b>minor changes</b> regarding the expected resource speakers/subject-matter experts to deliver the sessions.  <b>Almost half</b> of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified RPs who attended the MATATAG Training for Trainers.  <b>NEAP was not informed</b> of the changes ahead of time.	<input type="checkbox"/> There were <b>major changes</b> regarding the expected resource speakers/subject-matter experts to deliver the sessions.  <b>More than half</b> of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified RPs who attended the MATATAG Training for Trainers.  <b>NEAP was not informed</b> of the changes ahead of time.



<p><input type="checkbox"/> The resource speakers/subject-matter experts executed <b>91-100%</b> of the following indicators in the PD Program Quality Standards for Learning Management.</p> <p><b>Note: Average all the indicators met in the Standards Checklist for all the sessions.</b></p>	<p><input type="checkbox"/> About <b>81-90%</b> of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.</p> <p><b>Note: Average all the indicators met in the Standards Checklists for all the sessions.</b></p>	<p><input type="checkbox"/> About <b>51-80%</b> of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by the resource speakers/subject-matter experts.</p> <p><b>Note: Average all the indicators met in the Standards Checklists for all the sessions.</b></p>	<p><input type="checkbox"/> About <b>50% or less</b> of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.</p> <p><b>Note: Average all the indicators met in the Standards Checklists for all the sessions.</b></p>
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**ADDITIONAL INFORMATION** (e.g. Reasons for deviation, especially for responses made under Columns C and D.)

**REMARKS**



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

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

**REMARKS**



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
<input type="checkbox"/> 91-100% of the following Program Management indicators were implemented:  <i>Note: Average all the indicators met in the Standards Checklist.</i>	<input type="checkbox"/> 81-90% of the following Program Management indicators were implemented:  <i>Note: Average all the indicators met in the Standards Checklist.</i>	<input type="checkbox"/> 51-80% of the following Program Management indicators were implemented:  <i>Note: Average all the indicators met in the Standards Checklist.</i>	<input type="checkbox"/> 50% or less of the following Program Management indicators were implemented:  <i>Note: Average all the indicators met in the Standards Checklist.</i>

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

REMARKS



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
<div><input type="checkbox"/> About <b>91-100%</b> of the following indicators of the learning environment and venue were met.</div> <div><i>Note: Average all the indicators met in the Standards Checklist.</i></div>	<div><input type="checkbox"/> About <b>81-90%</b> of the following indicators of the learning environment and venue were met.</div> <div><i>Note: Average all the indicators met in the Standards Checklist.</i></div>	<div><input type="checkbox"/> About <b>51-80%</b> of the following indicators of the learning environment and venue were met.</div> <div><i>Note: Average all the indicators met in the Standards Checklist.</i></div>	<div><input type="checkbox"/> About <b>50% or less</b> of the following indicators of the learning environment and venue were met.</div> <div><i>Note: Average all the indicators met in the Standards Checklist.</i></div>

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

**REMARKS**



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



<b>6.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM</b>	
To what extent was the venue for the face-to-face PD Program compliant to standards?	
<b>TOTAL RATING</b>	

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