



Republic of the Philippines
Department of Education
DIGOS CITY DIVISION

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2025-684

To : Chief Education Supervisors (CID&SGOD)
Public Schools District Supervisors
Education Program Supervisors
School Management Monitoring and Evaluation Unit Personnel
Human Resource Development Unit Personnel
Division Program Holders
Concerned Division Personnel
School Heads

Subject : CONDUCT OF QUALITY ASSURANCE, MONITORING AND
EVALUATION (QAME) ON LEVELS 1,2,3 AND 4 OF THE
LEARNING/PROFESSIONAL AND DEVELOPMENT (L/PD)
PROGRAMS IN REGION XI

Date : October 21, 2025

In reference to Regional Memorandum QAD-2025-061 entitled "Conduct of Quality Assurance, Monitoring and Evaluation (QAME) on Levels 1,2,3 and 4 of the Learning/Professional and Development (L/PD) Programs in Region XI", the Quality Assurance Division will conduct a Quality Assurance, Monitoring and Evaluation (QAME) on the Kirk Patrick's Levels 3 and 4 of the Learning/Professional and Development (L/PD) Programs in the Schools Division Office on **November 17-21, 2025**.

The activity aims to:

- conduct QAME Level 3 and Level 4 evaluations to selected PD/L&D programs implemented 6 months, 1 year or more years ago;
- assess the sustained application of learned skills (Level 3) and their measurable impact on organizational outcomes (Level 4);
- utilize follow-up monitoring, data analysis, and stakeholder feedback to generate actionable recommendations for continuous improvement and long-term effectiveness; and
- monitor the conduct of QAME Levels 1&2, implementation and utilization of Monitoring and Evaluation results during the conduct of the following L/PD programs in the region:

- Academic Recovery and Accessible Learning (ARAL) Program;
- Training of School Leaders on the Implementation of the Revised K to10 Curriculum Implementation;
- Dynamic Learning Program
- Khan Academy; and
- Catch-Up Programs



Address: Roxas cor. Lopez Jaena Street, Zone II, Digos City (8002)
Telephone Nos.: (082) 553-8375; (082) 553-8396



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Office of the Schools Division Superintendent

Attached are the Self-Assessment Tool, and QAME Levels 3 and 4 Tools to be used during the conduct of the activity.

Division QAME Composition on the Conduct of the Kirk Patrick's Levels of Evaluation in Learning/Professional and Development (L/PD) Programs:

Office	Personnel	Who will be QAMED
Schools Division Office	Schools Division Superintendent	A. SDO Program Holders: -CID -SGOD -OSDS B. Schools
	Asst. Schools Division Superintendent	
	Chief Education Supervisors of CID & SGOD	
	School Management Monitoring & Evaluation Unit Personnel	
	Human Resource Development Unit Personnel	
	Education Program Supervisors	
	Program Holders	
Validation of QAME Results in Level 3 and Level 4, if needed. This will be randomly selected.	Participants during the conduct of the L/PD program and participated in QAME Levels 1 and 2.	WAP implementers

Schedules of the activity on the Conduct of the Kirk Patrick's Levels of Evaluation in Learning/Professional and Development (L/PD) Programs:

Composition	Date	Office/Personnel to be QAMED for Level 3 and Level 4
SDO Monitoring Team Lead Offices: SGOD-SMM&E Unit Personnel & SGOD-HRD Unit Personnel	October 20, 2025 to November 14, 2025	-Program Owners in CID, SGOD, & OSDS -Schools (personnel with approved WAP)
All Regional Office Monitoring Team Lead Office: QAD	November 17-21, 2025	All SDOs: CID, SGOD, & OSDS -Program Holders



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Travel, meals, and other incidental expenses relative to the conduct of the activity shall be charged against local funds, subject to the usual accounting and auditing rules and regulations.

For information, guidance, and compliance of all concerned.

For and in the absence of the
Schools Division Superintendent:

MARIA GENEVIEVE T. FRANCISQUETE, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge

DepEd Schools Division of Digos City
RECORDS SECTION
W-70697
DATE: OCT 22 2025 TIME: 11:49am
BY:

SGOD/rom



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Telephone Nos.: (082) 553-8375; (082) 553-8396



Republic of the Philippines
Department of Education
DAVAO REGION



October 6, 2025

REGIONAL MEMORANDUM
QAD-2025-061

CONDUCT OF QUALITY ASSURANCE, MONITORING AND EVALUATION (QAME)
ON LEVELS 1, 2, 3 AND 4 OF THE LEARNING/PROFESSIONAL
AND DEVELOPMENT (L/PD) PROGRAMS IN REGION XI

To: Assistant Regional Director
Schools Division Superintendents
CES of QAD, HRDD, CLMD, PPRD and FTAD

1. In line with the implementation of Quality Assurance, Monitoring and Evaluation (QAME), this Office through the Quality Assurance Division, will conduct a Quality Assurance, Monitoring and Evaluation (QAME) on the Kirk Patrick's Levels 3 and 4 of the Learning/Professional and Development (L/PD) Programs in Region XI's Schools Division Offices on November 17-21, 2025. ✓
2. The activity aims to:
 - a. conduct QAME Level 3 and Level 4 evaluations to selected PD/L&D programs implemented 6 months, 1 year or more years ago;
 - b. assess the sustained application of learned skills (Level 3) and their measurable impact on organizational outcomes (Level 4); and
 - c. utilize follow-up monitoring, data analysis, and stakeholder feedback to generate actionable recommendations for continuous improvement and long-term effectiveness.
 - d. monitor the conduct of QAME Levels 1&2, implementation and utilization of Monitoring and Evaluation results during the conduct of the following L/PD programs in the region:
 1. Academic Recovery and Accessible Learning (ARAL) Program;
 2. Training of School Leaders on the Implementation of the Revised K to 10 Curriculum Implementation;
 3. Dynamic Learning Program;
 4. Khan Academy; and
 5. Catch-Up Programs
3. The Regional QAME Composition, Technical Working Group, list of P/L&D Programs to be QAMEd, and schedules of the activity are in the enclosures.
4. An orientation on the Conduct of QAME Levels 3 and 4, and Self-Assessment will be done on October 17, 2025 via <https://tinyurl.com/QAME-L3-L4-orientation2025> at 8:30A.M. to 12:00 noon.



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051 loc.1123
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





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5. Attached are the Self-Assessment Tool, and QAME Levels 3 and 4 Tools to be used during the conduct of the activity.
6. Travel, meals, and other incidental expenses relative to the conduct of the activity shall be charged against local funds, subject to the usual accounting and auditing rules and regulations.
7. For information, dissemination and compliance.

ROQ4/bsb

DEPARTMENT OF EDUCATION ROQ
RECORDS SECTION
RELEASED

By: [Signature]
Date: 10-11-18 Time: 12:43

ALLAN G. FARNAZO
Director IV



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Department of Education
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Enclosure 1: Regional QAME Composition on the Conduct of the Kirk Patrick's Levels of Evaluation in Learning/Professional and Development (L/PD) Programs of Region XI.

Office	Personnel	Who will be QAMEd
Regional Office		
Chair:	Allan G. Farnazo Director IV	Schools Division Offices -Program Owners in RO FDs; - 11 SDOs - Schools (for validation)
Vice-Chairpersons:	Rebonfamil R. Baguio Asst. Regional Director	
	Jenielito S. Atillo CES, QAD	
Members:	CES, HRDD	
	CES, CLMD	
	CES, FTAD	
	QAD EPSs/QAME Associates	
	HRDD L/PD Focal Person	
	EPSs in HRDD, CLMD, FTAD	
	Program Owners	
Schools Division Office		
Schools Division Office	Schools Division Superintendent	A. SDO Program Owners: -CID -GOD -OSDS
	Asst. Schools Division Superintendent	
	CESs of CIDs and SGODs	B. Schools
	SGOD-SMME Unit Personnel	
	SGOD-HRD Unit Personnel	
	Education Program Supervisors	
		Program Owners
Validation of QAME Results in Level 3 and Level 4, if needed. This will be randomly selected	Participants during the conduct of the L/PD program and participated in QAME Levels 1 & 2.	WAP implementers



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Enclosure 2: Technical Working Group (TWG) on the Conduct of the Kirk Patrick's Levels of Evaluation in Learning/Professional and Development (L/PD) Programs of Region XI.

Technical Working Group			
TWG/Committee	Personnel In-Charge	Terms of Reference	Expected Outputs
QAME Monitoring Team	Regional Office Team	-monitor and evaluate program and WAP implementation of the L/PD programs in the region and utilization of QAME results; -assess the sustained application of learned skills (Level 3) and their measurable impact on organizational outcomes (Level 4); and -provide technical assistance in achieving Strategic Objectives in QAME.	Accomplished QAME Tools: QAME Level 3, Level 4, and Self Assessment <i>For SDO QAME Focal Person:</i> -consolidated results for QAME Level 3, Level 4 and Self Assessment using the standard template provided by QAD
	SDO Team		
Tabulators of QAME Results	Brenda S. Belonio, EdD EPS/RXI	-Consolidate QAME L3 & L4 accomplished tools and self-assessment tools	Region XI consolidated results with interpretation, analysis and recommendations for policy formulation, implementation and review; technical assistance; and innovations for continual improvement vis-à-vis strategic objectives and goals of QAME in the region.
Documentation Committee	QAME Focal Person Liesel C. Padua PSDS, Mati City	-interpret and analyze the data including recommendations. -Ensure approval of consolidated QAME L3 & L4 QAME results submission to the top management, HRDD, CLMD, and QAD for its utilization. -coordinate the analyzed results to FTAD for the Technical Assistance Plan in the region.	
QAME Facilitators during the Monitoring on the conduct of	All SDO QAME focal persons and all HRD SEPS	-Coordinate with the assigned Regional QAME Team and program owners on schedules and other	



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QAME Levels 1&2, implementation and utilization of QAME results; and the conduct of QAME Levels 3&4 to the selected L/PD programs		related concerns of the activity -Facilitate the conduct of the activity	
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Enclosure 3. Schedules of the activity on the Conduct of the Kirk Patrick's Levels of Evaluation in Learning/Professional and Development (L/PD) Programs of Region XI.

Composition	Dates	Office/Personnel to be QAMEd for Level 3 and Level 4
SDO Monitoring Team	October 20-22, 2025	Program Owners in CID, SGOD, OSDS
Lead Offices: SGOD-SMME Unit Personnel & SGOD-HRD Unit Personnel	October 23 to November 14, 2025	Schools (personnel with approved WAP)
Regional Office Monitoring Team: QAD	November 17, 2025	RO program owners in HRDD, CLMD, ESSD, PPRD
All Regional Office Monitoring Team	November 17-21, 2025	All SDOs: CID, SGOD, OSDS - Program Owners
Lead Office: QAD		



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Enclosure 4: List of P/L&D Programs to be QAMED:

L/PD PROGRAMS	Program Owners	
	RO FD	SDO FD
HOTS-PLPs in English, Mathematics and Science	CLMD	CID
ABC+- Instructional Leadership Training (ILT) in Strengthening Learning Conditions for Early Literacy Instruction	CLMD	CID
Early Language, Literacy and Numeracy (ELLN)	CLMD	CID
Instructional Leadership Program for District and Division Supervisors	HRDD	SGOD- HRD Unit
School Heads Development Program- Foundation Course (SHDP)	HRDD	SGOD- HRD Unit
Curriculum Enhancement – all learning areas	CLMD	CID
Regionwide Rollout Training on Early Language Literacy and Numeracy (ELLN) Focusing on the Science of Reading Including Strategies in Teaching Beginning Reading (kindergarten to Grade 3 Teachers and School Heads)	CLMD	CID
Regional Training on Program Management Information System (PMIS) for the school-level PMIS Pilot Testing	PPRD	SGOD- Planning & Research
Impact Assessment Training for Personnel	PPRD	SGOD- Planning & Research
Regional Training on Child Protection-Based Research	ESSD & PPRD	SGOD- School Health and Planning & Research
Regional Training of Trainers (RTOT) on the MATATAG Curriculum (Kindergarten, Grades 1, 4 & 7)	HRDD CLMD	CID, SGOD- HRD Unit
Conduct of Regional CapB on Understanding Learners with Disabilities (LWDs)	CLMD	CID
Regional CapB on Special Needs Education (SNED)for Receiving Teacher on Visual Impairment	CLMD	CID
Indigenous People's Education (IPEd) Component of the MATATAG Curriculum Regional Training of Trainers (RTOT)	CLMD	CID
Induction Program for the Newly Hired and Promoted Personnel	HRDD	SGOD- HRD Unit
Regional Upskilling of English Teachers in Language Instructions	CLMD	CID
Regional Intensive Training-Workshop on PMIS for School-Level Scale-Up Implementation	PPRD	SGOD- Planning & Research



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Rollout on Adolescent Job Aid 2.0 Skills Enhancement Training (ASET)	ESSD	SGOD-School Health
Conduct of Batch 3 Training and Assessment on Trainers Methodology Level 1 (TM 1) for SHS TVL and JHS-SPTVE Teachers	CLMD HRDD	CID SGOD-HRD Unit
Training and Assessment on Trainers Methodology Level 1 (TM1) for SHS TVL and JHS -SPTVE Teachers	CLMD HRDD	CID SGOD-HRD Unit
OK sa DepEd Plus Research-Based	ESSD PPRD	SGOD-School Health
Regional Training of Division Core Team Trainers on Design, Development and QA of School-Based PD Programs	HRDD	SGOD-HRD Unit
Regional TOT on Assessors Training and Deepening on Classroom Observation and Portfolio Assessment	HRDD	SGOD-HRD Unit
Scholarship Programs	HRDD	SGOD-HRD Unit
Division initiated L/PD Programs Division initiated L/PD Programs		CID, SGOD, OSDS



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Region XI Monitoring and Evaluation of WAP Implementation at
Level 3 (Self-Assessment)

WAP Monitoring Tool across governance levels (Region/Division/District/School)

For Participants of L/PD:

Data Privacy Statement

Welcome! Thank you for taking part in this Quality Assurance, Monitoring, and Evaluation (QAME) Level 3 survey. The Department of Education (DepEd) values your privacy and is committed to protecting your personal information in accordance with the Data Privacy Act of 2012 (RA 10173).

Your responses will help us assess how the training you attended is being applied in your work and will serve as valuable input for improving DepEd programs, projects, and activities. By continuing with this form, you consent to DepEd, through the Quality Assurance Division, collecting, processing, and storing your responses strictly for lawful and activity-related purposes. Rest assured that your information will not be shared with third parties without your permission.

By completing and submitting this form, you confirm that you understand and agree to this statement.

Participant Information:

Name:		Schools Division Office:	
Position/Designation:		District:	
No. of years in the service:		School:	

L/PD Program Details:

Title of the approved L/PD Program to be monitored and evaluated:	
L/PD Program Recognition No.	
Date of L/PD Recognition:	
Schedule of L/PD Program conducted in the region/division/school:	
Total No. of participants attended: (all attendees are required to come up with their respective WAPs as part of the program output)	Male: _____ Female: _____ Total: _____

PART I. Implementation Status

Please indicate the status of implementation for each stage by ticking/checking the description.

Stage	Description		
	Completed	On-going	Not Started
Planning			
Resource Preparation			
Execution of Activities			
Monitoring and Adjustment			
Reporting			





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Part II. Quality of Implementation

Rate each indicator as 4, 3, 2, and 1 how you applied the listed practices during WAP implementation.

Indicator	4	3	2	1
Alignment of objectives and activities				
Coordination and Teamwork				
Timeliness of deliverables				
Overall effectiveness				

Part III. Effectiveness and Impact

A. Indicator	4	3	2	1
Level of WAP Implementation Results				
Collaboration in WAP Implementation				
Results are provided with evidence				

B. Application of Learnings

1. Provide examples of how WAP learnings have been applied in your school/district/ division/region.

2. List any tools, techniques, or strategies adopted.

3. Identify positive outcomes and significant learnings from WAP implementation.

4. How will these influence your role as an agent of change?



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Part IV. Challenges and Recommendations

What challenges did you encounter in implementing your WAP, and what practical solutions or policy adjustments do you suggest to improve future implementation?

Thank you for completing this QAME Level 3 Self-Assessment tool. Your thoughtful responses will guide the Department of Education (DepEd)-RXI in strengthening the quality and effectiveness of its Learning/ Professional Development Programs. Rest assured that all information provided will remain confidential and will be used solely for quality assurance, monitoring, evaluation, planning, policy formulation and recommendations, and continuous improvement purposes.

Monitored by: _____
Date: _____

Conformed: _____
Date: _____



Address: F. Torres St., Davao City (8000)
Telephone Nos.: (082) 291-0051 loc.1123
Email Address: region11@deped.gov.ph
Website: www.depedroxi.ph





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Region XI Monitoring and Evaluation of WAP Implementation
at Level 4 (Phase I)

WAP Monitoring Tool across governance levels (Region/ Division/ District/ School)

Data Privacy Statement:

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By completing and submitting this form, you confirm that you understand and agree to this statement.

Monitor's Information:

Name:		Schools Division Office:	
Position/ Designation:		District:	
No. of years in the service:		School:	

L/ PD Program Details:

Title of the approved L/ PD Program to be monitored and evaluated:	
L/ PD Program Recognition No.	
Date of L/ PD Recognition:	
Schedule of L/ PD Program conducted in the region/ division/ school:	
Total No. of participants attended: (all attendees are required to come up with their respective WAPs as part of the program output)	Male: _____ Female: _____ Total: _____

WAP Implementation Progress Tracking

Indicate the current stage of WAP implementation among participants, specifying the **number of WAPs monitored** and their corresponding implementation status.

- No. of Participants/ WAPs Monitored for QAME Level 4: _____
- Date of Monitoring: _____

WAP Monitoring Rating Guide

Score of Rating	Equivalent/Description	Indicator
4	Fully Implemented & Functional	completely achieved, with evidence of consistent application, functional outputs, and alignment to program objectives



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Email Address: region11@depd.gov.ph
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3	Implemented but with minor gaps	mostly achieved, but with small lapses, gaps in documentation, or minor inconsistencies
2	Partially Implemented	incompletely achieved, with significant delays, missing elements, or low evidence of application
1	Not Implemented	no evidence of implementation or is not yet started

Level 4: Results and Outcomes

This phase evaluates the outcomes and organizational impact of WAP implementation. Indicators capture whether results are tracked, validated, reported, and used to improve practice and sustain gains. Your task is to confirm how well evidence of WAP impact—such as learner improvement, organizational efficiency, and stakeholder feedback—is documented, shared, and integrated into future planning and policies.

A. Monitoring and Evaluation (M&E) Phase

Indicator	4	3	2	1
WAP outcomes and organizational impact (e.g. strategic objectives, organizational outcomes) evaluated using learner performance data, teacher/individual/team metrics, and efficiency measures				
Evidence of organizational gains (e.g., productivity, efficiency, learner achievement) consolidated and presented in school/division/regional reports				
Improvements in individual/team/learner performance documented with quantitative and qualitative evidence				
Good practices and challenges documented, disseminated, and used for replication or adoption/corrective action				
Comparative analysis of pre- and post-WAP performance data conducted to demonstrate measurable improvement and inform planning				
Recognition/incentives provided to exemplary implementers based on validated outcomes/impact				
Lessons learned integrated into plans (REDP/DEDP/SIP/AIP), monitoring & evaluation (MEA-PIR), and policy recommendations for shaping next WAP cycle				
Follow-up support (coaching/mentoring/technical assistance) provided in response to evaluation findings				
Sustainability measures institutionalized by embedding WAP practices in policies, plans, M&E, and national/regional/division issuances				
Stakeholder feedback (teachers, learners, parents, school heads, partners) collected, analyzed, and used as inputs for policy recommendations.				

Link for the evidence/MOVs on M&E Phase:

What are the challenges/issues encountered in the M&E Phase?



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B. Evaluation and Lessons Learned from WAP Implementation

This section captures the qualitative side of monitoring. Your task is to document the challenges, issues, and concerns encountered during WAP implementation, as well as the good practices that can be replicated. You are also expected to note lessons learned and recommend practical solutions or policy actions that will strengthen future WAP implementation. The goal is not only to check compliance but to provide insights for continuous improvement and sustainability.

1. **What practical solutions or policy recommendations do you suggest to address the challenges you observed?**

2. **What key lessons can be drawn from WAP implementation that should be sustained or improved in future cycles?**

3. **Are you ready to proceed Phase 2 of Level 4 on research study for sustainability of the WAP implementation, continual improvement of the program, or impact study/research?**

☐ Yes
☐ No

Thank you for completing this QAME Level 4 tool. Your thoughtful responses will guide the Department of Education (DepEd)-RXI in strengthening the quality and effectiveness of its Learning/Professional Development Programs. Rest assured that all information provided will remain confidential and will be used solely for quality assurance, monitoring, evaluation, planning, policy formulation and recommendations, and continuous improvement purposes.

Monitored by: _____
Date: _____

Conformed: _____
Date: _____



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Region XI Monitoring and Evaluation of WAP Implementation
at Level 3

WAP Monitoring Tool across governance levels (Region/ Division/ District/ School)

Data Privacy Statement:

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By completing and submitting this form, you confirm that you understand and agree to this statement.

Monitor's Information:

Name:		Schools Division Office:	
Position / Designation:		District:	
No. of years in the service:		School:	

L/PD Program Details:

Title of the approved L/PD Program to be monitored and evaluated:	
L/PD Program Recognition No.	
Date of L/PD Recognition:	
Schedule of L/PD Program conducted in the region / division / school:	
Total No. of participants attended: (all attendees are required to come up with their respective WAPs as part of the program output)	Male: _____ Female: _____ Total: _____

WAP Implementation Progress Tracking

Indicate the current stage of WAP implementation among participants, specifying the **number of WAPs monitored** and their corresponding implementation status.

- No. of Participants and WAP Monitored for QAME Level 3: _____
- Date of Monitoring: _____

WAP Monitoring Rating Guide

Score of Rating	Equivalent/Description	Indicator
4	Fully Implemented & Functional	completely achieved, with evidence of consistent application, functional outputs, and alignment to program objectives



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3	Implemented but with minor gaps	<i>mostly achieved, but with small lapses, gaps in documentation, or minor inconsistencies</i>
2	Partially Implemented	<i>incompletely achieved, with significant delays, missing elements, or low evidence of application</i>
1	Not Implemented	<i>no evidence of implementation or is not yet started</i>

Pre-Implementation Readiness

This phase focuses on readiness. The indicators check if the necessary preparations have been completed. Your task is to validate whether all pre-implementation requirements are in place to ensure smooth execution of WAP activities.

Indicator	4	3	2	1
WAPs from participants are checked and accounted for to ensure that all participants have submitted the required WAP, and that these are aligned with program goals.				
Orientation/briefing conducted, and participants demonstrate understanding of guidelines				
Guidelines, timelines, deliverables distributed and acknowledged by participants				
Resources and tools prepared, complete, and tested before roll-out				
WAP monitoring dashboard set up, tested, and accessible to intended users				

Link for the evidence/MOVs on Preparatory Phase: _____

What are the challenges/issues encountered in the preparatory phase?

Execution of WAP Activities

This phase monitors the actual execution of WAP activities. Indicators here capture whether activities are delivered on schedule, aligned with guidelines, supported by coaching or coordination, mentoring, and responsive to challenges. Your task is to confirm if WAP implementation is happening as planned and with timely adjustments where needed.

Indicator	4	3	2	1
WAP activities implemented on schedule and within set timeline				
WAP activities follow approved guidelines, timelines, and deliverables				
Coaching/progress check-ins conducted regularly, and feedback documented and acted upon.				
Implementation challenges documented and resolved within cycle				
Coordination with region/division/school heads maintained and agreements documented.				
WAP shows integration of learning from training.				

Link for the evidence/MOVs on Implementation Phase: _____

What are the challenges/issues encountered in the Implementation Phase?



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Level 3 - Application

This phase focuses on the application of WAP learnings in real practice. Indicators check whether teachers, staff, or program implementers are consistently applying WAP strategies in classrooms, learner support, or leadership tasks. Your task is to validate the **extent of application**—not just whether activities occurred, but whether their use is observable, consistent, and aligned with intended outcomes.

Indicator	4	3	2	1
WAP activity completion rate verified against classroom/workplace practice				
Participants' compliance monitored, technical assistance provided, and results matched with outputs				
Monitoring reports include documentation of observed WAP applications (teaching, learning, program)				
Corrective actions, recommendations, and follow-up visits confirm improvements				
Consolidated accomplishment reports highlight strategies applied with sample evidence				
Training participant demonstrates targeted competencies from training				
WAP has satisfactorily achieved its objectives				
Application shows early evidence of learner/school/organizational improvement				

Link for the evidence/MOVs on Application Phase:

What specific challenges or issues did you observe during WAP implementation (e.g., resources, participation, timelines, support)?

Recommendation/s for continual improvement:

Thank you for completing this QAME Level 3 tool. Your thoughtful responses will guide the Department of Education (DepEd)-RXI in strengthening the quality and effectiveness of its Learning/Professional Development Programs. Rest assured that all information provided will remain confidential and will be used solely for quality assurance, monitoring, evaluation, planning, policy formulation and recommendations, and continuous improvement purposes.

Monitored by: _____

Date: _____

Conformed: _____

Date: _____



Address: F. Torres St., Davao City (8000)
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