



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

**Office of the Schools Division Superintendent**

**August 4, 2026**

**DIVISION MEMORANDUM**

SGOD-2026-397

To: Assistant Schools Division Superintendent  
Division Chiefs (CID & SGOD)  
Public Schools District Supervisors  
Education Program Supervisors  
Public School Heads  
Public School Teachers  
NASH PDI Coaches  
NASH PDI Participants  
SGOD EPS – Cherrie Anne B. Bohol  
SDO NASH PDI Focal – Janice S. Alquizar  
SMM&E SEPS – Reyzen O. Monserate

Subject: **ON-SITE MONITORING AND VALIDATION OF THE WORKPLACE ACTION PLAN AND IMPLEMENTATION OF THE NATIONAL ASSESSMENT FOR SCHOOL HEADS (NASH) PROFESSIONAL DEVELOPMENT INTERVENTION (PDI) PARTICIPANTS AND COACHES**

1. Pursuant to Division Memorandum SGOD-2026-184, entitled "Implementation of the National Assessment for School Heads (NASH) Professional Development Intervention (PDI)," this Office announces the conduct of the On-site Monitoring and Validation of the Workplace Action Plan (WAP) and Implementation of the National Assessment for School Heads (NASH) Professional Development Intervention (PDI) for all identified participants.

2. The on-site monitoring and validation aim to:

- a. determine the extent of implementation of the approved Workplace Action Plans (WAPs);
- b. validate evidence of implementation aligned with the identified PPSSH development areas;
- c. assess participants' progress in addressing competency gaps through workplace-based interventions;
- d. provide technical assistance, coaching, and immediate feedback to participants to strengthen implementation; and
- e. gather monitoring data to inform continuous improvement and the successful completion of the NASH PDI requirements.

3. The monitoring and validation shall be conducted by the SDO NASH PDI Focal Person, SGOD Education Supervisor and SMM&E SEPS, in



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Region XI  
**SCHOOLS DIVISION OF DIGOS CITY**

**Office of the Schools Division Superintendent**

coordination with the assigned NASH PDI Coaches and school heads, from August 10, 2026 to January 31, 2027. The schedule of school visits shall be communicated separately to ensure proper coordination with the concerned schools.

4. During the monitoring visit, the following shall be validated, among others:

- a. Approved Workplace Action Plan (WAP);
- b. Status of implementation of planned interventions;
- c. Means of Verification (MOVs) and supporting documents;
- d. Progress monitoring records and coaching documentation;
- e. Accomplishments and challenges encountered; and
- f. Initial outcomes and recommendations for continuous improvement.

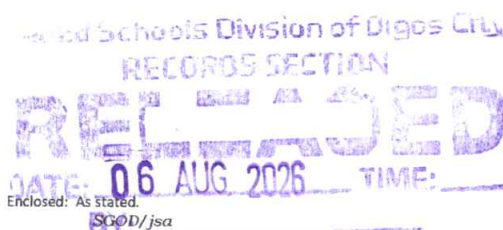
5. All NASH PDI Participants are expected to make available the necessary documents and Means of Verification (MOVs) during the validation. Participants shall likewise be prepared to discuss the progress, accomplishments, challenges, and next steps in the implementation of their Workplace Action Plans.

6. School Heads are directed to provide the necessary administrative support to facilitate the conduct of the monitoring and validation activities without disrupting regular school operations. They shall also ensure the availability of participants during the scheduled validation.

7. NASH PDI Coaches shall continue to provide mentoring and coaching support to participants and collaborate with the NASH PDI Focal Person in validating the implementation of the Workplace Action Plans and recommending appropriate interventions whenever necessary.

8. Travel and other incidental expenses incurred in the conduct of the on-site monitoring and validation shall be charged against local funds, subject to the usual accounting and auditing rules and regulations.

9. Immediate dissemination and strict compliance with this Memorandum are directed.



*Melanie P. Estacio*  
**MELANIE P. ESTACIO, PhD, CESO V**  
Schools Division Superintendent  
8/4/26



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002  
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**Department of Education**  
Region XI  
**SCHOOLS DIVISION OF DIGOS CITY**

**Office of the Schools Division Superintendent**

List of NASH PDI Participants and Coaches

|                                      |               |                          |          |
|--------------------------------------|---------------|--------------------------|----------|
| Meeting PPSSH Standards in 3 Domains |               |                          |          |
| Name of Coach                        | Position      | Name of Participant      | Position |
| Norwenda Hairil                      | Principal II  | Casilac, Rotshen V.      | HT I     |
| Rachel R. Pogoy                      | Principal II  | Taporoc, Jose Jr. G.     | HT I     |
|                                      |               |                          |          |
|                                      |               |                          |          |
|                                      |               |                          |          |
| With Developmental Areas             |               |                          |          |
| Name of Coach                        | Position      | Name of Participant      | Position |
| Edsel Nacua                          | Principal IV  | Almacin, Jonathan C.     | HT III   |
| Rizza Villaluna                      | Principal III | Balorio, Jessie M.       | MT I     |
| Ida I. Juezan                        | PSDS          | Becamon, Dann D.         | HT V     |
| Merilyn T. Salboro                   | Principal II  | Bohol, Marife            | HT II    |
| Antonia Jumawan                      | Principal II  | Calipayan, Renato        | HT V     |
| Raquel L. Cedeño                     | Principal II  | Carillo, Neil Michael C. | HT III   |
| Aldin J. Barsalote                   | Principal III | Cervantes, Lloyd C.      | HT I     |
| Aimee Amor C. Porto                  | Principal IV  | Endar, Jave A.           | MT II    |
| Neil D. Bongcayao                    | PSDS          | Rosima, Rowelem V.       | HT II    |
| Noba J. Rubion                       | Principal II  | Tizon, Alan B.           | HT IV    |



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

**Office of the Schools Division Superintendent**

**April 7, 2026**

**DIVISION MEMORANDUM**

SGOD-2026 - 184

To : Assistant Schools Division Superintendent  
Division Chiefs  
Education Program Supervisors  
Public School District Supervisors  
Public School Heads  
Public School Teachers  
All Others Concerned

Subject: **IMPLEMENTATION OF THE NATIONAL ASSESSMENT FOR SCHOOL HEADS (NASH) PROFESSIONAL DEVELOPMENT INTERVENTION (PDI)**

1. This is in reference to Memorandum DM-OULS-2026-090, re: **Guidelines on the Conduct of the National Assessment for School Heads (NASH) Professional Development Intervention (PDI)**, this Office announces the implementation of the National Assessment for School Heads (NASH) Professional Development Intervention (PDI) for NASH Batch 1 participants.
2. The NASH PDI is designed for NASH Batch 1 participants identified under Meeting PPSSH Strands in Three (3) Domains and with Developmental Areas classification. The program aims to address competency gaps and support continuous professional development through a structured and developmental approach.
3. The intervention shall be implemented through a three-phase professional development framework focusing on strengthening leadership competencies of school heads. Delivery shall primarily utilize digital and blended learning modalities to ensure accessibility, flexibility, and sustainability, consistent with national standards and prescribed guidelines.
4. Participation in the NASH PDI shall be managed to ensure that regular office and school operations are not disrupted.
5. List of NASH PDI Participants and Coaches:

| NASH PDI Participant     | Category                             | NASH PDI Coach     |
|--------------------------|--------------------------------------|--------------------|
| Almacin, Jonathan C.     | With Development Areas               | Edsel Nacua        |
| Balorio, Jessie M.       | With Development Areas               | Rizza Villaluna    |
| Becamon, Dann D.         | With Development Areas               | Ida I. Juezan      |
| Bohol, Marife            | With Development Areas               | Merilyn T. Salboro |
| Calipayan, Renato        | With Development Areas               | Antonia Jumawan    |
| Carillo, Neil Michael C. | With Development Areas               | Raquel L. Cedeño   |
| Casilac, Rtoshen         | Meeting PPSSH Standards in 3 Domains | Norwenda Hairil    |



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|                   |                                      |                     |
|-------------------|--------------------------------------|---------------------|
| Cervantes, Lloyd  | With Development Areas               | Aldin J. Barsalote  |
| Endar, Jave A.    | With Development Areas               | Aimee Amor C. Porto |
| Rosima, Rowelem   | With Development Areas               | Neil D. Bongcayao   |
| Taporoc, Jose Jr. | Meeting PPSSH Standards in 3 Domains | Rachel R. Pogoy     |
| Tizon, Allan B.   | With Development Areas               | Noba J. Rubiom      |

6. Terms of reference for NASH PDI Coaches:
  - a. Provide professional guidance and structured coaching support to the participant in accordance with the objectives, timelines, and outputs of the NASH PDI;
  - b. Review, provide feedback on, and recommend improvements to draft and final outputs submitted by the participant;
  - c. Support the participant in strengthening competencies aligned with the identified PPSSH domain(s) for intervention;
  - d. Conduct coaching sessions, virtually or in-person, when necessary, without compromising official duties;
  - e. Monitor the participant's progress using prescribed monitoring tools, including the Modified Performance Monitoring and Coaching Form (PMCF), and submit required reports to the designated SDO focal person;
  - f. Certify the quality and completeness of outputs prior to their submission for higher-level review and approval.
7. An orientation for all designated NASH PDI Coaches shall be conducted on April 30, 2026 via online platform, link will be provided in separate issuance. The activity aims to provide guidance on program implementation, coaching processes, roles and responsibilities, and reporting requirements.
8. All concerned personnel are directed to support the effective implementation of this initiative and ensure proper coordination and adherence to the prescribed guidelines. Further details regarding schedules and specific activities shall be issued in subsequent issuances.
9. For information, guidance, and compliance.

Schools Division of Digos City  
RECORD SECTION

DATE: 13 APR 2026

Enclosed: As stated.  
SGOD/jsa

BY:

MELANIE P. ESTACIO, PhD, CESO VI  
Schools Division Superintendent



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## MY COACHING SCHEDULE

Name of the Coach: \_\_\_\_\_ Region: \_\_\_\_\_

Position: \_\_\_\_\_ SDO: \_\_\_\_\_

Name of the Coachee: \_\_\_\_\_

Suggested Duration: 30-45 mins.

| Phase                                                      | Part                                                            | Date | Modality | Time | Status |
|------------------------------------------------------------|-----------------------------------------------------------------|------|----------|------|--------|
| <b>PHASE 2</b><br>(conduct coaching sessions as necessary) | Part I:<br>The Meet and Greet                                   |      |          |      |        |
|                                                            | Part II:<br>Goal Setting & Domain Deep-Dive                     |      |          |      |        |
|                                                            | Part III:<br>Presentation of Drafted WAP and Continued Coaching |      |          |      |        |
|                                                            | Part IV:<br>Finalization of WAP and Signatory                   |      |          |      |        |
|                                                            |                                                                 |      |          |      |        |
| <b>PHASE 3</b><br>(conduct coaching sessions as necessary) | Monitoring of the implementation of WAP                         |      |          |      |        |
|                                                            |                                                                 |      |          |      |        |
|                                                            |                                                                 |      |          |      |        |

**TIMELINE**



## Rubric for Workplace Application Accomplishment Report (WAAR)

| Criteria                                                          | Fully Satisfactory                                                                                                                                                    | Satisfactory                                                                                                                                           | Needs Improvement                                                                                                                                       |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Implementation &amp; Accomplishments (Sec. IV &amp; V)</b>     | Demonstrates full completion of all milestones; key accomplishments are explicitly linked to the initial objectives. <input type="checkbox"/>                         | Most milestones completed; accomplishments are descriptive but lack direct correlation to all specific objectives. <input type="checkbox"/>            | Significant milestones were missed; accomplishments do not reflect the intended program goals. <input type="checkbox"/>                                 |
| <b>Evidence &amp; M&amp;E Quality (Sec. VI)</b>                   | MOVs are comprehensive and verified; quality of output shows a shift toward improved leadership practice. <input type="checkbox"/>                                    | MOVs are provided for major activities; output quality meets basic standards but lacks deep evidence of impact. <input type="checkbox"/>               | Insufficient or unverified MOVs; evidence does not support the claims of completion or quality. <input type="checkbox"/>                                |
| <b>Problem-Solving &amp; Sustainability (Sec. VII &amp; VIII)</b> | Documented challenges are met with strategic solutions; provides a clear roadmap for scaling or institutionalizing the innovation. <input type="checkbox"/>           | Challenges are described with basic solutions; next steps focus on short-term follow-up rather than long-term sustainability. <input type="checkbox"/> | Challenges were left unaddressed; no clear plan for sustaining the project's positive impact. <input type="checkbox"/>                                  |
| <b>Reflective Leadership Growth (Sec. IX)</b>                     | Provides profound insights into professional growth and stakeholder impact; shows an extended abstract understanding of the leadership role. <input type="checkbox"/> | Reflects on what went well and challenges faced; demonstrates a clear understanding of the leadership context. <input type="checkbox"/>                | Reflections are purely mechanical or administrative; lacks insight into personal leadership development or stakeholder change. <input type="checkbox"/> |



OUTPUT REVIEW AND MONITORING TOOLS

Rubric for Workplace Application Plan (WAP)

| Criteria                                                               | Ready                                                                                                                                                      | Conditionally Ready                                                                                                                                   | Not Ready                                                                                                                     |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Rationale &amp; Problem Framing (Sec. II &amp; Milestone 1)</b>     | Clearly identifies competency gaps from the IDR, grounded in DepEd policies, issuances, and SIP priorities with a clear goal.<br><input type="checkbox"/>  | Identifies gaps but lacks strong connection to DepEd policies and issuances or local literature; needs sharper rationale.<br><input type="checkbox"/> | Competency gaps are vague or unaligned with NASH results; rationale does not justify the project.<br><input type="checkbox"/> |
| <b>Application Objectives &amp; Design (Sec. II &amp; Milestone 2)</b> | Includes one general and three specific objectives that are SMART and focus on high-level application.<br><input type="checkbox"/>                         | Objectives are present but focus on activities (tasks) rather than leadership outcomes.<br><input type="checkbox"/>                                   | Objectives are missing, unclear, or do not address the identified leadership gaps.<br><input type="checkbox"/>                |
| <b>Action Plan &amp; Coaching Logic (Sec. IV)</b>                      | Milestones 1–4 are logically sequenced with clear resources and a proactive coaching schedule.<br><input type="checkbox"/>                                 | Milestones are defined but timelines or resources are unrealistic; coaching dates are inconsistent.<br><input type="checkbox"/>                       | Plan is fragmented; lacks clear milestones or fails to align resources with expected outputs.<br><input type="checkbox"/>     |
| <b>Risk Mitigation &amp; M&amp;E Strategy (Sec. V &amp; VI)</b>        | Identifies potential obstacles and provides proactive mitigation strategies; M&E plan has clear tools and responsible persons.<br><input type="checkbox"/> | Risks are identified but mitigation measures are reactive; M&E plan lacks specific monitoring tools.<br><input type="checkbox"/>                      | Risks and M&E plans are missing or show no understanding of implementation barriers.<br><input type="checkbox"/>              |



Rubric for Reflection Paper

| Criteria                     | 4 – Exceeds Standard                                                                                                                                                  | 3 – Meets Standard                                                                                                                      | 2 – Developing                                                                                                                    | 1 – Needs Improvement                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Depth & Leadership Judgment  | Shows profound leadership maturity; links personal professional growth with school-wide improvement outcomes. <input type="checkbox"/>                                | Demonstrates meaningful reflection; identifies lessons learned and how leadership practice will change. <input type="checkbox"/>        | Minimal reflection; describes activities without analyzing the leadership implications or outcomes. <input type="checkbox"/>      | No meaningful reflection; output is purely mechanical or administrative in nature. <input type="checkbox"/> |
| Values-Based Leadership      | Deeply articulates how core values drive decision-making. <input type="checkbox"/>                                                                                    | Clearly identifies personal/professional values and their influence on leadership actions. <input type="checkbox"/>                     | Mentions values in a superficial way; inconsistent link between values and behavior. <input type="checkbox"/>                     | Fails to identify or align actions with professional values or ethics. <input type="checkbox"/>             |
| Reflective Leadership Growth | Provides profound insights into professional growth and stakeholder impact; shows an extended abstract understanding of the leadership role. <input type="checkbox"/> | Reflects on what went well and challenges faced; demonstrates a clear understanding of the leadership context. <input type="checkbox"/> | Reflections are purely mechanical or administrative; lacks insight into personal leadership development. <input type="checkbox"/> | No insight into personal leadership development or stakeholder change. <input type="checkbox"/>             |



## Rubric for Domain-Based Output

### OUTPUT REVIEW AND MONITORING TOOLS

| Criteria                                             | 4 – Exceeds Standard                                                                                                                                 | 3 – Meets Standard                                                                                                                                             | 2 – Developing                                                                                                                          | 1 – Needs Improvement                                                                                                                    |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Alignment to PPSSH Domains &amp; Strands</b>      | Demonstrates extended abstract application; output integrates multiple strands to strategical solve complex school issues. <input type="checkbox"/>  | Demonstrates relational understanding; output is clearly aligned with the specific domain and priority strands identified in the IDR. <input type="checkbox"/> | Partial or surface-level alignment; some elements do not correspond to the targeted PPSSH strand. <input type="checkbox"/>              | Misaligned; output does not address the identified competency gaps in the PPSSH domain. <input type="checkbox"/>                         |
| <b>Contextualization to School Setting</b>           | Grounded in the school implementation plan; identifies specific local needs. <input type="checkbox"/>                                                | Appropriately contextualized; includes specific references to the participant's actual school environment and realities. <input type="checkbox"/>              | Generic or limited contextualization; school-specific data is mentioned but not utilized to shape the output. <input type="checkbox"/>  | No school context provided; output appears as a generic template with no application to actual school settings. <input type="checkbox"/> |
| <b>Strategic Intent &amp; Problem-Solution Logic</b> | Exceptional problem-solution coherence; proposed actions are highly strategic and likely to yield measurable impact. <input type="checkbox"/>        | Logic is clear and sound; the proposed output effectively addresses a specific school-based leadership challenge. <input type="checkbox"/>                     | Logic is weak or incomplete; the connection between the identified problem and the proposed solution is loose. <input type="checkbox"/> | Fragmented or unclear; the output lacks a logical framework for school improvement. <input type="checkbox"/>                             |
| <b>Practicality &amp; Resource Feasibility</b>       | Highly implementable; optimizes existing school resources (human, financial, material) without requiring additional budget. <input type="checkbox"/> | Practical and feasible; can be implemented within existing school constraints with minor adjustments. <input type="checkbox"/>                                 | Implementation feasibility is questionable due to resource constraints or lack of clear timelines. <input type="checkbox"/>             | Not feasible; proposed actions are unrealistic given the current school resources or administrative capacity. <input type="checkbox"/>   |
| <b>Readiness for WAP Integration</b>                 | Output is immediately actionable; serves as a primary, finalized component of the comprehensive WAP. <input type="checkbox"/>                        | Output directly informs the WAP; requires only minor refinement for final inclusion. <input type="checkbox"/>                                                  | Output partially informs the WAP; requires significant revision or coaching to be implementation-ready. <input type="checkbox"/>        | Output does not support the WAP; requires a complete redesign through intensive coaching. <input type="checkbox"/>                       |

SAMPLE



**NASH pdi**  
National Assessment for School Heads  
Performance Development Intervention



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## MODIFIED PERFORMANCE MONITORING AND COACHING FORM

**Name of the Coachee:** LENELYN B. CURATO

**Name of the Coach:** ANALYN P. JUMAWID EdD

|            | To be filled out by the NASH PDI Participant (Coachee)                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                             | To be filled out by the Coach                                                                                                                                                                                                                                                                                                                                                                       | Signature            |       |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------|
|            | <b>Developmental Area(s)</b><br><i>(Focuses on the specific PPSSH Domain or competency gap identified in the participant's NASH Individual Development Report (IDR). It describes the "Growth Area" being addressed)</i>                                                                                                                    | <b>Action Taken (Output)</b><br><i>(Describes the specific coaching intervention or the artifact produced during the session.)</i>                                                                                                                                                                                          | <b>Agreements</b><br><i>(Outlines the "Next Steps" that both the coach and participant commit to. Specify how the participant will refine their work or apply a new skill in their actual school setting.)</i>                                                                                                                                                                                      | NASH PDI Participant | Coach |
| 05-19-2026 | <b>Domain 1</b><br><b>Leading Strategically</b> <ul style="list-style-type: none"> <li>To strengthen competence in providing clear direction, strategic planning, aligning school programs with DepEd policies, and using data-based decision-making.</li> <li>To improve skills in implementing, monitoring, and evaluating the</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reviewed and analyzed the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).</li> <li>➤ Discussed how to align school programs with the MATATAG Agenda and national education priorities.</li> <li>➤ Learned to use school performance data for better</li> </ul> | <ul style="list-style-type: none"> <li>✚ Strictly implement all activities and targets indicated in the SIP and AIP.</li> <li>✚ Conduct quarterly review and update of plans based on actual school performance.</li> <li>✚ Communicates school goals, updates, and results clearly to teachers, parents, and stakeholders.</li> <li>✚ Maintain complete and accurate records and submit</li> </ul> |                      |       |



**NASH-pdi**  
National Assessment for School Heads  
for Developmental Assessment of School Heads



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|--|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>SIP/AIP to achieve the school's vision, mission, and goals.</p> | <p>planning and decision making.</p> <ul style="list-style-type: none"><li>➤ Developed tools for monitoring progress and evaluating school outcomes.</li><li>➤ Explored innovative approaches to address school challenges.</li></ul> | <p>required reports on time.</p> <ul style="list-style-type: none"><li>➤ Apply research and data-driven methods in solving school issue.</li></ul> |  |  |
|--|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|



**NASH-pdi**  
National Assessment for School Heads  
Professional Development Intervention



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**NASH-pdi**  
National Assessment for School Heads  
The Annual Development Subvention



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|            |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|            |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| 05-19-2026 | <b>Domain 3:<br/>Focusing on Teaching<br/>and Learning</b> <ul style="list-style-type: none"> <li>To enhance my instructional leadership skills, teacher supervision, and monitoring of learning outcomes.</li> <li>This will help me ensure quality curriculum delivery, effective assessment, and provide a safe, inclusive, and child-friendly environment that improves learner achievement.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reviewed standards for classroom observation and supervision based on PPSSH and PPST.</li> <li>➤ Discussed best practices in teaching strategies, assessment, and curriculum contextualization.</li> <li>➤ Analyzed learner performance data to identify learning gaps and needs.</li> <li>➤ Planned appropriate intervention programs for struggling learners</li> </ul> | <ul style="list-style-type: none"> <li>✚ Conduct regular classroom observations and provide constructive feedback to teachers.</li> <li>✚ Use assessment results to design learning interventions and improve instruction.</li> <li>✚ Encourage and support teachers to attend LAC sessions and professional development activities.</li> <li>✚ Ensure all classrooms and facilities are safe, clean, and conducive to learning.</li> <li>✚ Monitor and track learner progress</li> </ul> |  |  |



**NASH** pdi  
National Assessment for School Heads  
The Assessment of Professional Development for School Heads



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|            |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                |  |  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|            |                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>➤ Discussed guidelines for inclusive education and positive learner discipline.</li> </ul>                                                                                                                                                                                  | every grading period                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| 05-19-2026 | <b>Domain 4</b><br><b>Developing Self and Others</b> <ul style="list-style-type: none"> <li>• To improve my personal and professional growth, performance management, mentoring, and ability to motivate staff.</li> <li>• This aims to build a positive work culture, support the career development of personnel, and</li> </ul> | <ul style="list-style-type: none"> <li>➤ Assessed my own strengths and areas for improvement aligned with PPSSH standards.</li> <li>➤ Discussed the value of continuous professional development, including advanced studies and training.</li> <li>➤ Reviewed the proper implementation of performance</li> </ul> | <ul style="list-style-type: none"> <li>✚ Pursue continuous learning, trainings, and advanced studies to upgrade my leadership competence.</li> <li>✚ Provide regular coaching and mentoring to teachers and non-teaching staff.</li> <li>✚ Implement fair, transparent, and objective performance evaluation processes.</li> <li>✚ Establish a recognition system to appreciate and</li> </ul> |  |  |



**NASH** pdi  
National Assessment for School Heads  
The National Development Intervention



|  |                                                      |                                                                                                                                                                                                                                                                       |                                                                                                                         |  |  |
|--|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>uphold the welfare of everyone in the school.</p> | <p>evaluation (IPCRF) and gave fair feedback.</p> <ul style="list-style-type: none"><li>➤ Learned effective strategies for coaching, mentoring, and motivating school personnel.</li><li>➤ Planned a system for recognizing and rewarding good performance.</li></ul> | <p>motivate personnel</p> <p>Maintain a positive work environment and prioritize the general welfare of all staffs.</p> |  |  |
|--|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|--|

## I. PROPONENT'S PROFILE

|                 |  |                 |                                   |
|-----------------|--|-----------------|-----------------------------------|
|                 |  |                 |                                   |
|                 |  |                 |                                   |
| Office:         |  |                 | <as indicated in the certificate> |
|                 |  |                 |                                   |
| Superintendent: |  | Superintendent: |                                   |

## II. PROGRAM/ PROJECT PROFILE

|  | Project Title                                                                                                                                                                                                                                                                            | Project Description | Project Objectives |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
|  | <p>Project will be implemented.</p> <p>that will be addressed and the current performance level on the key results area(s). This may include the following, but not project or connection to the NASH PDI</p> <p>ational literature</p> <p>See the objective statement.</p>              |                     |                    |
|  | <p>f the proposed program/ project, including but not limited to:</p> <p>mplished or key content to be delivered,</p> <p>ilities to be learned; and</p> <p>ts of the program/ project or how it will impact the workstation or constituents of the proponent (project beneficiaries/</p> |                     |                    |



Workplace Application Accomplishment Report



|  |                                                           |
|--|-----------------------------------------------------------|
|  | e and at least three (3) specific objectives              |
|  | ject                                                      |
|  | per NASH PDI guidelines, this should not exceed 6 months. |

I. FUNDING DETAILS

|  |                              |  |                                                             |
|--|------------------------------|--|-------------------------------------------------------------|
|  | P Indicate the total amount. |  |                                                             |
|  | ded?                         |  | and will be allocated in the conduct of the program/project |

IV. SUMMARY OF ACTIVITIES CONDUCTED

| lestones                      | emented | ctivities | ption | put / Outcome | ed |
|-------------------------------|---------|-----------|-------|---------------|----|
| alysis and Problem Framing    |         |           |       |               |    |
| sign and Operational Planning |         |           |       |               |    |
| n and Learning Session(s)     |         |           |       |               |    |
| Sustainability Plan           |         |           |       |               |    |



# Workplace Application Accomplishment Report



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## ACCOMPLISHMENTS

*Accomplishments or results of the implementation based on your objectives. You may use subheadings aligned to milestones, outcomes, or objectives*

## I. MONITORING AND EVALUATION REPORT

| Activities                   | MOVS | Completion<br>(Complete) | Output<br>(Basic/<br>g/<br>t) | Coach / Coach<br>Observations/Comments<br>(Coach shall affix his/her signature) |
|------------------------------|------|--------------------------|-------------------------------|---------------------------------------------------------------------------------|
| Analysis and Problem Framing |      |                          |                               |                                                                                 |
|                              |      |                          |                               |                                                                                 |
|                              |      |                          |                               |                                                                                 |
|                              |      |                          |                               |                                                                                 |
|                              |      |                          |                               |                                                                                 |



Workplace Application Accomplishment Report



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|                                     |  |  |  |  |
|-------------------------------------|--|--|--|--|
|                                     |  |  |  |  |
| Design and Operational Planning     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
| Instruction and Learning Session(s) |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
| Final Sustainability Plan           |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |
|                                     |  |  |  |  |

I. CHALLENGES ENCOUNTERED AND SOLUTIONS

|            |                          |
|------------|--------------------------|
| Challenges | Action Taken / Solutions |
|------------|--------------------------|



## Workplace Application Accomplishment Report



|                                                                                               |                                                                                                        |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <i>entered during the implementation of your activity, project, or work application plan.</i> | <i>solve or manage the identified challenges. This may include adjustments, alternative approaches</i> |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|

### II. NEXT STEPS / RECOMMENDATIONS

| Follow-up Actions                                                 | Sustainability Strategies                                                                                | Areas for Improvement                                                   |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <i>tinue, build upon, or complete what was started during the</i> | <i>to maintain, institutionalize, or replicate the positive impact or initial implementation period.</i> | <i>n, or results that did not go as planned or could be enhanced in</i> |

### IX. REFLECTIONS

*This section presents the insights, realizations, and lessons learned throughout the implementation of the project, training application, or innovation. It highlights the implementer's professional growth, responsiveness to challenges, and commitment to continuous improvement.*

- ☐ What went well during the implementation?
- ☐ What challenges have helped you grow as a leader or implementer?
- ☐ How did your actions affect learners, teachers, or stakeholders?
- ☐ What did you learn about yourself, your leadership, or your context?
- ☐ What will you do differently in the future?



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|  |
|--|

### Declaration:

I hereby declare that the information provided in this application is true and correct to the best of my knowledge.

I agree that the Department of Education (DepEd) is the co-owner of all the data gathered and the copyright of any publication or use of these data.

|                                  |           |      |
|----------------------------------|-----------|------|
| Prepared by:                     | Signature | Date |
| (Name and Position of Proponent) |           |      |

|                              |           |      |
|------------------------------|-----------|------|
| Reviewed by:                 | Signature | Date |
| (Name and Position of Coach) |           |      |

|                                                                  |           |      |
|------------------------------------------------------------------|-----------|------|
| Recommending Approval by:                                        | Signature | Date |
| (Name and Position of Assistant Schools Division Superintendent) |           |      |

|                                                        |           |      |
|--------------------------------------------------------|-----------|------|
| Approved by:                                           | Signature | Date |
| (Name and Position of Schools Division Superintendent) |           |      |



## Workplace Application Plan



### I. PROPONENT'S PROFILE

|                                            |                |                                  |                                                                                          |
|--------------------------------------------|----------------|----------------------------------|------------------------------------------------------------------------------------------|
| Proponent's Name:                          |                | Position:                        | HEAD TEACHER III                                                                         |
| School:                                    |                | School ID:                       | 106039                                                                                   |
| Region and Schools Division Office:        |                | PD Program Attended:             | NASH PDI – Phase 2<br>Phase 1 completion: <i>&lt;as indicated in the certificate&gt;</i> |
| Coach:                                     |                | Position:                        | PRINCIPAL III                                                                            |
| Assistant Schools Division Superintendent: | LEANDRO CANLAS | Schools Division Superintendent: | ROMEO ALIP PH,D                                                                          |

### II. PROGRAM/ PROJECT PROFILE

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                                                                                                                                                           |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title                        | <i>Indicate the proposed program/ project title.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Type of intervention | <i>(Committee work, Job Expansion, Job Rotation, Job Shadowing, Special Project, Stretch Assignments, Informal JEL Activities, others please specify)</i> |
| Rationale                    | <i>Briefly describe why the WAP will be implemented.<br/>Identify the competency gaps that will be addressed and the current performance level on the key results area(s).<br/>This may include the following, but not limited to:</i> <ul style="list-style-type: none"><li><i>Context of the program/ project or connection to the NASH PDI</i></li><li><i>Relevant legal bases</i></li><li><i>Relevant local and international literature</i></li><li><i>What is the goal of WAP? See the objective statement.</i></li></ul> |                      |                                                                                                                                                           |
| Program/ Project Description | <i>State the primary intention of the proposed program/ project, including but not limited to:</i> <ul style="list-style-type: none"><li><i>the main task to be accomplished or key content to be delivered,</i></li></ul>                                                                                                                                                                                                                                                                                                      |                      |                                                                                                                                                           |



## Workplace Application Plan



|                                                           |                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"><li>• knowledge, skills, and abilities to be learned; and</li><li>• expected significant results of the program/ project or how it will impact the workstation or constituents of the proponent (project beneficiaries/ participants)</li></ul> |
| Program/ Project Objective(s)<br>(Application Objectives) | State one (1) general objective and at least three (3) specific objectives                                                                                                                                                                                                        |
| Delivery Platform                                         | Modality of the program/ project                                                                                                                                                                                                                                                  |
| Timeline                                                  | From Start Date to End Date; per NASH PDI guidelines, this should not exceed 6 months.                                                                                                                                                                                            |

### III. FUNDING DETAILS

|                 |                                                           |                                  |                                                                                            |
|-----------------|-----------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------|
| Amount Needed:  | Will the project need funding? Indicate the total amount. | Budget Allocation<br>(Breakdown) | (Provide details on how the fund will be allocated in the conduct of the program/project.) |
| Funding Source: | How will the program be funded?                           |                                  |                                                                                            |

### IV. ACTION PLAN



# Workplace Application Plan



| Milestones                                                                                                                            | Activities | Timeline   | Resources Needed              | Expected Output / Outcome | Coaching Schedule                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|------------|-------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Milestone 1:</b> Situational Analysis and Problem Framing<br><br>Validate innovation need and align with SIP priorities            |            | 1 month    | (Materials, funds, resources) |                           | <i>(Indicate date and time to discuss the results of this milestone / activities with your coach. The coach's signature at the end of this document indicates that s/he agrees with the indicated dates for coaching.)</i> |
| <b>Milestone 2:</b> Innovation Design and Operational Planning<br><br>Finalize innovation framework and secure stakeholder commitment |            | 1.5 months |                               |                           |                                                                                                                                                                                                                            |
| <b>Milestone 3:</b> Implementation and Learning Session(s)                                                                            |            | 3.5 months |                               |                           |                                                                                                                                                                                                                            |



## Workplace Application Plan



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| Milestones                                                                                                                            | Activities | Timeline                     | Resources Needed | Expected Output / Outcome | Coaching Schedule |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------|------------------|---------------------------|-------------------|
| Monitor implementation status and gather early results                                                                                |            |                              |                  |                           |                   |
| <b>Milestone 4:</b> Evaluation and Sustainability Plan<br><br>Assess impact and provide strategy for scaling or sustaining innovation |            | End of 6 <sup>th</sup> month |                  |                           |                   |

### V. RISKS AND MITIGATION STRATEGIES

| Identified Risk                                                                                                                                                                                | Mitigation Measure                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <i>Potential problem(s) or negative event(s) that may occur during the implementation of your activities, which could affect your timeline, resources, participation, or expected results.</i> | <i>Proactive step(s) or strategy(ies) designed to reduce the likelihood or impact of the identified risk(s).</i> |

### VI. MONITORING AND EVALUATION PLAN

| Milestones                                                     | Monitoring Tool/Method | Timeline | Responsible Person |
|----------------------------------------------------------------|------------------------|----------|--------------------|
| <b>Milestone 1:</b> Situational Analysis and Problem Framing   |                        |          |                    |
| <b>Milestone 2:</b> Innovation Design and Operational Planning |                        |          |                    |



## Workplace Application Plan



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| Milestones                                                 | Monitoring Tool/Method | Timeline | Responsible Person |
|------------------------------------------------------------|------------------------|----------|--------------------|
| <b>Milestone 3:</b> Implementation and Learning Session(s) |                        |          |                    |
| <b>Milestone 4:</b> Evaluation and Sustainability Plan     |                        |          |                    |

### Declaration:

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|                                  |           |      |
|----------------------------------|-----------|------|
| Prepared by:                     | Signature | Date |
| (Name and Position of Proponent) |           |      |

|                              |           |      |
|------------------------------|-----------|------|
| Reviewed by:                 | Signature | Date |
| (Name and Position of Coach) |           |      |

|                                                                  |           |      |
|------------------------------------------------------------------|-----------|------|
| Recommending Approval by:                                        | Signature | Date |
| (Name and Position of Assistant Schools Division Superintendent) |           |      |

|                                                        |           |      |
|--------------------------------------------------------|-----------|------|
| Approved by:                                           | Signature | Date |
| (Name and Position of Schools Division Superintendent) |           |      |