

Department of Education

DIGOS CITY DIVISION

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2024 - 721

To

Assistant Schools Division Superintendent

Division Chiefs

Public Schools District Supervisors Education Program Supervisors

Public School Heads Public School Teachers All Others concerned

Subject:

REGIONAL MONITORING OF THE MATATAG CURRICULUM DIVISION

TRAINING OF TRAINERS (DTOT)

Date :

May 24, 2024

This is in reference to Regional Memorandum HRDD-2024-134 dated May 22, 2024 signed by Allan G. Farnazo, Director IV re: Regional Monitoring of the MATATAG Curriculum Division Training of Trainers (DTOT).

Pursuant to DM-OUHROD-2024-0413 entitled, **REQUEST FOR SCHEDULE OF DIVISION AND SCHOOL-BASED TRAININGS ON THE MATATAG CURRICULUM AND THE NUMBER OF TARGET PARTICIPANTS PER LEARNING AREA PER GRADE LEVEL**, the Human Resource Development Division (HRDD), organizes the Regional Field Technical Assistance Team (RFTAT) for Regional Monitoring of the MATATAG Curriculum Division Training of Trainers (DTOT) and the School-Based Training for Teachers (SBTT) which shall be conducted from May 2024 - July 2024. The activity aims to ensure that the quality assured training package is well implemented and efficiently delivered based on standards; to capacitate school leaders on instructional supervision; and for teachers to teach better to achieve higher outcomes for learning.

For this purpose, SDOs are reminded to refrain from lavish preparation, leis, certificates of appreciation and tokens. The teams shall take charge of their transportation, board and lodging. Travelling and other expenses shall be charged to RO funds subject to the usual accounting and auditing rules and regulations.

Attached are the schedule of the DTOT of the 11 Schools Division Offices and the assigned RFTAT from CLMD, QAD, FTAD and HRDD-RNEAP together with the monitoring and evaluation tool.









Department of Education

DIGOS CITY DIVISION

Office of the Schools Division Superintendent

The Regional Director and Assistant Regional Director at their convenient schedule may join any of the team.

Immediate and wide dissemination of this Memorandum is desired.

MELANIE P. ESTACIO, Phd, CESO VI

OIC-Schools Division Superintendent

18 Fd Schools Division of Digos City

RECORDS

Enclosed: As stated. SGOD/jsa







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Schools Division of Doos Ch

Republic of the Philippines

Department of Education

DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM

HRDD-2024-134

To :

Assistant Regional Director

Schools Division Superintendents

Subject:

REGIONAL MONITORING OF THE MATATAG CURRICULUM

DIVISION TRAINING OF TRAINERS (DTOT)

Date:

May 14, 2024

Pursuant to DM-OUHROD-2024-0413 entitled, REQUEST FOR SCHEDULE OF DIVISION AND SCHOOL-BASED TRAININGS ON THE MATATAG CURRICULUM AND THE NUMBER OF TARGET PARTICIPANTS PER LEARNING AREA PER GRADE LEVEL, the Human Resource Development Division (HRDD), organizes the Regional Field Technical Assistance Team (RFTAT) for regional monitoring of the MATATAG Curriculum Division Training of Trainers (DTOT) and the School-Based Training for Teachers (SBTT) which shall be conducted from May 2024-July 2024. The activity aims to ensure that the quality assured training package is well implemented and efficiently delivered based on standards; to capacitate school leaders on instructional supervision; and for teachers to teach better to achieve higher outcomes for learning.

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The Regional Director and Assistant Regional Director at their convenient schedules may join any of the team.

Immediate and wide dissemination of this Memorandum is desired.

Enclosed: As Stated.

ROH1/nrb

Add Tele

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Department of Education

National Educators Academy of the Philippines

Enclosure 3

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

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

Instructions:

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

| Session Number and Title: Name of Resource Person: | |
|-------------------------------------------------------|--|
| | |

RESOURCE PERSON/SUBJECT MATTER EXPERTS

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

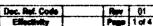




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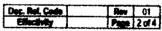


| 2.2 Inform participants of the time required for every activity or assessment. | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 3.0 Establish rapport with participants and encourage | |
| participation from them with consideration to their diversity | |
| and adult learning theory. | 1 |
| 3.1 Encourage participants to be actively engaged in the | |
| session | |
| 3.2 Apply clean and appropriate humor in keeping the | |
| session lively | |
| 3.3 Observe gender, equality, disability, and social inclusion | 1 |
| (GEDSI) in engaging with the participants | |
| 3.4 Sense and address the needs, potentials, strengths, and | |
| weaknesses of the participants that may affect the | |
| learning processes | |
| 3.5 Monitor the energy level of the participants during | |
| sessions | |
| 3.6 Make the learning relevant to the participant's | |
| experiences by using "real-life" examples and activities | |
| 3.7 Utilize a combination of different and engaging | |
| methods/activities appropriately | |
| 3.8 Give clear instructions in employing various strategies | |
| 4.0 Check for the understanding of participants and process | |
| their responses. | |
| 4.1 Ask questions that are clear and focused | |
| 4.2 Ask follow-up questions to clarify participants' | |
| responses | |
| 4.3 Paraphrase questions for clarity | |
| 4.4 Ask higher-order thinking skills questions to elicit | |
| participants' ideas | |
| 4.5 Respond in a fair and timely manner with respect to | |
| participants' questions and answers | |
| 4.6 Listen to the participants' ideas or responses | |
| 4.7 Paraphrase participants' ideas or responses to confirm | |
| what has been said | |
| 4.8 Conduct formative assessments to check the | |
| understanding of the participants | |
| 5.0 Establish and maintain a positive/non-threatening and | |
| comfortable learning environment. | |
| 6.0 Demonstrate good communication skills (verbal and non- | |
| verbal). | ŀ |
| 6.1 Use clear and appropriate language for learners | İ |
| 6.2 Express ideas with clarity, logic, and correct grammar | |
| 6.3 Use a non-verbal form of communication to reinforce | |
| the verbal message | 1 |
| 6.4 Use a well-modulated voice in facilitating the session | |
| 7.0 Use appropriate technology with ease and confidence. | |
| 8.0 Synthesize the responses of the participants and the activities of the session. | ļ |
| 1 | - I |
| 8.1 Guide the group to a consensus or conclusion. | |
| 8.2 Highlight important results of the activity | |
| 8.3 Generate ideas and concepts from the sharing of | 1 |
| participants during the learning session/s | İ |
| 8. 4 Identify the relationships between activities | |
| 9.0 Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations. | at interest |
| and a comment of a superior of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the c | |
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Email Address: neap.gad@deped.gov.ph | Website: www.deped.gov.ph | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec. Not Complex | Dec.





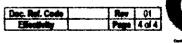
LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

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





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

PROGRAM MANAGEMENT

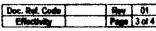
| (/) | Program Delivery Quality Standards | Comments/Remarks | | |
|-----|-----------------------------------------------------------|------------------|--|--|
| | a. The details of the planned program implementation | | | |
| | (e.g., program objectives, date, accommodation, etc.) | | | |
| 1 | are officially communicated to concerned offices/units | | | |
| | and target participants. | | | |
| | b. Special needs of the participants are noted. | | | |
| | c. Sessions with mainly information diffusion objectives | | | |
| | may be engaged in. | | | |
| | d. Adequate session breaks (15-30 minutes mid-morning | | | |
| | and mid-afternoon for snacks and stretching, and one | | | |
| | hour for lunch) are provided promptly. | | | |
| | e. To the extent possible, "working breaks" are to be | | | |
| 1 | avoided, unless limited session time necessitates | | | |
| 1 | these. | | | |
| | f. The PMT promotes good solid waste management in | | | |
| İ | the venue by adopting the "clean as you go" practice. | | | |
| | g. Socially-inclusive, gender-sensitive, non- | | | |
| | discriminatory, and non-stereotypical language is | | | |
| | used at all times during the program. | | | |
| | h. Zero-tolerance on the commission of sexual | | | |
| l | harassment, bullying, and intimidation is observed; | | | |
| 1 | incidents are handled by PMT within 24 hours from | | | |
| | receipt of the report or information. | | | |
| | i. Emerging welfare needs of participants, resource | | | |
| 444 | speakers/subject-matter experts, and PMT are | | | |
| | immediately addressed. | | | |
| | j. Planned activities are carried out as scheduled unless | | | |
| 1 | modifications are necessary due to emerging needs | | | |
| | (results of pre-assessment, expectations, etc.). | | | |
| | k. Daily attendance checks are done by the PMT. | | | |
| | 1. The PMT introduces the resource speakers/ subject- | | | |
| - | matter experts. | | | |
| | m. The evaluation tool for Level 1 is administered at the | | | |
| | end of the day. | | | |
| | n. Distribute certificates of recognition to invited | | | |
| | resource speakers/subject-matter experts. | | | |





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Enclosure 2

ON-SITE MONITORING AND EVALUATION FORM

(To be accomplished by individual monitors)

| General Information | | | | | |
|-----------------------------------|-----------------------|--|--|--|--|
| PROGRAM/ ACTIVITY MONITORED | | | | | |
| REGION | LEARNING AREA | | | | |
| NUMBER OF PARTICIPANTS | NUMBER OF TRAINERS | | | | |
| VENUE | INCLUSIVE DATES | | | | |
| DATE MONITORED | | | | | |

I. Checklist

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

| Comments and Suggestions: |
|---------------------------|
| |
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II. **CRITICAL INCIDENTS:** For any remarkable event/situation (positive or negative) encountered, accomplish the STAR form.

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

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

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

CRITICAL INCIDENTS

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

| Action - Describe how the person/s or the team responded to the situation or acted on the task at hand. | Result - Describe the effect of the action or lack of action. |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| | |
| | |
| | person/s or the team responded to the situation or acted on the |

| Prepared | by: | | |
|----------|-----|--|--|
| | • | | |
| | | | |
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Bepartment of Coucation

DAVAO REGION

Enclosure 1

Schedule of the MATATAG Curriculum RTOT and DTOT for CO and RO Monitoring and Evaluation

| Panabo City | Tagum City | SDO | |
|---------------------------------|-----------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|
| MATATAG DTOT | MATATAG DTOT | MATATAG DTOT | Activity |
| May 20-24, 2024 | May 22-26, 2024 | May 13-18, 2024 | Date |
| Ritz Hotel, Davao City | Eden Nature Park and Resort | Eden Nature Park and Resort | Venue |
| Mariane B. Tubo EPS II | Nelma Lyn R. Barnija CES Glen L. Villonez EPS | Nelma Lyn R. Barnija CES | REGIONAL FIE |
| Mary Jane M. Mejorada EPS | Joeisa M. Presbitero EPS | Mary Jeanne B. Aldeguer CES Pedelina Huevos EPS | CLMD CLMD |
| Brenda S. Belonio EPS | Brenda S. Belonio EPS | Brenda S. Belonio EPS | REGIONAL FIELD TECHNICAL ASSISTANCE TEAM (RFTAT) HRDD CLMD QAD FTAD |
| Aris B. Juanillo CES | Aris B. Juanillo CES | Aris B. Juanillo CES | EAM (RITAT) FTAD |







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DAVAO REGION

| | Oriental | Digos City |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------|
| | MATATAG DTOT | MATATAG DTOT |
| June 16-20, 2024 | May 20-24, 2024 | May 20-24, 2024 |
| On-going procurement | Lambajon CES, Baganga- Breakout Session Hotel Dolores- Plenary Session Blaret Hometel- Accommodati on | Crisbelle Crown Hotel, Digos City |
| Nelma Lyn R. Barnija CES Jeoffrey L. Bernabe SEPS | Jeoffrey L. Bernabe SEPS | Maureen Ava B. Acuña EPS II |
| Pedelina O. Huevos EPS Maria L <i>iz</i> a I. Berandoy EPS | Pedelina O. Huevos EPS Mary Jeanne B. Aldeguer CES | Herminia A. Bantiding EPS |
| Brenda S. Belonio EPS | Brenda S. Belonio EPS | Brenda S. Belonio EPS |
| Aida P. Placencia EPS | Aris B. Ju ani llo CES | Aida Placencia EPS |







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| mati City | | Davao Occidental | Davao del Sur | | | |
|--------------------------------|--------------------------------|------------------------------|-----------------------------------|---------------------------------|----------|----------------------------------|
| MATATAG DTOT | MATATAG DTOT | MATATAG DTOT | MATATAG DTOT | MATATAG DTOT | Activity | |
| July 8-12, 2024 (Batch 2) | May 20-24, 2024 (Batch 1) | July 8-12, 2024 | July 2-6, 2024 | July 13-17, 2024 | Date | |
| Oriental Prince Hotel | Oriental Prince Hotel | On-going procurement | The Ritz Hotel | Davao City | Venue | |
| Jeoffrey L. Bernabe SEPS | Jeoffrey L. Bernabe SEPS | Isidra B. Despi EPS | Maureen Ava B. Acuña EPS II | Jeoffrey L. Bernabe SEPS | HRDD | REGIONAL FIELD T |
| Danilo R. Dohinog EPS | Danilo R. Dohinog EPS | Pedelina O. Huevos EPS | Maria Liza I. Berandoy EPS | Herminia A. Bantiding EPS | CLMD | ELD TECHNICA |
| Brenda S. Belonio EPS | Brenda S. Belonio EPS | Brenda S. Belonio EPS | Brenda S. Belonio EPS | Brenda S. Belonio EPS | avõ | ECHNICAL ASSISTANCE TEAM (RFTAT) |
| Ronnie S. Mercado EPS | Aris B. Juanillo CES | Aida P. Placencia EPS | Aris B. Juanillo CES | Aris B. Juanillo CES | TIAD | TEAM (RFTAT) |







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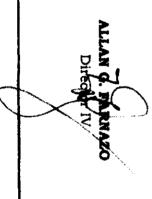
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| | | | | REGIONAL FIELD TEX | ELD TECHNICAL | CHNICAL ASSISTANCE TEAM (RFTAT) | TEAM (RFTAT) |
|-----------|----------|----------------|--------------|--------------------|---------------|---------------------------------|--------------|
| SDO | Activity | Date | Venue | нарр | CLMD | αλŷ | TAN T |
| | | | Apo View | Nelma Lyn R. | Ma, Cielo D. | Brenda S. | Ronnie S. |
| Davao del | MATATAG | June 3-7, 2024 | Hotel, Davao | Barnija | Estrada | Belonio | Mercado |
| Norte | וטוטו | , | City | CES | EPS | EPS | EPS |

Prepared by:

HRDD-RNEAP Chief Education Supervisor BARNIJA, Edd

Approved:









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Department of Education

National Educators Academy of the Philippines

Enclosure 4

PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

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

| PD Program Owner: | |
|-----------------------------------------|---|
| PD Program Manager: | |
| Title of the PD Program: | |
| Venue of the PD Program: | · |
| Implementation Dates of the PD Program: | · |

| Name | Position | Office | Signature |
|------|----------|--------|-----------|
| | | | |
| | | | |

INSTRUCTIONS:

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





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Dec. Ref. Code Rev 01 Effectivity Page 1 of 1



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

II. PD PROGRAM MONITORING SECTION

1.0 PARTICIPANTS

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

| ☐ About 91-100 % of | ☐ About 81-90% of | ☐ About 51-80% of | ☐ About 50% or less |
|----------------------------|--------------------------|--------------------------|----------------------------|
| the actual | the actual | the actual | of the actual |
| participants are the | participants are the | participants are the | participants are the |
| target participants | target participants | target participants | target participants |
| of the PD Program. | of the PD Program. | of the PD Program. | of the PD Program. |
| ☐ About 91-100 % of | □About 81-90% of | ☐ About 51-80% of | ☐ About 50% or less |
| the actual | the actual | the actual | of the actual |
| participants are | participants are | participants are | participants are |
| qualified to the | qualified to the | qualified to the | qualified to the |
| selection criteria of | selection criteria of | selection criteria of | selection criteria of |
| the PD Program. | the PD Program. | the PD Program. | the PD Program. |
| | | | |
| REMARKS | | | |
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Effectivity Page 2 of 1



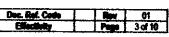
2.0 PROGRAM DESIGN

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

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



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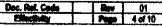
| under Columns C and . | LATION (e.g., Reasons f D.) | for deviation, especially | for responses made |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| REMARKS | | | |
| | | | |
| | | | |
| | | | |
| - | | | |
| To what extent wer Program Delivery (| SONS/SUBJECT-MATT re the resource speakers Quality Standards? | ER EXPERTS s/subject-matter expert | s compliant to the PD |
| To what extent wer | re the resource speakers Quality Standards? | ER EXPERTS s/subject-matter expert | s compliant to the PD |
| To what extent were Program Delivery (| re the resource speakers Quality Standards? D Most of the | s/subject-matter expert | ☐ There were major |
| To what extent were Program Delivery (All the sessions were delivered by the | Duality Standards? Discussion of the sessions were | S/subject-matter expert | ☐ There were major changes regarding |
| To what extent wer Program Delivery (All the sessions were delivered by the resource | Cuality Standards? CI Most of the sessions were delivered by the | S/subject-matter expert | ☐ There were major changes regarding the expected |
| To what extent were Program Delivery (All the sessions were delivered by the resource speakers/subject- | D Most of the sessions were delivered by the resource | S/subject-matter expert Control There were minor changes regarding the expected resource | ☐ There were major changes regarding the expected resource |
| To what extent were Program Delivery (All the sessions were delivered by the resource speakers/subject-matter experts as | D Most of the sessions were delivered by the resource speakers/subject- | There were minor changes regarding the expected resource speakers/subject- | ☐ There were major changes regarding the expected resource speakers/subject- |
| To what extent wer Program Delivery (All the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the | Duality Standards? Discrete Most of the sessions were delivered by the resource speakers/subjectmatter experts as identified RPs who | S/subject-matter expert Control There were minor changes regarding the expected resource | ☐ There were major changes regarding the expected resource |
| To what extent wer Program Delivery (All the sessions were delivered by the resource speakers/subjectmatter experts as identified RPs who | D Most of the sessions were delivered by the resource speakers/subjectmatter experts as | There were minor changes regarding the expected resource speakers/subjectmatter experts to | ☐ There were major changes regarding the expected resource speakers/subjectmatter experts to |
| To what extent wer Program Delivery (All the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the MATATAG Training | D Most of the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the | There were minor changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions. | There were major changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions. |
| To what extent wer Program Delivery (All the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the MATATAG Training | Duality Standards? CI Most of the sessions were delivered by the resource speakers/subjectmatter experts as identified RPs who attended the MATATAG Training for Trainers. | There were minor changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions. Almost half of the | There were major changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions. More than half of |
| To what extent wer Program Delivery (All the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the MATATAG Training | Duality Standards? Discrete Most of the sessions were delivered by the resource speakers/subject-matter experts as identified RPs who attended the MATATAG Training | There were minor changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions. Almost half of the sessions were | There were major changes regarding the expected resource speakers/subjectmatter experts to deliver the sessions. More than half of the sessions were |

| amaglanes /asship -4 | | • | F |
|-------------------------|-----------------------|------------------------|------------------------|
| speakers/subject- | resource | resource | resource |
| matter experts as | speakers/subject- | speakers/subject- | speakers/subject- |
| identified RPs who | matter experts as | matter experts to | matter experts to |
| attended the | identified RPs who | deliver the sessions. | deliver the sessions. |
| MATATAG Training | attended the | Tollier the deconomis. | denver the sessions. |
| for Trainers. | 1 | 63 | |
| ioi iiamieis. | MATATAG Training | Almost half of the | More than half of |
| | for Trainers. | sessions were | the sessions were |
| | | delivered by different | delivered by different |
| | Some of the sessions | resource | resource |
| | were delivered by | speakers/subject- | speakers/subject- |
| | alternatives who | matter experts from | matter experts from |
| | are equally excellent | those originally | |
| | (or better). | | those originally |
| | (or better). | identified RPs who | identified RPs who |
| | | attended the | attended the |
| 1 | NEAP was informed | MATATAG Training | MATATAG Training |
| | of the changes ahead | for Trainers. | for Trainers. |
| | of time. | | |
| | Ì | NEAP was not | NEAP was not |
| | 1 | informed of the | informed of the |
| | | | |
| 1 | | changes ahead of | changes ahead of |
| | 1 | time. | time. |
| |] | | |





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| the indicators met in the Standards | Note: Average all | Note: Average all | I |
|-------------------------------------|------------------------------------|------------------------------------|---------------------------------------|
| Note: Average all | matter experts. | matter experts. | matter experts. |
| Management. | resource speakers/subject- | resource speakers/subject- | resource speakers/subject- |
| Standards for Learning | accomplished by | accomplished by the | accomplished by |
| Program Quality | Management were | Management were | Management were |
| indicators in the PD | Learning | Learning | Learning |
| of the following | Standards for | Standards for | Standards for |
| executed 91-100% | Program Quality | Program Quality | Program Quality |
| speakers/subject- matter experts | the following indicators in the PD | the following indicators in the PD | of the following indicators in the PD |
| ☐ The resource | ☐ About 81-90% of | ☐ About 51-80 % of | ☐ About 50% or less |

| under Columns C and D.) | |
|-------------------------|--|
| | |
| REMARKS | |
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4.0 LEARNING RESOURCE MATERIALS

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

| ☐ The learning | ☐ The learning | ☐ About 30-50% of | ☐ There were major |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|
| resource materials | resource materials | learning resource | changes in the |
| were the same as the | used in the PD | materials used were | learning resource |
| quality assured | program were | different to the | materials used in |
| learning materials. | different from the | quality assured | the program than |
| | quality assured | LRMs. | the quality assured |
| The program owner | LRMs. | | LRMs. |
| fully complied with | mb - I Dag | NEAP was not informed ahead of | |
| the PD LRMs Quality Standards. | The LRMs were edited to better suit | | NEAP was not informed ahead of |
| Standards. | the session and are | time regarding the changes in the | |
| | still compliant to the | LRMs. | time regarding the changes in the |
| | PD LRMs Quality | LRWS. | LRMs. |
| | Standards. | | EKWS. |
| | Danuelus. | | |
| | NEAP was informed | | |
| | of the changes | | |
| | ahead of time. | | |
| ☐ About 91-100% of | ☐ About 81-90% of | ☐ About 51-80% of | ☐ About 50% or |
| the learning materials | the learning | the learning | less of the learning |
| aligned with the | materials aligned | materials aligned | materials aligned |
| purpose of the | with the purpose of | with the purpose of | with the purpose of |
| methodology of the | the methodology of | the methodology of | the methodology of |
| learning design were | the learning design | the learning design | the learning design |
| distributed. | were distributed. | were distributed. | were distributed. |
| ☐ About 91-100% of | ☐ About 81-90% of | ☐ About 51-80% of | ☐ About 50% or less |
| the participants | the participants | the participants | of the participants |
| received a copy of the | received a copy of the | received a copy of the | received a copy of the |
| learning resource | learning resource | learning resource | learning resource |
| materials. | materials. | materials. | materials. |
| ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.) | | | |
| REMARKS | | | |
| | | | |





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5.0 PROGRAM MANAGEMENT

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

| ☐ 91-100% of the following Program | □ 81-90% of the following Program | □ 51-80% of the following Program | □ 50% or less of the following Program |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Management | Management | Management | Management |
| indicators were | indicators were | indicators were | indicators were |
| implemented: | implemented: | implemented: | implemented: |
| Note: Average all the indicators met in the Standards Checklist. | Note: Average all the indicators met in the Standards Checklist. | Note: Average all the indicators met in the Standards Checklist. | Note: Average all the indicators met in the Standards Checklist. |
| | | | |
| ADDITIONAL INFO under columns C and | RMATION (e.g., Reasons i D.) | for deviation, especiall | y for responses made |
| ADDITIONAL INFOI under columns C and | RMATION (e.g., Reasons i D.) | for deviation, especiall | y for responses made |
| under columns C and | RMATION (e.g., Reasons i D.) | for deviation, especiall | y for responses made |
| under columns C and | RMATION (e.g., Reasons i D.) | s for deviation, especiall | y for responses made |





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6.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

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

| ☐ About 91-100% of | ☐ About 81-90% of | ☐ About 51-80% of | ☐ About 50% or |
|-----------------------|--------------------------------|---------------------------|-----------------------|
| the following | the following | the following | less of the following |
| indicators of the | indicators of the | indicators of the | indicators of the |
| learning environment | learning | learning | learning |
| and venue were met. | environment and | environment and | environment and |
| | venue were met. | venue were met. | venue were met. |
| Note: Average all | | | |
| the indicators met | Note: Average all | Note: Average all | Note: Average all |
| in the Standards | the indicators met | the indicators met | the indicators met |
| Checklist. | in the Standards | in the Standards | in the Standards |
| | Checklist. | Checklist. | Checklist. |
| | | | |
| ADDITIONAL INFORM | LATION (e.g., Reasons f | for deviation, especially | for responses made |
| under Columns C and I | | | |
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III. SUMMARY OF FINDINGS

INSTRUCTIONS:

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

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

INTERPRETATION PER CATEGORY:

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

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

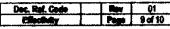




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| 6.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM | |
|--------------------------------------------------------------------------------------|--|
| To what extent was the venue for the face-to-face PD Program compliant to standards? | |
| TOTAL RATING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

| RECOMMENDATIONS |
|-----------------|
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