



Republic of the Philippines
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.



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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.

M. Estacio
MELANIE P. ESTACIO, PhD, CESO VI
OIC-Schools Division Superintendent *[Signature]*

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DIGOS CITY DIVISION
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BY: [Signature]

Enclosed: As stated.
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DAVAO REGION

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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.

For this purpose, SDOs are reminded to refrain from lavish preparations, 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.

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.

DEPARTMENT OF EDUCATION
RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
Director IV

BY: [Signature] DATE: May 17, 2024
30987

Enclosed: As Stated

ROH1/nrb



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Enclosure 3

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

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

Instructions:

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

Session Number and Title: _____

Name of Resource Person: _____

RESOURCE PERSON/SUBJECT MATTER EXPERTS

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



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

LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

	a. Is in an accessible, safe, secure, and peaceful location.	
	b. Is clean, well-lit, and well-ventilated.	
	c. Free from interruptions or unnecessary noise.	
	d. Has facilities for individuals with disabilities or special needs (e.g., ramps, signposts, toilets, reception, parking, elevator, etc.).	
	e. Has a sufficient number of clean and accessible toilets and washrooms.	
	f. The equipment/tools/supplies are adequate and readily available.	
	g. There is a provision for a fast and reliable internet connection.	
	h. 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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<p>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</p>	
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PROGRAM MANAGEMENT

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



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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
1. Regional Monitoring & Evaluation Implementation Plan was duly signed.		
2. Regional Monitoring Team was present.		
3. Daily End-of-Day Evaluation was in place.		
4. At least one (1) monitor is assigned per class.		
5. Latest Monitoring and Evaluation tools and forms were used.		
6. Conducted daily debriefing.		
7. Issues discussed in debriefing sessions were resolved/addressed.		

Comments and Suggestions:



- 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)

Situation/Task- Describe the specific situation and/or task that needed to be accomplished.	Action - Describe how the person/s or the team responded to the situation or acted on the task at hand.	Result - Describe the effect of the action or lack of action.

Prepared by:



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Department of Education
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Enclosure 1

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

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



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Digos City	MATATAG DTOT	May 20-24, 2024	Crisbelle Crown Hotel, Digos City	Maureen Ava B. Acuña EPS II	Herminia A. Bantidng EPS	Brenda S. Belonio EPS	Aida Placencia EPS
	MATATAG DTOT	May 20-24, 2024	Lambaion CES, Baganga-Breakout Session	Jeffrey L. Bernabe SEPS	Pedelina O. Hueros EPS Mary Jeanne B. Aldeguer CES	Brenda S. Belonio EPS	Arts B. Juanillo CES
Davao Oriental		June 16-20, 2024	Blaret Homotel-Accommodati on	Nelma Lyn R. Barnija CES Jeffrey L. Bernabe SEPS	Pedelina O. Hueros EPS Maria Liza I. Berandoy EPS	Brenda S. Belonio EPS	Aida P. Placencia EPS

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SDO	Activity	Date	Venue	REGIONAL FIELD TECHNICAL ASSISTANCE TEAM (RFTAT)			
				HRDD	CLMD	QAD	FTAD
Davao City	MATATAG DTOT	June 21-25, 2024 (Batch 1)	Apo View Hotel, Davao City	Nelma Lyn R. Barnuja CES Glen L. Villonez EPS	Michael S. Anoda EPS	Brenda S. Belonio EPS	Aida P. Placencia EPS
	MATATAG DTOT	July 13-17, 2024 (Batch 2)	Apo View Hotel, Davao City	Nelma Lyn R. Barnuja CES Glen L. Villonez EPS	Michael S. Anoda EPS	Brenda S. Belonio EPS	Aida P. Placencia EPS
IGACOS	MATATAG DTOT	July 2-6, 2024	Ritz Hotel, Davao City	Isdra B. Despi EPS	Mary Jane M. Mejorada EPS	Brenda S. Belonio EPS	Ronnie S. Mercado EPS
Davao de Oro	MATATAG DTOT	June 18-22, 2024	Tentative	Jeffrey L. Bernabe SEPS	Jeselyn B. Dela Cuesta EPS	Brenda S. Belonio EPS	Ronnie S. Mercado EPS



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Activity	Date	Venue	REGIONAL FIELD TECHNICAL ASSISTANCE TEAM (RFTAT)			
			HRDD	CLMD	QAD	FTAD
MATATAG DTOT	July 13-17, 2024	Davao City	Jeffrey L. Bernabe SEPS	Hermilia A. Banting EPS	Brenda S. Belonio EPS	Aris B. Juanillo CES
Davao del Sur MATATAG DTOT	July 2-6, 2024	The Ritz Hotel	Maureen Ava B. Acuña EPS II	Maria Liza I. Berandoy EPS	Brenda S. Belonio EPS	Aris B. Juanillo CES
Davao Occidental MATATAG DTOT	July 8-12, 2024	On-going procurement	Isidra B. Despi EPS	Pedelina O. Huvos EPS	Brenda S. Belonio EPS	Aida P. Piaccencia EPS
Mati City MATATAG DTOT	May 20-24, 2024 (Batch 1)	Oriental Prince Hotel	Jeffrey L. Bernabe SEPS	Danilo R. Dohinog EPS	Brenda S. Belonio EPS	Aris B. Juanillo CES
	July 8-12, 2024 (Batch 2)	Oriental Prince Hotel	Jeffrey L. Bernabe SEPS	Danilo R. Dohinog EPS	Brenda S. Belonio EPS	Ronnie S. Mercado EPS


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SIDO	Activity	Date	Venue	REGIONAL FIELD TECHNICAL ASSISTANCE TEAM (RFTAT)			
				HRDD	CLMD	QAD	FTAD
Davao del Norte	MATATAG DTOT	June 3-7, 2024	Apo View Hotel, Davao City	Nelma Lyn R. Baruja CES	Ma. Cielo D. Estrada EPS	Brenda S. Belonio EPS	Ronnie S. Mercado EPS

Prepared by:


NELMA LYN R. BARNIJA, EAD
Chief Education Supervisor
HRDD-RNEAP

Approved:


ALLAN D. BARUA
Director IV

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Enclosure 4

PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

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

I. PD PROGRAM INFORMATION	
PD Program Owner:	
PD Program Manager:	
Title of the PD Program:	
Venue of the PD Program:	
Implementation Dates of the PD Program:	

II. MONITORING AND EVALUATION OFFICER			
Name	Position	Office	Signature

INSTRUCTIONS:

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



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3. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
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?

<input type="checkbox"/> About 91-100% of the actual participants are the target participants of the PD Program.	<input type="checkbox"/> About 81-90% of the actual participants are the target participants of the PD Program.	<input type="checkbox"/> About 51-80% of the actual participants are the target participants of the PD Program.	<input type="checkbox"/> About 50% or less of the actual participants are the target participants of the PD Program.
<input type="checkbox"/> About 91-100% of the actual participants are qualified to the selection criteria of the PD Program.	<input type="checkbox"/> About 81-90% of the actual participants are qualified to the selection criteria of the PD Program.	<input type="checkbox"/> About 51-80% of the actual participants are qualified to the selection criteria of the PD Program.	<input type="checkbox"/> About 50% or less of the actual participants are qualified to the selection criteria of the PD Program.

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

REMARKS



2.0 PROGRAM DESIGN

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

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

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

REMARKS

3.0 RESOURCE PERSONS/SUBJECT-MATTER EXPERTS

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

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



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

REMARKS



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4.0 LEARNING RESOURCE MATERIALS

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

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

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?

<p><input type="checkbox"/> 91-100% of the following Program Management indicators were implemented:</p> <p><i>Note: Average all the indicators met in the Standards Checklist.</i></p>	<p><input type="checkbox"/> 81-90% of the following Program Management indicators were implemented:</p> <p><i>Note: Average all the indicators met in the Standards Checklist.</i></p>	<p><input type="checkbox"/> 51-80% of the following Program Management indicators were implemented:</p> <p><i>Note: Average all the indicators met in the Standards Checklist.</i></p>	<p><input type="checkbox"/> 50% or less of the following Program Management indicators were implemented:</p> <p><i>Note: Average all the indicators met in the Standards Checklist.</i></p>
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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under columns C and D.)

REMARKS



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6.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

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

<p><input type="checkbox"/> About 91-100% of the following indicators of the learning environment and venue were met.</p> <p>Note: Average all the indicators met in the Standards Checklist.</p>	<p><input type="checkbox"/> About 81-90% of the following indicators of the learning environment and venue were met.</p> <p>Note: Average all the indicators met in the Standards Checklist.</p>	<p><input type="checkbox"/> About 51-80% of the following indicators of the learning environment and venue were met.</p> <p>Note: Average all the indicators met in the Standards Checklist.</p>	<p><input type="checkbox"/> About 50% or less of the following indicators of the learning environment and venue were met.</p> <p>Note: Average all the indicators met in the Standards Checklist.</p>
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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS



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III. SUMMARY OF FINDINGS

INSTRUCTIONS:

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

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

INTERPRETATION PER CATEGORY:

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?	

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	

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



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