Republic of the Philippines
Department of Education
REGION VIII
SCHOOLS DIVISION OF NORTHERN SAMAR

June 8, 2023

DIVISION MEMORANDUM
No.____|72____, s. 2023

GUIDELINES ON THE IMPLEMENTATION OF DIVISION AND SCHOOL-BASED LEARNING AND DEVELOPMENT SYSTEM AND ITS SUBSYSTEMS AND PROCESSES

To: Assistant Schools Division Superintendent/PDC Chair
        Chief Education Supervisors
        Education Program Supervisors
        Public Schools District Supervisors/Principals In-Charge
        District HRD Focal Persons
        Public Elementary and Secondary School Heads
        All Others Concerned

1.   Pursuant to the Learning and Development (L&D) System Policy of this Schools Division duly approved by the Civil Service Commission (CSC) compliant to Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Maturity Level II, and the wider National Educators Academy of the Philippines (NEAP) Framework for the Professional Development of Teachers and School leaders, with guidance from the School Head as per Philippine Professional Standards for School Heads (PPSSH) Domain 4, Strand 4.5 Developing Self and Others – Professional Development of School Personnel, implementing guidelines are hereby attached for the following subsystems and processes at the division and school levels:
        a.   Governance and Enabling Mechanism (GEM) Subsystem;
        b.   L&D Needs Assessment Subsystem;
        c.   L&D Planning Subsystem;
        d.   L&D Program Designing Subsystem;
        e.   L&D Resource Package Development Subsystem;
        f.   L&D Program Delivery;
        g.   Quality Assurance and Monitoring and Evaluation;
                1. Application of Learning and Development (L&D)
        h.   Processes involved in conducting:
                1. Learning Action Cell (LAC) plan submission and processes;
                2. In-Service Training (INSET) and Capability Building activities.

2.   The District Heads and District HRD Focal Persons shall regularly monitor the implementation of the subsystems and processes of schools.
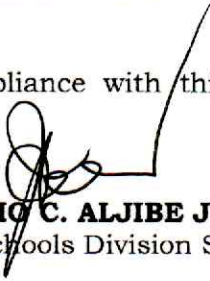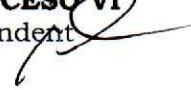
3.   All schools implementing L&D programs shall make sure to incorporate the L&D plan with appropriate budget in the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP).

4.   All templates can be accessed and downloaded here: https://tinyurl.com/NSLandDTemplates.

5.   Immediate dissemination of and compliance with this Memorandum are desired.

GAUDENCIO C. ALJIBE JR., PhD, CESO VI
OIC-Schools Division Superintendent

RELEASED
at
Oct 09/2023

LEARNING AND DEVELOPMENT SYSTEM AND ITS SUBSYSTEMS

I.   GOVERNANCE AND ENABLING MECHANISMS

A. Governance and Enabling Mechanisms (GEM) is the subsystem that establishes the policies and standards, structure and staffing, roles, and responsibilities, budget, and other support elements for overseeing and managing the L&D System (Sec VIII, 3.1);

B. Section VI of the Northern Samar Division L&D Policy illustrates the composition of the Personnel Development Committee (PDC) in the Schools Division Office with the Assistant Schools Division Superintendent as the Chair of the PDC. In the School Level, the following should be the composition of the Personnel Development Committee:

> **Chair:**   **Principal/School Head**
> **Members:** **CPD Coordinator**
>   **LAC Coordinator**
>   **2 to 3 additional members depending on school typology/school size**

The following shall be the duties and responsibilities of the School PDC:
1. Implement internal policy guidelines for provisions on training, scholarships, and participation of personnel in the school trainings, workshops, seminars and other development programs/activities;
2. Prepare the School Learning and Development Plan based on needs assessment, i.e. the result of the Individual Development Plan (IDP);
3. Screen qualified nominees based on the L&D Plan, Policy Guidelines and Criteria for scholarship and program participation;
4. Determine the provisions for training/scholarship contract, training funds and other individual or group entitlement;
5. Recommend to District Head or his/her authorized representative the most qualified nominees and recipients in accordance with screening results, except if concerned recipient/s have been explicitly identified by the School Head in the exigency of service and/or directly identified by the Division Office;
6. Do other related tasks as may be assigned by the School Head in accordance with DepEd and CSC rules, policy and procedures on Learning and Development.

C. All public Elementary and Secondary School PDC shall regularly submit and update their list of School PDC Composition to the District HRD Focal Person for e-filing and consolidation.

II.   LEARNING AND DEVELOPMENT NEEDS ASSESSMENT (LDNA)

D. Learning and Development Needs Assessment (LDNA) is the subsystem for determining the professional development needs of the Division/School Personnel in key performance areas, as basis for identifying L&D programs (Sec XI, 1).

E. This subsystem provides processes for identifying competency gaps that affect individual and organizational (team, office, or school) performance. It establishes baseline data on competency levels of personnel and provides basis for tracking progress towards desired levels of proficiency. It gives direction to professional development programs in addressing identified competency gaps, so that the resulting performance improvement contributes to the achievement of organizational goals. The output of the subsystem is the LDNA Report, which contains information (e.g., prioritized competency gaps) that will guide the planning and designing of L&D programs.

F. Individual LDNA shall be done for all school employees at least once a year as part of the Results-based Performance Management System (RPMS). This is accomplished (at the end of the academic year for school-based personnel such as teachers, and end of the calendar year for non-school-based or Division Office non-teaching, teaching-related personnel and non-teaching professionals) through **Phase III: Performance Review and Evaluation**, and **Phase IV: Performance Development Planning**, which produces the Individual Performance Commitment and Review Form-Individual Development Plan (IDP). The IDP is an input to the LDNA for the office and/or the job group (school-based teaching, teaching-related, and non-teaching personnel) to which the employee belongs. Progress on the IDP is regularly monitored to ensure completion of committed L&D activities and achievement of learning objectives.

G. After the accomplishment of the IDP, the Division PDC, led by the Assistant Schools Division Superintendent, and the School PDC, led by the School Head, shall be required to make a Division Office/School LDNA and accomplish the Division Office/School LDNA Report. The processes involved in the accomplishment of the Division Office/School LDNA should be based on the following:

    a. *Prepare LDNA Plan* – review existing personnel and organizational information about office/job group (teaching and non-teaching personnel), that includes:
        1. Key functions and processes based on their IPCRF
        2. Current performance successes and challenges
        3. Inputs from head of office and key people
        4. Available documents

    b. *Set objectives of the LDNA* – The objectives shall include the purpose and scope of the LDNA and target performance or competency area.

    c. *Develop LDNA Tools* – Primarily, the tool to be used for the LDNA is the E-SAT (for teachers) and the IPCRF IDP. Other tools for various methods can also be used, such as: interview guide for interview, questionnaire for survey, observation guide for observation, FGD guide questions for focus group discussion (FGD), checklist for document review, and test items and scoring protocol for tests (PROMEDS, SMEA, etc.), among others.

d. *Collect Data* – The Division Office/School PDC shall convene and the concerned personnel to discuss the data available in order to arrive with data-driven analysis of data and results.

e. *Analyze and validate data* – The PDC shall perform qualitative and quantitative analysis based on the available data. During this part, the PDC shall establish common trends and patterns to be tagged as priority L&D undertakings of the personnel. The PDC shall then uncover gaps in competencies. The PDC shall arrive with two (2) School Group LDNA subgroups, namely: KRA-based of Functional Competencies subgroup, and Core Competencies subgroup. The result of this will help the school to identify activities with corresponding L&D modality, specifically those which can be responded to in-service training (professional development) and Learning Action Cell (LAC) for teachers.

f. *Prepare LDNA Report* – The LDNA Report (see attached template) shall highlight performance problems and consequences, identify competency gaps of target personnel that contribute to performance problems, present prioritized competency gaps. Tables, graphs, and other support visuals shall be used in the presentation.

H. The following are the processes of this subsystem:

Activity	Form/Tool/ Output	Schedule	Person/s Involved
INDIVIDUAL LDNA			
Development Planning (Refer to Annex A "Detailed Activities of RPMS Cycle Phases III and IV for SY 2021-2022" in Division Memorandum 204, s. 2022, *Conduct of Phases III and IV of SY 2021-2022 RPMS Cycle for School-based Personnel*, and "Figure 2: The RPMS Timeline for Teachers" in DepEd Memorandum No. 008, s. 2023, *Multi-Year Guidelines on the RMPS-PPST*)	Part IV – Individual Development Plan	A week after scheduled End of School Year (EOSY) Rites for School-based Personnel; First month of the following Calendar Year for SDO-based personnel	Ratee, Rater
SCHOOL LDNA			
Preparation of Group LDNA Plan After the Individual Development Planning, the School PDC and the HRDS in the Division Office, shall collect/gather the **individual performance gaps** (based on KRA) and **level of proficiency in competencies** (behavioral competencies/core skills) to come	Development Needs of School-based Personnel, List of Development Needs	A week after the Development Planning or completion of the RPMS Cycle	School PDC/HRDS

up with List of Development Needs			
Preparation of LDNA Report At the school level, the PDC led by the School Head shall prepare and submit the LDNA Report to the District HRD Focal Person for consolidation. At the Division Office, the HRDS shall spearhead in the preparation of the LDNA Report.	School/District/ Division LDNA Report (see attached template)	After the Preparation of Group LDNA Plan	PDC
Submission of LDNA Report to the Division Human Resource Development Section (HRDS) School Heads shall prepare the LDNA Report and submit it to the District HRD Focal Person with the assistance of the District Administrative Officer II for consolidation. The LDNA Report shall be scanned and uploaded to the designated Online Drive Folder of the District (Microsoft 365 One Drive or Google Drive).	District consolidated LDNA Report	After the preparation of School LDNA Report	School PDC District AO II District HRD Focal Person
Consolidation of Teachers' and School Heads' LDNA Upon receiving the LDNA (Learning, Development, and Needs Assessment) reports from the respective schools, the HRDS (Human Resource Development Service) will be responsible for conducting a comprehensive analysis and compiling a report. This crucial document will be securely stored, serving as a valuable resource for future research projects, monitoring and evaluation (M&E) objectives, and may also be presented to the NEAP (National Educators Academy of the Philippines). The NEAP can then utilize this data to inform their professional development programs, further enhancing educational quality and effectiveness.	LDNA Report	After consolidation of School LDNA Report	HRDS

III.   LEARNING AND DEVELOPMENT PLANNING

I. Learning and Development Planning (LDP) is the subsystem for identifying and mapping the Learning and Development (L&D) programs and their implementation requirements, to address priority competency gaps identified in the Learning and Development Needs Assessment (LDNA) Report.

J. After the preparation of the LDNA Report, the School PDC shall now proceed to make the **School Annual L&D Plan** (see attached template). At the Division level, the same shall be done by the Human Resource Development Section. The School Annual L&D Plan shall highlight the implementation of various L&D programs with focus on the conduct of job-embedded L&D modality, in-service trainings, and Learning Action Cell for the school year or performance cycle. Schools shall follow their L&D plan and are encouraged to not deviate or conduct any L&D activity which are not included in the plan. However, if the need arises, schools can push through L&D activities which are not included in the plan, such as Division-initiated Capability Building activities intended for rollout to schools and districts, provided that a proof or justification is attached to the proposal or program design to be approved/submitted.

IV. LEARNING AND DEVELOPMENT PROGRAM DESIGNING

K. Once the professional development programs in various learning modalities have been included in the School Annual L&D Plan, L&D Program Designing is the next subsystem to be undertaken. At the Division level, program designing shall be initiated by the training program owners and the HRDS. Activities that will be utilizing the Human Resource Development (HRD) Funds and the Organizational and Professional Development for Non-Teaching Personnel (OPDNTP) Fund shall adhere to the guidelines set by NEAP and BHROD.

L. For every identified program, a **Program Design** shall be made. For District and School-based **In-Service Trainings/Rollouts**, please see updated template of the L&D Program Design. For **School Learning Action Cell (LAC)** L&D modality, a LAC Plan to be implemented throughout the school year should be made and submitted (Annex 1 of DO 35, s. 2016). See attached sample template of Program Design for sample L&D modalities and LAC Plan.

V. LEARNING AND DEVELOPMENT RESOURCE PACKAGE DEVELOPMENT

M. The Schools Division, through the Schools Governance and Operations Division – Human Resource Development Section (SGOD-HRDS), shall be the lead unit to facilitate the development of resource packages at the Division Level with the pool of Division, NEAP-R, and/or NEAP-CO certified Learning Facilitators.

N. L&D Resource Package development by Schools and Districts shall be done and spearheaded by qualified/certified Pool of Learning Facilitators accredited by the Schools Division Office – HRDS and NEAP. Outputs shall be reviewed by the Division Human Resource Development Section/Division Personnel Development Committee and quality assured by the School Management Monitoring and Evaluation Section.

O. For Division and District-initiated L&D programs reflected in the Annual L&D Implementation Plan, program designs can be applied for Program
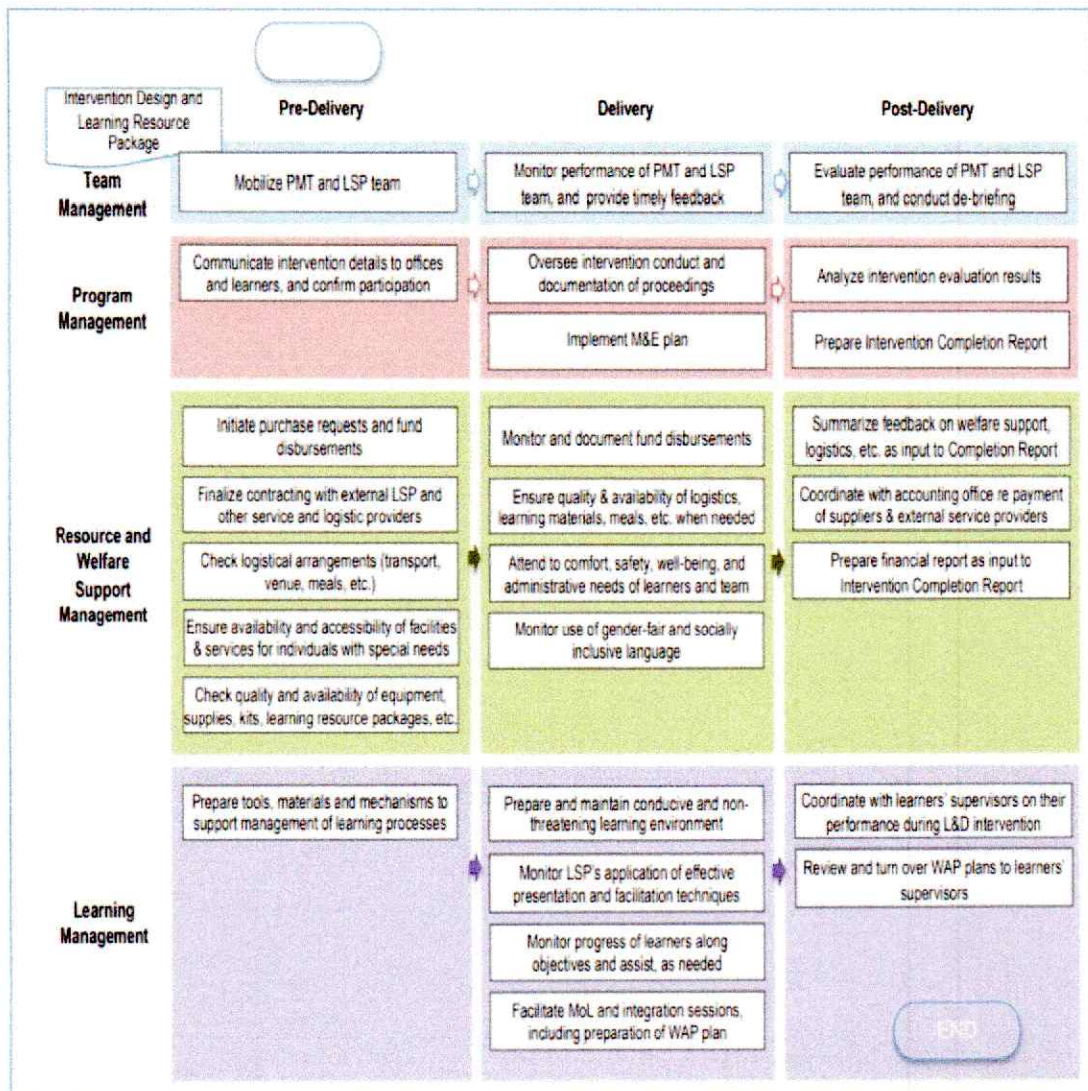
Recognition to the National Educators Academy of the Philippines (NEAP) (as per DO 001, s. 2020; as of now, a moratorium in this effect has been issued by DepEd) and Program Accreditation in the Professional Regulation Commission (PRC) Continuing Professional Development Accreditation System (CPDAS).

P. Ready-made L&D Resource Packages developed by DepEd Central Office, Regional Office, Schools Division Office, District Office, and Schools can be used for LAC sessions and other L&D activities.

VI. LEARNING AND DEVELOPMENT PROGRAM DELIVERY

Q. L&D Program Delivery (LDD) is the subsystem for implementing the program or intervention for intended learners based on the design, using the learning resource packages, if there is any, that have been developed to facilitate competency development.

R. This subsystem provides processes and standards for orchestrating the various tasks before, during, and after the conduct of an L&D intervention to ensure that learning objectives are met; the learning and welfare needs of learners, learning service providers, and Project Management Team are attended to; and resources are used in the most efficient and effective manner.

S. Learning and Development Delivery Guidelines
1. Processes and standards for LDD apply to all L&D modalities. Execution may be modified depending on specific L&D modalities:
      1.1. Formal learning
      1.2. Job-embedded learning
      1.3. Relationship and discussion-based learning
      1.4. Learning Action Cells
2. LDD is anchored on the design (which includes the accomplished detailed intervention design template, budget, resources, etc.)
3. LDD adheres to adult learning principles and conditions.
4. LDD is a collaborative process involving the Program Owner, Program Management Team for delivery, and learning service providers (facilitators, resource persons, coaches, mentors, etc.).
5. The learners take the center stage during L&D intervention delivery. All activities are carried out to support the learning process and meet learning objectives.
6. All L&D interventions must be delivered and managed by competent learning service providers, if there is any LSP conducting such L&D program, and Program Management Team.
7. The program owner/proponent finalizes the composition of the LDD Program
8. Management Team that will be responsible for overseeing pre-implementation, implementation, and post-implementation processes and resources.
9. Composition of the team will depend on the L&D modality, as well as available human resources that may be tapped by the implementing office/school.
8. All L&D interventions must have adequate logistical support and arrangements that meet implementation requirements of the intervention design.

Intervention Design and Learning Resource Package	Pre-Delivery	Delivery	Post-Delivery
Team Management	Mobilize PMT and LSP team	Monitor performance of PMT and LSP team, and provide timely feedback	Evaluate performance of PMT and LSP team, and conduct de-briefing
Program Management	Communicate intervention details to offices and learners, and confirm participation	Oversee intervention conduct and documentation of proceedings	Analyze intervention evaluation results
		Implement M&E plan	Prepare Intervention Completion Report
Resource and Welfare Support Management	Initiate purchase requests and fund disbursements	Monitor and document fund disbursements	Summarize feedback on welfare support, logistics, etc. as input to Completion Report
	Finalize contracting with external LSP and other service and logistic providers	Ensure quality & availability of logistics, learning materials, meals, etc. when needed	Coordinate with accounting office re payment of suppliers & external service providers
	Check logistical arrangements (transport, venue, meals, etc.)	Attend to comfort, safety, well-being, and administrative needs of learners and team	Prepare financial report as input to Intervention Completion Report
	Ensure availability and accessibility of facilities & services for individuals with special needs	Monitor use of gender-fair and socially inclusive language	
	Check quality and availability of equipment, supplies, kits, learning resource packages, etc.		
Learning Management	Prepare tools, materials and mechanisms to support management of learning processes	Prepare and maintain conducive and non-threatening learning environment	Coordinate with learners' supervisors on their performance during L&D intervention
		Monitor LSP's application of effective presentation and facilitation techniques	Review and turn over WAP plans to learners' supervisors
		Monitor progress of learners along objectives and assist, as needed	
		Facilitate MoL and integration sessions, including preparation of WAP plan	END

L&D Delivery Process Flow

VII.   Quality Assurance and Monitoring and Evaluation

T. Quality Assurance, and Monitoring and Evaluation (QAME) is the subsystem for ensuring compliance to quality standards (QA); and assessing progress and results (M&E) of L&D programs and interventions.

U. QAME are two interrelated processes. QA and M&E both assess the implementation and results of L&D programs. QA checks on the conduct of L&D cycle activities (i.e., from needs assessment to pre-delivery), and the outputs of these activities against a set of quality criteria.

V. M&E measures the delivery, post-delivery, workplace application, and the outcomes and impacts resulting from L&D programs. Throughout these processes, technical assistance is provided when needed, through feedback, advice, coaching or other interventions to address issues and improvement areas uncovered through QAME.

W. QAME has a developmental perspective, and focuses on learning and support. The provision of technical assistance contributes to building the capacity of L&D implementers, and enhances the L&D intervention's chances for successfully achieving desired results.

X. All L&D activities in all governance levels shall ensure to conduct daily and end-of-program Monitoring and Evaluation (see attached templates).

Y. All L&D programs at the Division level shall be evaluated and monitored by the SMME while the SMET/SMEA Coordinator shall spearhead the M&E of their respective district or school-based L&D programs.
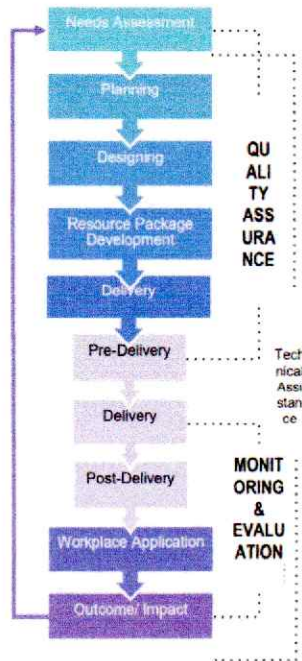
L&D QAME Framework

Z. As part of ensuring that learning is evident in the attended L&D or professional development program by DepEd personnel, an **Action Plan/Re-entry Action Plan/Job-embedded learning/Impact Project** shall be made by the personnel. See attached Regional Memorandum No. 354, s. 2023 for the Guidelines on the Crafting of Action Plan/Re-entry Action Plan/Job-embedded learning/Impact Project- Application of Education and Learning and Development and for more details.

VIII.   PROCESSES INVOLVED IN THE CONDUCT OF LEARNING ACTION CELL (LAC)

A. Attached to this Guidelines is DepEd Order No. 35, s. 2016 titled "The *Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning*" which shall serve as guide for the implementation of District/School-based Learning Action Cells sessions.

B. The Planning Process

The planning process for Learning Action Cell requires several activities that need to be conducted by key actors. In this stage, the school shall be able to assess the professional growth needs of the teachers, identify topics based on needs, establish LAC culture and norms, select appropriate learning modalities, and develop monitoring and evaluation process. The framework below provides step-by-step process of developing a LAC plan.
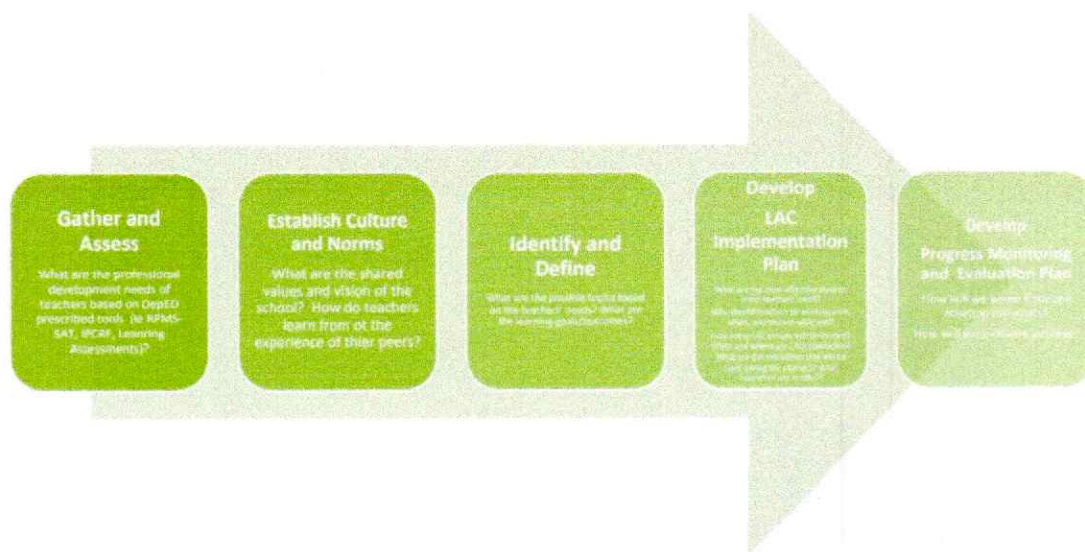
Step 1. Gather and Assess

The first step in the LAC planning process is gathering and assessing the professional needs of the teachers. The school head or the LAC leader shall lead in this exercise through the use of DepEd prescribed assessment tools such as:

1. Results-based Performance Management System – Self-Assessment Tools for Teachers (RPMS-SAT);
2. Individual Performance Commitment and Review Form (IPCRF-IDP)
3. Philippine Professional Standards for Teachers (PPST)

Results of teacher and student assessments can also be used such as:
4. Test of English Proficiency for Teachers and Process Skill Test
5. National Achievement Test
6. Early Grade Reading Assessment

7. Early Language, Literacy and Numeracy Assessment
8. Philippine Informal Reading Inventory

After collating all teachers' and/or student data, the school shall analyze and assess the needs that shall be prioritized for LACs.

Step 2. Establish Culture and Norms

Much of the success of effective learning communities such as LACs, are driven by values and culture that the group builds together. The LAC leader shall lead in establishing culture and norms within the LAC groups before the conduct of the LAC sessions. This includes forming LAC groups, agreeing on LAC schedule and frequency, determining learning modalities, setting up of resources, and determining shared values, vision, and expectations. The school's LAC culture is reflective of their LAC implementation plans.

Establishing LAC Time

a. Schedule and Frequency

There is a need to prioritize LACs because of its value as a mechanism for the continuing professional development of teachers who are tasked to deliver basic education, which is the core business of DepEd. Activities that do not support this mandate must not take priority over the learning needs of learners. Schools shall not use LAC sessions for administrative meetings, which should be scheduled separately from LAC sessions. Higher priority should also be given to LAC sessions over other extracurricular activities.

DepEd Order 35, s. 2016 strongly recommends that LAC session shall be done one to two hours weekly or a minimum of twice a month. The schedule and frequency will depend on many factors such as the school size, school type, shifting, among others.

Another major determinant of the frequency of the LAC sessions is the amount of time that they will need to attain their learning objectives for the year, individually and as a group. This amount of time should be spread across the year and would then guide how much time they need to devote to learning activities and how frequently they need to meet.

b. Who decides the schedule?

The school head and the teachers shall agree on the schedule, length, and frequency of the LAC sessions. The finalized schedule can be printed and posted on the teacher's table or can be included in the teacher's class program.

c. Suggested Scheduling Strategies

i. Shortened Period

How to do it: The teachers can shorten class period by 10 minutes for a 40-minute class and 20 minutes for a 60-minute class to have ample time to conduct LAC during the afternoon.

Appropriate for: various school types

ii. Parallel Scheduling

How to do it: Schedule common LAC time by assigning specialists (music, art, etc.) to provide lessons to students across an entire grade level when LAC is conducted.

Appropriate for: Small to medium type schools, grade level or key stage LAC groups

Precondition: Specialist must agree to his role; responsibilities and protocols must be discussed

iii. Shared Classes

How to do it: Combine students across different grade levels or classes into one class for instruction. While one teacher or team instructs the students, the other member of team engages in LAC session.

Appropriate for: Small school, key stage LAC groups

Preconditions: Roles and Responsibilities are discussed; may practice self- supported learning (for the LAC member who will be teaching the students).

iv. Modular Approach

How to do It: Teams of non-teaching staff members or parents coordinate activities that require supervision of   students rather than instructional expertise while teachers engage in LAC.

Appropriate for: Various types

Preconditions: Strong PTA support; roles and responsibilities are discussed.

Collaborative Learning Approach is the key in LAC

d. Members support each other in achieving their learning goals discussing solutions to common teaching-learning problems
e. Allows teachers to capitalize on one another's knowledge to learn something new, offer to solve instructional issues and challenges and improve instructional practices.
f. Shared Vision
g. Openness to New Ideas
h. Mutual trust, respect and support

    i. Acceptance of diversity
    j. Listening Actively
    k. Giving Feedback
        i. Feedback should be focused on the action or behavior and not the person.
        ii. Feedback should be specific rather than general Feedback should be a two-way communication.
        iii. Feedback should include both the positive and negative actions.
        iv. Feedback should be given under the foundation of mutual respect and confidentiality.

Step 3. Identify and Define

The assessment of all the teachers' needs shall be identified and translated into LAC topics to be spread out throughout the year. All LAC topics shall clearly define teachers' learning outcomes and indicators of learning. Remember that all learning outcomes must be measurable so that at the end of the year, the school will be able to evaluate progress.

Step 4. Develop LAC Implementation Plan

The LAC Implementation Plan shall be developed once the groups are formed, the topics are identified, and norms and culture are established. A prescribed LAC Implementation Plan template (see attached template) can be used in developing the LAC program.

At the end of the planning, the school shall be able to develop the LAC Implementation Plan for the entire year. Only one (1) LAC Implementation Plan shall be submitted for approval to the Division Office. Moreover, the school shall submit LAC Program Design every quarter based on the annual plan. It is crucial that the plan be submitted to the Division Human Resource Development Section (60) days prior to the implementation for CPD accreditation.

Step 5. Develop Progress Monitoring and Evaluation Plan

Monitoring is essential in determining the success of the implementation of LAC. The LAC Leader shall clear plans to quality assure, monitor, and assess teachers' learning activities. Plans for progress monitoring shall be considered throughout LAC implementation.

A suggested Monitoring and Evaluation tool (see Annex B) can be reviewed during the LAC planning process.

The LAC leader and the members shall agree on how the LAC sessions will be evaluated. The results of the evaluation shall be used to enhance the LAC plan for next year's implementation.

C. Setting up of Resources

What are the types of resources to tap when conducting LAC session?
        i. Expert – This refers to human resources that the school may commission. An example of this would be an internal

specialist or an external resource speaker who is highly knowledgeable on an intended LAC topic.

ii. Learning Materials – these are resources that can be developed or are readily available for the LAC facilitator's use as reference in the conduct of LAC. There is a wide variety of learning materials that may be looked into when preparing for LAC such as textbooks, reference books, curriculum guides, in-service (INSET) materials, web-based resources, multimedia, among others.

iii. Budget – can be charged against Maintenance and Other Operating Expenses (MOOE).

iv. Facilities – these resources refer to venues and equipment that contribute to the conducive room and multipurpose hall. Projector, wireless internet connection, printer, and laptop, among others, are the most common equipment needed.

D. Documenting and Reporting the Conduct of Learning Action Cell (LAC)

LAC Documentation Tool

a. Document that highlights the group learning activities.
b. Appropriate for: school-based or multi-school facilitated group learning activities.
c. Person In-Charge: LAC Documenter – Documentation task shall be in rotation basis. This shall be arranged by the school head to ensure that all activities are properly documented and that all the date gathered are authentic, valid, and sufficient.

The **School Head** will compile in a folder the following:
d. LAC Documentation Tool
e. LAC Session Evaluation
f. Photos

Each **Teacher** will compile the following:
g. LAC Reflection Journal/Notes
h. Learning Portfolio

Important Reminder:
As per DM 008, s. 2023, the following are needed MOVs in the RPMS-IPVRF of Proficient Teachers:

- *Minutes of LAC session to enrich teaching practice;*
- *Reflection Notes of teachers on their demonstration of teaching practices following participation from LAC sessions are needed MOVs in the RPMS-IPCRF of Proficient Teachers*
- *Proof of attendance in LAC sessions*

For Highly Proficient Teachers:
- *Proof of attendance in LAC sessions*
- *Reflection Notes of teachers on LAC sessions*
- *Approved LAC Plan*

- *Minutes of LAC*
- *Lesson plan exemplar used during a LAC session*

E. Learning Action Cell Modalities

a. Facilitated Group Learning

This is a type of group learning activity wherein a facilitator, or a more knowledgeable other, leads a group or participants towards achieving common learning goals.

This type of learning activity suits any school type with teachers who can potentially become a learning facilitator whose expertise match learning needs identified by teachers, and schools without Master Teacher but have a more knowledgeable teacher.

Procedure in conducting Facilitated Group Learning (2 Hours)

Time Allotment	Activity/Task Description
30 minutes	Sharing of Experiences • Implementation experience • Points of difficulty • Lesson learned • Good practices • Innovations
30 minutes	Presentation of the New Topic • Content • Instructional approach • Assessment tasks • Classroom management
50 minutes	Wrap up of Inputs and Insights, and Application • Activities to apply a skill or an approach
10 minutes	What to Do Next • Application of learning (e.g., classroom observation, mentoring) • Collection of evidence
5 minutes	Next Steps and Agreement • Date, time, and venue • Classroom observation • Mentoring sessions
TOTAL	120 minutes (2 hours)
After learning session	Implementation • Participants apply what they have learned in their class • The participants document their experiences and insights in their LAC Journal

b. Peer Learning

Peer learning is a type of group learning modality that allows participants of the same learning style and interested to learn

together through collective problem-solving, discussion of ideas, sharing of experiences, and settling of problems. A peer learning group is usually self-managed and self-directed, which means that the members of the group take charge in building new knowledge collectively.

Peer learning is suitable for schools where teachers are of the same level and rank. It also works for schools where teachers have developed mutual trust and openness in discussing instructional challenges.

Procedure in conducting peer learning activity:

Time Allotment	Activity/Task Description
Before peer session	• A facilitator reminds group members about the slated schedule for peer learning session, and the topic that will be discussed (e.g. interpreting Phil IRI results and reading interventions).
During Peer Session	
20 minutes	Discussion of previous learning session • Report the success or failure of implementation of strategy introduced from the previous learning session
5 minutes	Presentation of a problem • The facilitator introduces the topic, reminds them how and why it was identified and outlines the expected outcomes of the session
15 minutes	Reflect • Participants reflect on their current practices in relation to the topic or problem while the facilitator manages the discussion
30 minutes	Share • Participants share about their ideas, experiences, practices, and perspective about the topic or problem
30 minutes	Collaborate • Participants contribute ideas to solve a problem or construe new ideas about a topic • Come with an agreement on their course of action
10 minutes	Synthesize • The facilitator summarizes the discussions
10 minutes	Next Steps • The group plans specific activities of the application of their learning in their respective classrooms • The group confirms the topic and date for the next learning session
TOTAL	120 minutes (2 hours)

After learning session	Implementation • Participants apply what they have learned in their class • The participants document their experiences and insights in their LAC journal

c. Study Group

This is a type of learning activity where participants identify a topic they are not familiar with and commit themselves to understand it by studying together. They all learn together a specific topic using materials and references both individually and together, and achieve the learning goals through collaborative discussion. The members prepare for the topic by individually looking for references and studying ahead of the session.

Procedure in conducting peer learning activity:

Time Allotment	Activity/Task Description
Before the session/meeting	The participants read/study the references that he or she gathered
During learning session	
10 minutes	Discussion of previous learning session • Report the success or failure of implementation of strategy introduced from the previous learning session (if any)
5 minutes	Presentation of a topic • The facilitator introduces the topic, reminds them how and why it was identified and outlines the expected outcomes of the session
45 minutes	Share • Participants share what they have learned based on what they have gathered from their self-study • They clarify concept and ideas or share how they understand the topic • The group then comes up with a collective understanding of the topic using their reference materials
10 minutes	Synthesize • The facilitator summarizes the key concepts from what the participants have shared
5 minutes	What to do Next • The group plans specific activities for the application of their learning in their respective classrooms
5 minutes	Next steps • The group confirms the topic and the date of the next learning session
After learning	Implementation

session	- Participants apply what they have learned in their class - The participants document their experiences and insights in their LAC journal

IX. PROCESSES INVOLVED IN IN-SERVICE TRAINING (INSET) AND CAPABILITY BUILDING ACTIVITIES AT THE DISTRICT AND SCHOOL LEVEL

F. Activity Proposal/Program Design for Learning and Development (L&D) of Personnel
 a. L&D Needs Assessment on:
  i. Findings of the needs;
  ii. Performance gap;
  iii. Context analysis/reasons for the gap;
  iv. Skill-Gap Analysis/competencies to be developed.
 b. L&D Planning that contains:
  i. Objectives – maximum of 3 SMART objectives;
  ii. Deliverables – tasks to be done in the plan;
  iii. Budget – the cost of the implementation;
  iv. Schedule – matrix of implementation;
  v. Program Management – steering committee (executive and technical working group).

G. Development of Design and Resource Packages that includes:
 a. Training Program Design
 b. L&D/Training Resource Packages and Materials
 c. Test Assessments (pre and post-test per topic)
 d. Use of technology for the test (Google form quiz or MS Teams)

H. L&D Delivery
 a. Orientation of the facilitators and TWG members
 b. Delivery – actual implementation

I. QATAME
 a. Process of evaluation
 b. QAME Tools & Instruments which cover the following areas
  i. Facilitators
  ii. Technology used
  iii. Management
  iv. Food and venue (if applicable)

J. Types of L&D Program Design/Proposals
 a. **In-Service Training (INSET)**. The following must be observed:
  i. It must be held only **twice** per school year, usually done:
   a. before the start of the School Year;
   b. during the Semestral or Mid-Year Break;
   c. unless otherwise provided in DepEd Calendar or a corresponding issuance is issued to add another set.
  ii. It must not be less than three days but not more than five days.

iii. Enclose in the Program Design a One-page Needs Assessment based on the e-sat or FGD conducted by the INSET in-charge;

iv. Enclose a **Profile or Curriculum Vitae of Resource Persons** showing their competencies to deliver or assist the teachers in addressing a particular need found in the Needs Assessment;

b. District-based Rollouts of Division Capability Building Activities

i. The conduct of District-based Rollouts of Division Capability Building Activities where most of the teachers are the participants should be held during weekends to ensure that classes are not disrupted.

c. Learning Action Cells (refer to Section VIII).

X. FORMAT OF PROGRAM DESIGN

K. To ensure that the conduct of the school INSET is aligned to the wider NEAP Professional Development Framework for teachers and school leaders that seeks alignment of training programs to the professional standards for teachers and school leaders, schools and districts shall submit their program designs using the updated templates taken from NEAP Form R.1 (see attached templates).

L. **Procedures for Proposal Approval**
   a. **Signatories shall be observed as follows**

Office	Requesting /Proponent	Checked by	Allotment Availability	Reviewed by	Endorsed by	Recomme nding Approval	Approving Official*
a. Schools Division Office	SDO Proponent	N/A	Budget Office (N/A funding is not from Division MOOE)	HRD SEPS	SGOD Chief (checked and endorsed)	ASDS	SDS
b. District Office	School Head District Head	District Head SGOD Chief (countersi gned by ADAS III/bookke eper)	Budget Officer	HRD SEPS	SGOD Chief	ASDS	SDS

c. Schools	Proponent/ School Head	District Head (countersigned by ADAS III/bookkeeper)	Budget Officer	HRD SEPS	SGOD Chief	ASDS	SDS

b. The person-in-charge of the proposal or the Proponent shall observe the following procedures:

 i. Use A4 size bond paper, 1.5 spacing, Bookman Old Style font 12, with one (1) inch margin in all sides. Titles and sub-topic titles must be in upper case and boldfaced;

 ii. The respective District Head shall check whether the guidelines have been followed before endorsing the proposal to be recommended for approval;

 iii. Submission of the proposal to the Records Section shall be **at least three (3) weeks before the implementation;**

 iv. The Records Section forwards the proposal to the HRD Section for recording of the proposal;

 v. After recording the proposal, the HRD Section forwards the proposal to the CID or SGOD Chief for review of the compliance of the requirements. The Chief may task the specific learning area supervisor, concerned content expert, education program specialist, or program focal person to countercheck the contents of the proposal; any finding or feedback may be referred to the focal person of the proposal for immediate action;

 vi. Once the proposal is found in order, the Chief shall affix his/her signature and forwards it to the Office of the ASDS;

 vii. The ASDS shall sign in the recommending approval once the initial of any of the foregoing is affixed; and

 viii. The SDS shall sign once the proposal is approved and forwards to the Records Section for release to the concerned district/school.

c. **NEAP Program Recognition Application and CPD Accreditation of Professional Development Programs.** All L&D intervention programs like LAC Session or INSET (School, District, Division level) that are compliant with the requirements can be applied for NEAP program recognition (except for LAC session) and CPD program accreditation to provide credit for CPD Units.

M. Roles and Responsibilities

a. The Proponent or Focal Person as indicated in the proposal shall serve as reference person for any clarification that needs to be understood by the signatories. Hence, it is a must that the Focal Person with the Contact Number provided in the Proposal Brief is accessible at least during office hours to facilitate the processing of the approval of the proposal.

b. School Heads:

 i. Check the proposals and assumes accountability on the implementation of the proposal;

      ii. Lead school planning for the professional development of the teachers;

      iii. Organize the implementation of INSET, LAC, and other HRD interventions in the school;

      iv. Prepare assignments of mentors for the newly hired or beginning teachers;

      v. Gather evidence of mentoring activities;

      vi. Incorporate the L&D in the SIP and AIP.

c. Public Schools District Supervisors/Principals-In-Charge

      i. Review, provide technical assistance, and endorse proposals of L&D and other PPAs;

      ii. Collect and save a copy of the mentoring assignments in the schools;

      iii. Consolidate and submit to the concerned Chief (copy furnished the HRD Section) the year-round plan of the schedule of implementation of INSET, LAC, and other HRD interventions in the school to be submitted as required;

      iv. Ensure compliance and consolidate quarterly compliance reports on the implementation of LAC and other L&D implemented activities in schools; and

      v. Submit, as required, the district consolidated reports on the proposed and implemented activities in schools using this template:

School	Activities/ Programs	Strategies Used (e.g. demo teaching, discussion, simulation, small group reporting of topics and the like)	Dates Conducted	Number of Attendees	Schedule of Next Implementation
1.					
2.					

d. Budget Officer

      i. Checks availability of funds; and

      ii. Notifies proponent of related concerns.

e. Respective EPS, SEPS, or other Section Heads under the OSDS

      i. As may be delegated by the Chief, checks the relevant details, policies, or laws concerning the proposal;

      ii. Coordinates with the focal person for the details which are not clear in the proposal; and

      iii. Makes comments or recommendations to the Chief ES for proper action on the proposal.

f. Chief ES (SGOD and CID) and AO for Personnel Administration

      i. Reviews the findings of the concerned EPS, SEPS, or other Section Heads under the OSDS;

      ii. Acts if within his/her control; or

      iii. If not, provides feedback to the ASDS for information and proper disposition of the findings and action for the proposal.

g. Assistant Schools Division Superintendent (ASDS)

       i. Reviews the comments or recommendations of the Chief ES or the AOV for personnel administration;

      ii. Takes action as necessary;

     iii. Recommends the proposal for approval

h. Schools Division Superintendent

       i. Based on reasonable merits, approves, or disapproves the proposal based on the recommendation of the ASDS and other officials.

i. Newly hired teachers

       i. Read and study thoroughly in advance the DepEd Professional Standards, Philippine Professional Standards for Teachers Modules, and the Induction Program for Beginning Teachers (IPBT) Course Books;

      ii. Have a learning journal;

     iii. Note learning and questions for clarifications; and

     iv. Consult his/her mentor regularly for continuous discussion on his/her progress and needs.

j. All Personnel (Teaching and Non-Teaching)

       i. Prepare and/or update Individual Development Program (IDP)/Individual Professional Plan and Development (IPPD);

      ii. Read and study thoroughly in advance the PPST and PPST Modules that fit his/her learning need;

     iii. Make an honest self-assessment of his/her career and professional development needs;

     iv. Constantly conduct self-examination on his/her professional progress; and

      v. Get involved with professional learning activities.

k. Assigned Mentors/Master Teachers/Department Heads

       i. Review the DepEd Professional Standard, PPST Modules, and the IPBT Course Books for personal indulgence and updating;

      ii. Familiarize with the DepEd Professional Standard, PPST Modules, and the IPBT Course Books;

     iii. Conduct regular meeting with the assigned mentees;

     iv. Provide or offer technical assistance to the mentees and other teachers in need; and

      v. Assist the school head in monitoring and recording the progress of the newly hired teachers.

l. Program Specialists (HRD)

       i. Record learning needs/gaps of all personnel;

      ii. Propose development programs for teaching and non-teaching personnel;

     iii. Consolidate district reports for analysis and prospective development programs;

     iv. Prepare summative analysis of reports for continuous learning and development programsl

      v. Conduct quarterly Program Implementation Review (PIR) as per DepEd Order No. 30, s. 2021;

vi. Periodically review, assess, and report on compliance of programs in preparation for Regional HRD Reports.

m. Program Specialists (SMME)
   i. Conduct assessment of L&D implementation;
   ii. Prepare a report on the result of the assessment for the perusal of the schools, districts, and division interventions and initiatives; and
   iii. Perform periodic review, assessment, and report on compliance in relation to DMEA.

n. Education Program Supervisors
   i. Assess learning needs of teachers according to their area of specialization/program.
   ii. Initiate L&D programs according to their area of specialization; and
   iii. Provide technical assistance in coordination with the school heads and the district supervisors to teachers with difficulty in their subject area.

o. Chief Education Supervisors
   i. Review and endorse the proposals;
   ii. Analyze the progress of teachers and the implementation of programs;
   iii. Evaluate District L&D recording and documentation;
   iv. Monitor submission of quarterly compliance reports, assessment reports, proposed programs, and accomplishment reports; and
   v. Propose interventions based on the reports.

QUALITY ASSURANCE FLOWCHART FOR THE APPROVAL AND COMPLETION REPORT OF A PROGRAM DESIGN AT THE DIVISION, DISTRICT, AND SCHOOL LEVEL

A. Phase I: Preparation (it is assumed that the proponent has coordinated with all the concerned)

PROCESS FLOW	CONCERNED PERSONNEL	DURATION	TASK
Start	Proponent/ Focal Person/s *Needed:* *1. Draft of the program design with references*	At least three (3) weeks before the target schedule	1. Draft the program design with all the technical requirements at least three **(3) weeks before the implementation of the activity/program.** 2. Submit the program design to the school head and the PSDS/PIC for review
Review Stage 1	Immediate Head (for Disticts/Schools: School	One (1) day	1. Assess the program design's alignment with SIP/AIP priorities, professional standards or school leaders for teachers, and

	Head/District Head For the Division Office: Chief/AOV)		Individual/Group/School Professional Development Plan. 2. Forward the program design to the District Head for review if the proposal originates from the School. 3. For the Schools Division Office, submit the program design to the SGOD Chief if the design is from CID or SGOD, or to the Administrative Officer V if the design is from OSDS.
Review Stage 2	District Supervisor (for program designs from the school) School Head	One (1) day	1. Evaluate technical requirements of the proposal. 2. Provide technical assistance if necessary to enhance the proposal. 3. Endorse the proposal by signing it if it complies with existing policies. 4. Return the endorsed program design to the proponent or school and forward a copy to the HRD for preliminary online review by the HRDS. **Please Note:** For expedited processing and to avoid delays due to potential corrections, please submit the Word file of the program design for initial review by the HRD to hrd.northernsamar@deped.gov.ph prior to submitting the hard copy to the Division Office.
Submission and Follow-up	Proponent/ Focal Person/s	One (1) day	1. Once the initial review by the HRDS is successfully completed, the HRDS will assign a **unique priority code** to the program design. This code will be provided to the submitting school, facilitating efficient tracking and status updates throughout the review process. 2. The proponent is now required to submit two (2) copies of the program design to the Division

			Office for an in-depth review and subsequent approval.
			3. Ensure that the proposal undergoes proper processing by all relevant personnel.
			4. Maintain regular communication with the School Head and the PSDS to keep them informed about the status of the proposal.
			5. Retrieve the proposal directly from the School Head or, if the submission task has been delegated, monitor the proposal's progress through the school liaison officer.

B. Phase II: Submission to the SDO and Approval of the Proposal

PROCESS FLOW	CONCERNED OFFICIAL	DURATION	TASK
Submission and Verification	Proponent/Focal Person(s)	One (1) day	1. Ensure that the copies of the program design, plus the receiving copy, are duly signed by the Proponent, School Head, and PSDS/PIC (if the proposal originates from the school). 2. Have the receiving personnel/staff sign and timestamp the receiving copy of the proposal. 3. Submit the proposal to the Records Section. 4. Retrieve the receiving copy for reference.
Initial Review and Check	Records Section	One (1) hour	1. Receive the program design. 2. Verify completeness of the design based on the attached checklist/tool. 3. Immediately return the program design to the carrier if any document is missing

			4. Forward the complete program design to the HRD Section.
HRD Check and Coordination	HRD Section	One (1) day	1. Check and record the program design. Look for the unique priority code to verify if the program design forwarded has been reviewed online. 2. Assess the coherence of the learning activities with the findings in the needs assessment. 3. Immediately forward the proposal to the SGOD Chief for review and endorsement after review. 4. Coordinate and provide technical assistance to the proponent if necessary. 5. Forward the proposal to the SGOD Chief
Review and Endorsement	Chief/AOV	One (1) day	1. Review the program design. 2. Seek the comments/recommendation of the concerned SEPS/EPS on any policies affecting the proposal. 3. Coordinate with the proponent through the SEPS/EPS if clarifications are needed. 4. Provide technical assistance if the proposal needs improvement or adjustment in content, schedule, or flow. 5. Endorse the proposal to the ASDS office if the proposal is in order or can be put in order.
ASDS Verification and Recommendation	ASDS	One (1) day	1. Verify the comments/recommendations of the concerned Chief. 2. Check the source of funds with the budget section, as

			well as the legal and management implications of the proposal. 3. Recommend the program design for the approval of the SDS.
SDS Approval	SDS	One (1) day	1. Approve/sign the program design. 2. Direct the OSDS Secretary to forward the approved proposal to the Records Section for recording.
For SEF-Funded Activities			
SEF/Proposal Retrieval and Coordination	Proponent/s (LGU)	A week before the target date	1. Retrieve the approved proposal and commence its implementation. 2. Submit the proposal to the Municipal Mayor/Governor's office if funding originates from the LGU. 3. Coordinate the proposal's progress with the ESSO.
Mayor Approval or Denial	Mayor (if funding is from SEF)	One (1) day	1. Sign the proposal indicating approval and the allocation of SEF if it's found to be in order. 2. Return the proposal if it's not approved or if funding is not available.
Final Retrieval and Implementation	Proponent/s	Two (2) Hours	1. Retrieve proposal and commence the implementation of the approved PPAs

C. Phase III: Implementation of PPA

PROCESS FLOW	CONCERNED OFFICIAL	DURATION	TASK
PPA Implementation In order	Proponent/ Focal Person/s Program Management Team HRDS SMME SMET/SMEA Coordinator in schools	Based on schedule	1. Implement the approved plan. 2. Verify that the attendance sheet is fully signed by all anticipated participants. 3. Document significant events using photography and other means of verification. 4. Sustain coordination with

			all involved individuals, speakers, and committee members. 5. Execute a thorough evaluation of the activity. 6. Monitor each committee's adherence to their respective tasks. 7. Prepare a comprehensive accomplishment report upon the activity's conclusion.
	Immediate Head of the Proponent SMET/SMEA Coordinator PSDS (for school PPAs)	Based on schedule	1. Continuously monitor the progress of PPA implementation. 2. Provide technical assistance as needed to ensure smooth execution of tasks.

D. Phase IV: Reporting of Accomplishment

PROCESS FLOW	CONCERNED OFFICIAL	DURATION	TASK
Start	Proponent/ Focal Person/s	Within 15 days after the completion of the activity	1. Complete the Activity Completion Report (ACR) following DepEd's standard reporting guidelines. Compile all Means of Verification (MOV) related to the activity (refer to attached template for formatting).
	Immediate Head of the Proponent PSDS (for school PPAs)		1. Conduct a thorough review of the ACR to ensure it accurately captures all the relevant aspects of the completed activity. 2. Affix signature on the ACR to validate its contents.

SCHOOL LEARNING AND DEVELOPMENT NEEDS ASSESSMENT (LDNA) REPORT

I. **Background:** *(Provide a brief rationale and discuss the objectives of the LDNA and the methods used)*

    a. **Rationale and Objectives**
    b. **Methods and Tools Used**
    c. **Demographic Overview:** *(Description of the target participants/respondents such as gender, designation, workplace/area and other relevant information)*

II. **Executive Summary of the Conduct of LDNA:** (Describe how the LDNA was done emphasizing the results in narrative with graphical representations. Include any critical incident that could have affected the manner the LDNA was conducted.)

III. **Conclusion/Findings:** (Present significant findings relative to the LDNA objectives including any other information that may be helpful in considering the intervention)

    a. **Performance Gaps:**

    _____

    _____

    b. **Competency Gaps:**

    _____

c. **Other information affecting performance/competency of the target personnel:**

_____

_____

IV. **Competencies to be Developed:**
   a. **KRA-based/Functional Competencies**
   b. **Core Behavioral Competencies**

V. **Recommendation/s:**

_____

_____

Prepared by: (School Head)   **Date:** _____
                       Name & Designation

Recommending Approval: (District Head)   **Date:** _____
                       Name & Designation

Approved by: Noe M. Hermosilla   **Date:** _____
                       SGOD Chief

SCHOOL ANNUAL LEARNING AND DEVELOPMENT IMPLEMENTATION PLAN

Activity/L&D Program	Competency Gap	Target Schedule of Implementation	L&D Modality	Financial Target	Source	Responsible Person/s	Success Indicator	Remarks
In-Service Training on Inter-Disciplinary Literacy	KRA 1, Objective 2 of teachers' IPCRF	During the scheduled In-Service Training for SY 2023-2024	Formal Training (F2F)	Php 10,800.00 (20 pax x 180 x 3 = 10,800.00)	School MOOE	School Head Master Teachers	100% of teachers attended the training	
Learning Action Cell (see attached LAC Plan)								

Prepared by:

(School Head)

Checked by:

(District Head)

Reviewed by:

(HRD SEPS)

Endorsed by:

(SGOD Chief)

Recommending Approval:

(ASDS/PDC Chair)

Approved:

(SDS)

PROGRAM DESIGN

I. General Program Information

1.1 Title:
Make a title that will capture all the topics and focus of the INSET; avoid the title like "2023 INSET"

1.2 Rationale
300-350 minimum words

Outline the reasons for conducting the training. You should consider the need this activity addresses for teachers and include an overview of how relevant and reliable research relates to the content and/or delivery of the program. Include citations in your overview. Also, provide references to the sources outlined.

1.3 Program Description
100-150 minimum words

Provide a brief description of the INSET. State the Terminal Objective/s and Enabling Objective/s of the program by referring to what participants will gain in terms of their professional knowledge, professional practice and/or professional engagement. **Objectives** *should follow the SMART principle.*

Terminal Objective *is defined as what the participants will achieve upon successful completion of a program or course.*

STEM STATEMENT/S:

By the end of this In-Service Training, participants will be able to:

Enabling Objectives are the specific objectives that support the Terminal Objective/s

1.4   Professional Development Priorities

State the DepEd Professional Development Priorities this program covered as per PPST (DO 42, s. 2017) and/or other emerging needs of the Department

1.5   Indicative Date of the Implementation

From Start Date to End Date

1.6   Delivery Platform

Identify delivery platform here, e.g., face-to-face, blended, online, etc.

1.7   Target Participants

Please specify your participants based on their career stage, subject area, grade level, etc.

II.   Instructional Design

Indicate all the topics to be discusses/delivered in the INSET

Title:							
	Duration	**Topic**	**Session Objectives**	**Methodology**	**Assessment Strategies**	**Outputs**	**Resource Person/ Learning Facilitator**
1	*State its duration of the topic, e.g. 90 minutes*	*Describe its topic (focus, content and key learning points or what teachers will be*	*Describe its session objectives. (30-50 words)*	*Explain, in detail, the professional development activities including the learning resources that teachers/school*	*Explain how the learning outcomes will be assessed; if possible attach*	*Describe what teachers' outputs to achieve learning*	*Identify the Resource Person/ Learning Facilitator responsible for this session. You*

		learning about). (May be a listing of main topics or key messages)		*leaders will engage in, clearly describing how the presenter will facilitate each session and how the participants will engage with the content and meet the domain/s, strand/s and indicator/s in the selected Professional Standards. (100-150 words)*	*an assessment tool. (50-75 words)*	*outcomes. (50-75 words)*	*can invite resource persons from different schools or districts, from the Division Office, or outside DepEd.* *Make sure that the Resource Person/LF has expertise or is knowledgeable of the topic to be delivered.*
1	(Sample) 60 minutes	(Sample) Overview of the Philippine Professional Standards for Teachers (PPST): Domain 3, Strand 3.4	(Sample) Develop deeper understanding of Domain 3, Strand 3.4 in the PPST Recognize the importance of understanding Domain 3, Strand 3.4 as a crucial component in achieving better learning outcomes	(Sample) Using the interactive discussion method, the teachers shall be able to: recall and share their teaching practices reflect and learn from the teaching practices shared by their co-teachers develop deeper understanding of Domain 3, Strand 3.4 in the PPST Recognize the importance of understanding Domain 3, Strand 3.4 as a crucial component in achieving better learning outcomes	(Sample) A couple of brainstorming activities will be used to prepare the participants in sharing their teaching practices. Likewise, Quick Question Time will be used as well to engage them in collaborative learning and monitor their own understanding	(Sample) Reflective thoughts of one's teaching practices in relation to Domain 3, Strand 3.4	(Sample) Juan Dela Cruz (Master Teacher II, English Teacher)

III. Indicative Schedule of Activities

Below is the sample

Time	Day 1	Day 2	Day 3
8:00-8:30 AM	Preliminaries Opening Program *Lupang Hinirang *Interfaith Prayer *Division Hymn *Welcome Remarks *Statement of Purpose *Acknowledgment of Participants *Norms and Schedule of Activities *Energizer *INSET proper	*Preliminaries *Nationalistic Song *Short Prayer *Management of Learning *Energizer *Checking of Attendace *INSET Proper	*Preliminaries *Nationalistic Song *Short Prayer *Management of Learning *Energizer *Checking of Attendace *INSET Proper
9:00-11:45 AM	Topics (cite the topics and resource speakers/learning facilitators here)	Topics (cite the topics and resource speakers/learning facilitators here)	Topics (cite the topics and resource speakers/learning facilitators here)
LUNCH BREAK			
1:00- 4/ 5:00 PM	Topics (cite the topics and resource speakers/learning facilitators here)	Topics (cite the topics and resource speakers/learning facilitators here)	Closing Activities Distribtion of Certificates Ways Forward

IV. Program Management Team

NAME	DESIGNATION
(School Head)	Activity Manager
(Proponent/s, MTs/HTs)	Onsite Managers
(MTs/HTs)	Co-onsite Manager
(SMEA Coordinator)	QAME Manager
(Proponent)	Contact Persons

V. Quality Assurance and Monitoring and Evaluation Plan

Monitoring and Evaluation Plan

This is a sample M and E Plan following the Kirkpatrick Evaluation Model, if you have an existing M and E Plan you may use that instead.

Levels of M and E	Indicators	Methods and Tools	Data Sources	Schedule of M and E	Person/s Responsible	Resources	User of M and E Data
	What will be measured?	*What methods/tools will be used to collect data?*	*Who and/or what documents will provide data or evidence on the indicators?*	*When will M and E activities be undertaken?*	*Who will be accountable for ensuring that M and E activities are done?*	*What resources are needed to implement M and E activities?*	*Who will use the data gathered?*
[25]Results	*Learners in difficult circumstances, if there are, are well attended to of their learning and special education needs*	*Classroom Observation* *Focus Group Discussion in LAC sessions*	*Classroom Observation Tool and Observation Notes* *LAC Report/s, FGD transcripts*	*Quarterly, after 3-6 months of this training course* *As planned*	*School Head, Assistant School Principal, and Master Teacher/s* *LAC Facilitator*	*Classroom Observation Schedule, Copy of the Lesson Plan, and* *classroom-observation-related* *tool/s* *LAC Plan,*	*Regional Office, through HRDD/NEAP R8, Schools Division Office, School Head, Assistant School Principal, and Master Teacher/s* *School Head, Assistant School Principal, and Master Teacher/s*

						equipment/m aterials needed for the LAC session/s	
26Behavior	*Participants' learnings are evident in the teaching plans they made, as one of the outputs of the training course, and during the demonstration teaching* *Participants' learnings are evident in their teaching and learning materials and in the delivery of the lesson*	*Observation from the Demonstration Teaching delivered, and analysis of the teaching plans crafted* *Analysis of the data gathered from the participants' daily reflective journals* *Actual Classroom Observations*	*Classroom Observation Tool for Proficient Teachers and Observation Notes* *Daily Reflective Journal* *Classroom Observation Tool for Proficient Teachers and Observation Notes*	*On the 3rd day of the training course* *Daily, one for each day* *Quarterly, after 3-6 months of this training course*	*Resource Persons, Program Management Team* *Program Management Team* *School Head, Assistant School Principal, and Master Teachers/s*	*Training equipment and materials, and* *classroom-observation-related* *tool/s* *Daily Reflective Journal Sheet/s* *Classroom Observation Schedule, Copy of the Lesson Plan, and* *classroom-observation-related* *tool/s*	*Resource Persons, Program Management Team* *Program Management Team* *Schools Division Office, School Head, Assistant School Principal, and Master Teacher/s*

27Learning	Participants' reflective thoughts and realizations of their teaching practices and classroom experiences relative to handling learners in difficult circumstances	Formative tests through the Quick Think and Share and Quick Question Time activities while the Practice Tests serve as summative ones Analysis of the data gathered from the Session Evaluation Tool	Quick Think and Share, Quick Question Time, and Practice Tests Session Evaluation Management of Learning	As outlined in the sessions each day For each session, to be administered after the last session of the day Daily, before the start of the first session	Resource Persons Program Management Team Program Management Team	Laptop and other equipment needed Laptops, tablets, or mobile phones Training equipment and materials	Resource Persons, Program Management Team Resource Persons, Program Management Team Program Management Team
28Reaction	100% of the participants responded "strongly agree" in the indicators included in the QAME Tool administered during the conduct of the training course	Analysis of the data gathered from the QAME Tool	QAME Tool	Daily, after the last session of the day	QAME-in-charge	Laptops, tablets, or mobile phones	Program Management Team

Prepared by:

(NAME OF PROPONENT)
Senior Education Program Specialist

(NAME OF SCHOOL HEAD)
Principal I

Checked by:

(NAME OF DISTRICT HEAD)
PSDS

Reviewed by:

Endorsed:

PETER R. BOBILES
Senior Education Program Specialist

NOE M. HERMOSILLA
SGOD Chief

Recommending Approval:

CRISTA JOY ABOGADIE-TORBILA, PhD, CESE
Assistant Schools Division Superintendent

Approved:

GAUDENCIO C. ALJIBE JR., PhD, CESO VI
Schools Division Superintendent