



Republic of the Philippines
Department of Education

REGION VIII
SCHOOLS DIVISION OF NORTHERN SAMAR

October 30, 2024

DIVISION MEMORANDUM

No. 310, s. 2024

**CONDUCT OF SY 2024-2025 MID-YEAR BREAK SCHOOL-BASED
IN-SERVICE TRAINING (INSET)**

To: Assistant Schools Division Superintendent
Schools Governance and Operations Division Chief
Curriculum and Implementation Division Chief
Education Program Supervisors
Public Schools District Supervisors/Principals In-Charge
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Memorandum DM-OUHROD-2024-1576 regarding the Guidelines on the Conduct of Regional Office-, Schools Division Office, and School-Developed Professional Development Programs for FY 2024 from the Office of Undersecretary for Human Resource and Organizational Development Wilfredo E. Cabral, this Schools Division, through the Human Resource Development Section (HRDS), informs all school implementers of their respective professional development programs of the Conduct of the SY 2024-2025 Mid-year Break School-based In-Service Training (INSET) on November 25-29, 2024.
2. Based on the identified professional development needs pursuant to the Division Learning and Development System (refer to Division Memorandum No. 172, s. 2023), schools shall determine appropriate programs for development and delivery/implementation according to the following NEAP Core Programs:
 - a. Induction Program for Beginning Teachers
 - b. Career Progression/RPMS-lined PD Programs:
 1. NEAP Regular Program
 2. Subject-Content Program
 3. Master Class
 - c. Special Program
3. School- and Cluster-based INSET which were quality assured and submitted to the Professional Regulation Commission (PRC) for CPD Accreditation during the Capacity Building-cum-Workshop on the Implementation and Quality Assurance of School-led Professional Development Programs last October 7-10, 2024 at SaSa Pension House may proceed with the development and/or enhancement of Learning Resource Packages to be used for their respective INSETs.

4. Furthermore, schools which were not able to submit their INSET plans/program designs or be included in the cluster-based INSET (mostly from elementary), may submit their INSET plan subject to the quality assurance process required by the Division PD Program evaluators. However, this Office encourages schools to adapt the quality assured INSET plans if such surfaces as the particular needs/topics to be addressed (see attached repository of quality assured school-led PD Programs and process flow).
5. Quality assured school-based PD programs done during the aforementioned workshop may now submit the hard copy of their INSET plan to the Schools Division Office for approval by the Schools Division Superintendent.
6. Processing and procurement of HRD-funded INSETs shall follow the guidelines stipulated in the Memorandum mentioned in paragraph 1 of this memorandum.
7. Topics for the INSET shall focus or be aligned with any of the priority programs:
 - a. conduct or implementation of Results-based Performance Management System (RPMS)-linked and needs-responsive school-based PD programs;
 - b. capacity building initiatives for public school teachers and school leaders pertaining to the implementation of the MATATAG Curriculum;
 - c. National Learning Camp;
 - d. National Reading Program;
 - e. National Mathematics Program;
 - f. Inclusive Education (ALS, IP, Madrasah, SPED, etc.)
 - g. Comprehensive Sexuality Education;
 - h. Gender and Development;
 - i. Induction Program for Beginning Teachers;
 - j. Higher Order Thinking Skills – Professional Learning Packages (HOTS-PLPs) for Mathematics, Science, and English;
 - k. Instructional Leadership Training (ILT): Strengthening Learning Conditions for Early Literacy; and
 - l. Subject Content-based Professional Development Programs
8. INSET Plans of schools which may not be part of the quality assurance for this batch due to considerations of time in the application for CPD Accreditation may still push through on the scheduled dates. Moreover, the same processes (submission and quality assurance) apply for accreditation of LAC Plans as stipulated also in
9. Resources may be accessed/downloaded here: <https://bit.ly/LandDNorte>.
10. For inquiries and other concerns, please contact **Mr. Peter R. Bobiles**, Human Resource Development Section (HRDS) Senior Education Program Specialist (SEPS)/SDO NEAP Focal Person, through his Facebook Messenger account or through hrd.northernssamar@deped.gov.ph.
11. Immediate dissemination of and compliance with this Memorandum are desired.

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

Enclosure: As stated

References: As stated

To be indicated in the Perpetual Index under the following subjects:

NEAP
INSET

PROFESSIONAL DEVELOPMENT
PRC

QUALITY ASSURANCE

SGOD-HRDS-PRB

DepEd Northern Samar
RELEASED

By: PS

Date: 10-30-24

Enclosure No. 1 of DM 310 s. 2024

**REPOSITORY OF QUALITY-ASSURED SCHOOL-LED PD PROGRAMS THAT MAY
BE ADOPTED BY SCHOOLS FOR THE SY 2024-2025 INSET**

PD Title	Implementing School	Proponent	PRC Accreditation Status
Upskilling Teachers on Enhancing the Application of Content Knowledge Integration Within and Across Curriculum Areas	Canjumadal NHS and Zoilo T. Lobos NHS Nenita CS	Michael Jay S. Morales Mark Louie Magpayo	Ongoing Council Evaluation
Classroom Assessment: Inputs for the Design of Intervention Activities	PM Geta MCES	Mary Ann I. Tacmo	Ongoing Council Evaluation
Training-Workshop on Assessment and Data Utilization for Teachers	Catigbian NHS	Michael Froilan	Ongoing Council Evaluation
Enhancing Teaching Strategies and Innovations to Boost Literacy, Numeracy, and Student Progress	Rawis NHS	Joseph Ortocio	--
Empowering Teachers: Implementing Effective Teaching Strategies in the National Math Program	Las Navas clustered schools	Joldan Lambino	Ongoing Council Evaluation
Designing Effective Assessment for Learning	Laoang NHS	Rodel B. Estrellado	Ongoing Council Evaluation
INSET on Proper Handling and Development of Intervention Programs for Bullying Incidents in the Classroom	Catarman NHS	Rolando Verano/John Delorino	Ongoing Council Evaluation
INSET on Navigating Gender Roles and Work-Life Balance for School Personnel	San Roque clustered schools	Francie T. Surio	Ongoing Council Evaluation
Cluster-based INSET on the Utilization of Assessment Data to Drive Instructional Improvement and Program Enhancement	Alegria NHS	Geraldine R. Rejuso/Villajeon B. Avila	Ongoing Council Evaluation
EmpowerED: Driving Engagement and Innovation in the Modern Classroom	Pambujan NHS	Crisanto Siervo/Emma Merino	Ongoing Council Evaluation

Crafting and Quality Assurance of 3rd Quarter Contextualized Lesson Exemplar with Work Sheets	Rosario NHS	Joey Tadeo	--
Calibrating Literacy Through Retooled Reading Skills Building Pedagogy	Rosario Lim Uy NHS	May J. Aguilando	Ongoing Council Evaluation
In-Service Training on Innovative Lesson Exemplar Development: Seamlessly Integrating Comprehensive Sexuality Education Concepts	Maxvilla NHS	Michelle M. Probadora	--
Clustered Schools INSET on the Data-Driven Pedagogy: Enhancing Teaching and Learning Through Strategic Assessment Insights	Laoang V clustered schools	Rosalyn Cerujano	Ongoing Council Evaluation
Capacity Building on Adolescent Reproductive Health Awareness	Lipata NHS	Ruena Lim	Ongoing Council Evaluation
In-Service Training on Improving Learning Outcomes through Learner-Centered Strategies Focusing on Differentiated Instruction and HOTS Approaches	Anito NHS	Leoniza Frances	Ongoing Council Evaluation
Cluster-based INSET of Teachers on the Utilization of Assessment Results to Improve Teaching Practices	Laoang II clustered schools	Liza Espina	Ongoing Council Evaluation
Strategies Promoting Learners' Achievement in Literacy and Numeracy across Curriculum	Polangi NHS	Ostiniano O. Ong Sotto	--
No Learner Left Behind: A Master Class on Embracing Diversity and Empowering Every Learner in the Classroom	Catarman V clustered schools	Momar P. Alcantara	Ongoing Council Evaluation

Designing Effective Instructional Materials: Bridging Reading in Context	San Vicente clustered schools	Joannie Gasid	Ongoing Council Evaluation
Upskilling of Teachers on Crafting Engaging Learning Experiences Through Interactive Games	Pambujan I clustered schools	Sherrie Ann Odtujan	Ongoing Council Evaluation
Reading Pedagogy: ELLEN- SoR	Bobon CES	Ma. Ethel B. Ricafort	--
School-Based In-Service Training on Designing a MATATAG-Ready Science & Math Classes and Learning Environment Incorporating HOTS - SOLO in Classroom Assessment	Acereda IS	Analynne M. Balero	--
Professional Development Training: ICT Integration in Literacy and Numeracy Skills for Upskilling Teachers	Silvino Lubos Central Elementary School	Teresita S. Equiza	Ongoing Council Evaluation
Empowering Teachers through Transformative Teaching: Developing HOTS and 21st-Century Skills with Technology	Palapag II clustered schools	Maria Teresa Badilla	Ongoing Council Evaluation
Literacy and Numeracy Strategies in the Implementation of National Reading and Numeracy Program	Baybay ES	Julien Tiza D. Madronio	--
Unlocking Literacy: A Deep Dive into Reading Remediation	Lope de Vega clustered schools	Jenifer B. Giray-Damiar	--
Priority-Driven Personal Development Program: School-Based Action Research Training with Mixed Methods Writeshop and Paper Presentation	Lope de Vega Stand Alone SHS	Edwin C. Monteron	--
Cluster-Based Strengthening Learning Condition for Early Literacy Training	P. Tingzon Elementary School	Geraldine I. Moslares	--
MATATAG Curriculum: Innovative Teaching	Palapag II clustered schools	Maricel P. Gorgonia	Ongoing Council Evaluation

Strategies and Assessment Fostering Inclusivity (<i>NEAP quality-assured PD Program</i>)			
SBTT on MATATAG Curriculum(<i>NEAP quality-assured PD Program</i>)	Taylor National High School, Poponton NHS and Bukid NHS	Cherry Campo-Kin	--
PD Programs related to Higher Order Thinking Skills for Elementary teachers (<i>adopted from NEAP Training on HOTS for English, Mathematics, and Science Grades 7-10 Teachers</i>)	Pambujan I, Pambujan II, Lavezazares II, Allen II, Palapag I Lavezares I, Capul, Catarman IV, Palapag III, <u>Catarman II</u> , Las Navas I, Rosario, San Isidro II, Lope de Vega, <u>Alen I</u> , San Vicente, Laoang I, Mondragon I, <u>Laoang IV</u> , Catubig I clustered schools <u>Magtaon ES</u>	Antonette A. Sosing Angelica M. Albio Rufino Beso Roselyn M. Galdones Ronald Matnog Antonio M. Laodenio Mat Banagbanag Marlon Cornico Emalyn Pajanustan Sally Alcayde Ritchie Apolonio Nico William Galias Oliver Cascaño Helen Diomangay Enrique Pujante Merab Lim Dennis C. Gallego Rhea Uy Roy Parane	Submitted to PRC/for council evaluation except the highlighted schools/districts
PD Programs related to Higher Order Thinking Skills for Secondary teachers (<i>adopted from NEAP Training on HOTS for English, Mathematics, and Science Grades 7-10 Teachers</i>)	Galutan NHS Washington NHS Don Juan F. Avalon NHS Suba NHS <u>Sumoroy AIS</u> Allen NHS Mongolbongol NHS <u>Mapanas AIS</u> Cawayan IS (Sec) Lope de Vega NHS Basilio B. Chan MAIS	Liberty Lastra/Alberto Lim Mylin M. Surio/Roehl Lacbanes Jonathan Lobos/Marife Bulawan Gretta Adora Imelda Subiaga Leonida M. Longcop Vina A. Romance	Submitted to PRC/for council evaluation except the highlighted schools/districts

	San Antonio AVS	Nimfa Sanico Danhill Donoga/ Luisito Fraga Susita Gamos	
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Enclosure No. 1 of DM 310, s. 2024

PROCESS FLOW

A. Phase I: Preparation and Submission and Approval of the Proposal

PROCESS FLOW	CONCERNED PERSONNEL	DURATION	TASK
Start	Proponent/ Focal Person/s <i>Needed:</i> <i>1. Draft of the SY 2024-2025 INSET Plan/Program Design with references</i>	At least a month before the target schedule	<p>1. The proponent drafts the INSET Plan/program design with all the technical requirements at least a month before the implementation of the INSET.</p> <p>2. Before drafting the INSET Plan, the School Personnel Development Committee/School Quality Assurance Team, headed by the School Head with the School INSET Coordinator, shall have done the initial phases, i.e., LDNA and PD Planning. Once the school has mapped out the priority need/s to be addressed for INSET, the school head shall refer first to the Repository of Quality-Assured Professional Development Programs attached in this memorandum if s/he intends to adopt or craft a new design/PD Plan.</p> <p>3. Once the School Head has crafted the plan (either adopted or newly crafted), the same shall be submitted to the District Head for review.</p>
Review/ Quality Assurance Phase	Proponent/ School Head District Head HRDS	One (1) day (depending on the volume of documents being reviewed)	1. The District Head shall assess the program design's alignment with the NEAP Core Programs and the SIP/AIP priorities, professional standards for school leaders for teachers, and Individual/Group/School Professional Development Plan.

			<p>2. The District Head shall: (a) evaluate technical requirements of the INSET Plan; (b) provide technical assistance if necessary to enhance the proposal; (c) endorse the proposal by signing it if it complies with existing policies; then (d) return the endorsed program design to the proponent or school and forward a copy to HRDS email for review (online)/quality assurance.</p> <p>Please Note: To facilitate faster processing and minimize delays from potential revisions, kindly submit the Word file of the program design for review and quality assurance by the HRDS and the SDO PD Program Evaluators to hrd.northernssamar@deped.gov.ph before providing the hard copy to the Division Office.</p> <p>Format: Use the subject line: "INSET Plan of [School Name]." When sending attachments, please include a brief message or explanation in the email body to provide context for the file, ensuring clearer communication and avoiding confusion (e.g., confirm that the INSET plan has completed review/quality assurance at the school and district levels).</p>
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Submission and Follow-up	Proponent/ Focal Person/s	One (1) day (depending on the volume of documents being reviewed)	<p>1. Once the Review/Quality Assurance by the HRDS is successfully completed, the proponent is now required to submit two original hard copies of the INSET plan to the Division Office for processing of approval by the SDS.</p> <p>Note: Ensure that the INSET plan undergoes proper processing by all relevant personnel.</p>
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B. Phase II: Submission to the SDO and Approval of the INSET Plan

Submission and Verification	Proponent/ Focal Person(s) Liaison officer (AO II/ADAS/Non-teaching personnel)	One (1) day (depending on the volume of documents being reviewed)	<p>1. The liaison shall ensure that the copies of the program design, plus the receiving copy, are duly signed by the Proponent/School Head, and PSDS/PIC.</p> <p>2. Have the receiving personnel/staff sign and timestamp the receiving copy of the plan.</p> <p>3. Submit the proposal to the Records Section.</p> <p>4. Retrieve the receiving copy for reference.</p>
Initial Review and Check	Records Section	One (1) hour (depending on the volume of documents being submitted)	<p>1. Receive the program design.</p> <p>2. Verify completeness of the design/INSET Plan.</p> <p>3. Immediately return the program design to the carrier if any document is missing.</p> <p>4. Forward the complete program design to the HRD Section.</p>

<p>HRD Check and Coordination</p>	<p>HRD Section</p>	<p>Maximum of five (5) days (depending on the volume of documents being reviewed)</p>	<p>1. Check and record the hard copy of the program design/INSET plan.</p> <p>3. Issue the Certificate of Quality Assurance.</p> <p>4. Forward the INSET Plan to the Budget Office for approval of the availability of funds (The School/District Bookkeeper/ADAS shall affix her countersignature).</p> <p>4. Immediately forward the proposal to the SGOD Chief for review and endorsement after review.</p> <p>4. Coordinate and provide technical assistance to the proponent if necessary.</p>
<p>Review and Endorsement</p>	<p>SGOD Chief</p>	<p>One (1) day (depending on the volume of documents being reviewed)</p>	<p>2. Endorse the proposal to the ASDS office if the proposal is in order or can be put in order.</p>
<p>ASDS Verification and Recommendation</p>	<p>ASDS</p>	<p>One (1) day (depending on the volume of documents being reviewed)</p>	<p>1. Verify the comments/recommendations of the concerned Chief.</p> <p>2. Check the source of funds with the budget section, as well as the legal and management implications of the proposal.</p> <p>3. Recommend the program design for the approval of the SDS.</p>

SDS Approval	SDS	One (1) day (depending on the volume of documents being reviewed)	<ol style="list-style-type: none"> 1. Approve/sign the program design. 1. Direct the OSDS Secretary to forward the approved proposal to the Records Section for recording.
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C. Phase III: Implementation of SY 2024-2025 INSET

PROCESS FLOW	CONCERNED OFFICIAL	DURATION	TASK
Approved INSET Proposal	Proponent/ Focal Person/s Program Management Team HRDS SMME SMET/SMEA Coordinator in schools	Based on schedule	<ol style="list-style-type: none"> 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	Based on schedule	1. Continuously monitor the progress of INSET implementation.
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. Affix signature on the ACR to validate its contents.