July 7, 2025

DIVISION MEMORANDUM
No. _211_ s. 2025

SCHOOL-BASED LEARNING AND DEVELOPMENT-RELATED ACTIVITIES FOR SCHOOL YEAR 2025-2026

To: Assistant Schools Division Superintendent
        Functional Division Chiefs
        District Supervisors/Principals In-Charge
        District HRD Focal Persons
        Public Elementary and Secondary School Heads
        School Personnel Development Committee
        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), and aligned with the broader National Educators Academy of the Philippines (NEAP) Framework for the Professional Development of Teachers and School Leaders—with guidance from School Heads as stipulated in Domain 4, Strand 4.5 (Developing Self and Others – Professional Development of School Personnel) of the Philippine Professional Standards for School Heads (PPSSH)— **All Public Elementary and Secondary Schools (Junior High School and Senior High School) are required to implement School-based Learning and Development (L&D)-related activities for School Year 2025–2026.**

2.   As stipulated in Division Memorandum No. 172, s. 2023, the **School Personnel Development Committee (PDC)**, chaired by the School Head, shall be responsible for ensuring that the **School Learning and Development Plan (SLDP)** is properly established and effectively implemented.

3.   For guidance, the composition of the PDC is as follows:

Chair: **Principal/School Head**
Members: **CPD Coordinator** (Head Teacher/Master Teacher)
                LAC Coordinator (Head Teacher/Master Teacher/CPD Coordinator)
                2 to 3 additional members to include the Secretariat (Other Head/Master Teachers and/or non-teaching personnel depending on the school typology/school size)

Note: For schools without a Head Teacher or Master Teacher, the School Head **shall not** designate any other teacher as CPD and/or LAC Coordinator. However, other teachers may serve as regular or additional members of the committee. In no case shall Teachers I to VII—particularly newly hired

teachers who have not yet completed the first year of the Induction Program for Beginning Teachers (IPBT)—be assigned coordination roles inconsistent with DepEd Order No. 2, s. 2024 or the Immediate Removal of the Administrative Tasks for Teachers.

4.   The duties and responsibilities of the School PDC are enclosed in DM 172, s. 2023.

5.   Attached are the Guidelines and Processes in the implementation of the School-based Learning and Development (L&D)-related activities for SY 2025-2026.

6.   All issuances, templates, and other files related to the implementation of the School-based L&D Programs can be accessed at https://tinyurl.com/LandDNorte.

7.   Expenses incurred relative to the conduct of the activities related to L&D implementation shall be charged against their local funds/MOOE, subject to the usual accounting and auditing rules and regulations.

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

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

Enclosure: Activity Matrix
References: As stated
To be indicated in the Perpetual Index under the following subjects:

L&D
NEAP
PROFESSIONAL DEVELOPMENT

SGOD-HRDS-PRB

DepEd Northern Samar
RELEASED

By: _____
Date: ___ JUL 1 1 2025

Enclosure No. 001 of DM 2|| s. 2025

GUIDELINES AND PROCESSES IN THE IMPLEMENTATION OF THE SCHOOL-BASED LEARNING AND DEVELOPMENT (L&D)-RELATED ACTIVITIES FOR SY 2025-2026

1. **Development Planning (Part IV of the IPCRF)**

   All teaching and non-teaching personnel shall accomplish the updated Part IV (Development Plans) of the IPCRFs. The rater and the ratee shall identify and discuss the individual's strength and development needs and reflect them in the form.

   There should be two components in the Development Plan for **teaching personnel:** (a) Teaching or Functional Competencies, based on the PPST; and (b) Core Behavioral Competencies [SAT for Teachers]. (Please read RPMS Manual).

   For, **non-teaching personnel**, the two components are: (a) Functional/Organizational Competencies, based on KRAs; and (b) Core Behavioral Competencies [Annex F of DO 02, s. 2015].

   For the Division-wide consolidation of the development needs of school-based teaching and non-teaching personnel, as basis for planning and designing appropriate division-wide L&D interventions, all school-based teaching and non-teaching personnel are required to respond to this LDNA Tool:

   https://tinyurl.com/PMES2405LDNAToolNS

   Concerned personnel: Teaching and Non-teaching personnel, School Head, Ratee, Rater, Approving Authority

   Duration: At least a week after scheduled graduation until return of teachers (for teaching personnel) after their 30-day uninterrupted vacation as per DO 9. S. 2025

2. **Needs Assessment**

   "NEED" refers to the gap or transparency between a present state **(what is)** and a desired state **(what should be)**.

   "NEED" is neither the present nor the future state; it is the **gap** between them (Office of Migrant Education, 2001).

   Desired Results (What should be) – Current Results (What is) = NEED

   Identifying teachers' professional development needs is the first step that schools and districts need to do in L&D Planning. The conduct of a thorough and consultative assessment helps schools understand their teachers' professional development needs. The needs are identified with reference to the

professional teacher standards set for one's career stage. These needs could be captured through different forms like self-assessment tools, classroom observation results, critical reflections, surveys, research-based teacher development needs, students' assessment results. Existing documents can help map out professional development needs of teachers, like:

- Consolidated report of the analysis of the PPST Individual Performance Commitment and Review Form (IPCRF) and professional development needs of school personnel
- Instructional supervisory report of instructional leaders
- Results of student assessments (i.e., NAT, Phil IRI, EGRA, ELNA) and teachers assessment (i.e. Test of English Proficiency for Teachers and Process Skill Test)
- Philippine Professional Standard for Teachers (PPST)
- Other tools

a. *Data-Driven Needs Analysis*

Professional Development (PD) needs and priorities or conduct of Training Needs Assessment (TNA) can be drawn from the consolidation and analysis of the following:
- Emerging **requirements identified at the national level**
- Results of the **learning assessment and feedback from learners**
- **IDP and Needs assessment** (E-SAT) of teachers/personnel from field offices
- **Pedagogical-related causes** of the least learned competencies of the learners and what the teacher needs to learn to help learners obtain mastery.

Establish the Starting Context: Who is the target audience (new teachers, aspiring school heads)?

b. *Aligned Selection and Prioritization*

- Summarize common and unique development needs from the needs analysis results.
- Select appropriate PD areas based on the data, prioritizing needs based on urgency and other factors.
- Determine whether the identified need will be addressed through INSET, LAC, Master Class, or other L&D Interventions.

c. *Development/ Adoption/Refinement of PD Program*

Develop a Tailored PD Program: This is applicable if there is no existing PD program stored in the SDO that is aligned on the identified needs of the school. Based on the TNA, selected PD category (INSET, LAC, Masterclass, or other L&D Intervention), and chosen training areas, develop a comprehensive and coherent PD program that is:
- Standards-based: Aligns with DepEd guidelines and PPST domains.
- Research-informed: Incorporates best practices and current research.

- Context-specific: Addresses the school's unique needs and environment.
- Needs-based: Directly targets the identified skill gaps.

d. *Preparation of the School LDNA Report and the Annual School L&D Plan*

The PDC, led by the School Head, shall prepare and submit the School LDNA Report and L&D Plan (see attached template) to the District HRD Focal Person for consolidation for signing at the SDO on or before **July 18, 2025.** Only schools who have submitted this report shall be allowed to conduct Schools-based In-Service Training for SY 2025-2026 on October 27-31, 2025 that is needs-based and data-driven.

3. **PD Program Delivery**

Once the Annual School L&D Plan has been approved, the school then implements the L&D interventions identified. For the conduct of the School-based In-Service Training (INSET), be guided with the following process:

PROCESS FLOW	CONCERNED PERSONNEL	DURATION	TASK
Start	Proponent/ Focal Person/s *Needed:* *1. SY 2025-2026 INSET Plan/Program Design with references*	At least a month before the target schedule	1. The proponent drafts the INSET Plan/program design with all the technical requirements at least 3 months **before the implementation of the INSET**. 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. *Note: The HRDS will provide a Google Sheet link to the District HRD Focal Persons for tracking the INSET program designs of their respective schools for consolidation and to identify which PD Programs need the development of the Resource Package.* 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.
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. 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. **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.northernsamar@deped.gov.ph** before providing the hard copy to the Division Office. **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).

Submission and Follow-up	Proponent/ Focal Person/s	One (1) day (depending on the volume of documents being reviewed)	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. Note: Ensure that the INSET plan undergoes proper processing by all relevant personnel.

A. 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)	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. 2. Have the receiving personnel/staff sign and timestamp the receiving copy of the plan. 3. Submit the proposal to the Records Section. 4. Retrieve the receiving copy for reference.
Initial Review and Check	Records Section	One (1) hour (depending on the volume of documents being submitted)	1. Receive the program design. 2. Verify completeness of the design/INSET Plan. 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	Maximum of five (5) days (depending on the volume of documents being reviewed)	1. Check and record the hard copy of the program design/INSET plan. 3. Issue the Certificate of Quality Assurance. 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). 4. 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.
Review and Endorsement	SGOD Chief	One (1) day (depending on the volume of documents being reviewed)	2. 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 (depending on the volume of documents being reviewed)	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 (depending on the volume of documents being reviewed)	1. Approve/sign the program design. 1. Direct the OSDS Secretary to forward the approved proposal to the Records Section for recording.

Enclosure No. 002 of DM 211 s. 2025

PART A. SCHOOL LEARNING AND DEVELOPMENT NEEDS ASSESSMENT (LDNA) REPORT

School Name: [Insert School Name]
School ID: [Insert School ID]
District: [Insert District]
Date of LDNA Conduct: [Specify Dates]
Date of Report Submission: [Specify Date]

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

    A. Rationale

    (This section should provide a clear justification for conducting the LDNA. Briefly discuss the school's context, any specific triggers (e.g., new educational policies, performance data, strategic priorities), and the importance of continuous professional development for educators in achieving school goals and improving learner outcomes. The existing rationale can be a good starting point.)

    [Sample] At the core of [Insert School Name]'s spirit is an unwavering commitment to holistic education and an innate desire to continuously elevate the pedagogical standards that define our school."

    "Rooted in the Learning and Development System of the Schools Division OF Northern Samar (DM 172, s. 2023)] and the Results-based Performance Management System (RPMS) of the Department of Education (DO 2., s. 2015), our educational enterprise is intrinsically linked to the professional evolution of our educators."

"As school leaders, we recognize that the heart of impactful education lies within the hands of our teachers." "Their expertise, commitment, and innovative approaches dictate the learning experiences we offer." "Thus, fortifying their professional capabilities and ensuring their continuous growth is not just an administrative endeavor but a moral obligation."

"The contemporary world of education is dynamic, with evolving methodologies, integrative technologies, and diverse learner needs." "As such, a periodic, critical introspection into our practices becomes imperative." "It ensures that we remain at the forefront of education, delivering not just academic content but also fostering a culture of lifelong learning, innovation, and adaptability."

(Add any specific school-level triggers or context for this LDNA.)

B. Objectives of the LDNA

(Clearly list the specific aims of the LDNA. The original objectives are a good base.)
"Refine and bolster pedagogical methods in accordance with the PPST."
"Detect areas necessitating targeted L&D measures."
"Confirm alignment with DepEd's mandates."
"Devise an actionable instructional strategy from LDNA insights."
"Cultivate a platform for continuous educator feedback and progression."
(Add any other specific objectives for this LDNA.)

C. LDNA Team

(List the individuals or committee responsible for planning, conducting, and reporting the LDNA. Include their roles in the LDNA process.)
Example:
Team Leader: [Name, Designation]
Members: [Name, Designation], [Name, Designation], etc.

II.   METHODOLOGY
A. LDNA Process and Timeline

- *(Describe the overall process followed in conducting the LDNA, from planning to data analysis and reporting. Include a timeline or duration for each major phase.)*
- Example:
    - Phase 1: Planning and Tool Development (Date/Duration)
    - Phase 2: Orientation of Participants (Date/Duration)
    - Phase 3: Data Collection (Date/Duration) - e.g., "The LDNA was conducted over a period of two weeks."
    - Phase 4: Data Consolidation and Analysis (Date/Duration)
    - Phase 5: Report Writing and Validation (Date/Duration)

B. Target Participants/Respondents
- *(Provide a detailed demographic overview of the participants involved in the LDNA. Go beyond just the number of teachers.)*
- Total Number of Participants: [e.g., 30 teachers]
- Breakdown by:
    - Teaching Position (e.g., Teacher I, Teacher II, Master Teacher I)
    - Years in Service (e.g., 0-3 years, 4-10 years, 11+ years)
    - Grade Level Taught (Kinder, G1-3, G4-6, JHS, SHS - as applicable)
    - Subject Specialization(s)
    - Highest Educational Attainment
    - Gender
    - Number of relevant trainings attended in the last [e.g., 3] years.
    - Other relevant demographic information.

C. Data Gathering Methods and Tools Used
- *(List and briefly describe each method and tool used for data collection. Explain why these tools were chosen and how they contributed to a comprehensive assessment.)*
- "For the LDNA, the primary tools were E-SAT and the IPCRF IDP." (Specifically, "Part IV which is the Individual Development Plan, automatically generated from their e-IPCRF")
- "Additionally, a range of supplementary tools were employed to gather comprehensive data:"
    - "Interview guide for teachers and staff interviews." (Describe focus of interviews)
    - "Questionnaire for a school-wide survey." (Describe focus of survey)
    - "Observation guide for in-class observation." (Specify if based on COT-RPMS or other framework)
    - "FGD guide questions for focus group discussions with teachers and parent groups." (Describe focus of FGDs)

- o "Checklist for document review, ensuring all curriculum and teaching guidelines were evaluated." (Specify documents reviewed)
  - o "Test items and scoring protocol for tests like SMEA, etc." (Specify if these were used to identify learner needs that reflect teacher needs)
  - o *(Add any other tools or methods used, e.g., portfolio reviews, analysis of school performance data.)*
- "In addition, classroom observations, interviews, and focus group discussions were instrumental in gathering qualitative data."

III. **EXECUTIVE SUMMARY:** *(This section should be written **after** the rest of the report is completed. It provides a brief overview of the entire LDNA report, including the rationale, key findings (major competency gaps and performance issues), prioritized L&D needs, and a summary of the proposed L&D plan. It should be concise and highlight the most critical information.) (Briefly describe how the LDNA was conducted and any critical incidents.)*

[Sample] The LDNA was conducted over a period of two weeks. Teachers were evaluated through their Part IV which is the Individual Development Plan, automatically generated from their e-IPCRF. In addition, classroom observations, interviews, and focus group discussions were instrumental in gathering qualitative data. While the response rate was high, an unforeseen incident, a two-day power outage, affected the digital surveys' administration, which was resumed promptly.

IV. **CONSOLIDATED LDNA RESULTS AND ANALYSIS**
(This section presents the data gathered from various sources and analyzes it to identify needs. Use tables, charts, and qualitative descriptions where appropriate.)

A. **Teacher Professional Development Needs (PPST-based)**
- 1. Electronic Self-Assessment Tool (e-SAT) Results:
  - o *(Summarize the school-level e-SAT results. Highlight the PPST domains, strands, and specific indicators where teachers frequently identified a need for development or low proficiency. Include percentages or counts.)*
- 2. IPCRF Development Plans (DPs):
  - o *(Summarize the common development needs identified in teachers' IPCRF Part IV - Development Plans.) (Relate these to PPST competencies.)*
- 3. Classroom Observation Results (if applicable, COT-RPMS or other tools):

- o *(Summarize findings from classroom observations, focusing on teaching practices related to PPST domains. Identify areas of strength and areas needing improvement.)*
- 4. Focus Group Discussion (FGD) / Interview Results (if applicable):
  - o *(Summarize key themes emerging from FGDs and interviews with teachers (and parents, if conducted) regarding teaching competencies, challenges, and desired L&D support.)*
- 5. Consolidated Teacher Competency Gaps:
  - o *(Present a synthesis of findings from e-SAT, IPCRF-DPs, observations, and FGDs/interviews. Identify specific PPST-based competencies that are clear areas for development.)*
  - o Example: "Variances in the implementation of learner-centered strategies across grades."
  - o Example: "Inconsistencies in classroom management techniques across different classes."
  - o Example: "Some teachers showed challenges in differentiating learning experiences according to learner needs."

B. Learner Performance Data (Indicative of Teacher Needs, include this part if applicable)

- *(Briefly present relevant learner performance data (e.g., school-level MPS in key subjects, results from SMEA, literacy and numeracy assessment results) that may indicate underlying needs in teaching strategies or content mastery for teachers.)*

C. Organizational Support and Resource Analysis

- *(Analyze factors within the school environment that affect teaching and professional development.)*
- 1. Learning Resources and Technology:
  - o *(Assess the availability, adequacy, and utilization of instructional materials, equipment, and ICT resources.)*
  - o Example: "Limited use of technology in instruction, especially in higher grades."
  - o Example: "The school infrastructure, particularly the limited number of digital tools and resources, may be affecting the consistent integration of technology in teaching."
- 2. School Climate, Leadership, and Peer Support:
  - o *(Describe aspects of the school environment such as collegiality, leadership support for L&D, opportunities for collaboration, etc.)*
- 3. Other Factors:
  - o *(Include any other information affecting performance/competency of the target personnel, including critical incidents like the "two-day power outage.")*

D. Analysis and Prioritization of L&D Needs

- *(Based on the consolidated results (IV.A, IV.B, IV.C), analyze the identified needs. Discuss the magnitude, urgency, and potential impact of these needs on teaching quality and student learning. Describe the process/criteria used to prioritize the L&D needs.)*
- *(List the prioritized L&D needs, distinguishing between competency-based (PPST) and other needs.)*

V.   IDENTIFIED LEARNING AND DEVELOPMENT NEEDS (COMPETENCIES TO BE DEVELOPED)

(This section explicitly lists the prioritized competencies that the L&D plan will address, based on the analysis in IV.D.)

A. **KRA-based/Functional Competencies (PPST-based)**
- *(List the specific PPST indicators/competencies identified as priorities for development.)*
- Example: "Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)"
- Example: "Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (PPST 2.3.2);"
- Example: "Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (PPST 3.1.2)"
- *(Add other prioritized PPST-based competencies)*

B. **Core Behavioral Competencies**
- *(List the prioritized core behavioral competencies that need enhancement.)*
- Example: "Results focus"
- Example: "Service orientation"
- Example: "Self management"
- Example: "Professionalism and ethics"
- Example: "Innovation"
- *(Add other prioritized core behavioral competencies)*

PART B. LEARNING AND DEVELOPMENT (L&D) PLAN

I.   **Rationale and Link to LDNA/SIP**

(This L&D Implementation Plan is developed based on the consolidated results of the School Learning and Development Needs Assessment (LDNA) conducted on [Insert Date of LDNA]. It addresses the prioritized competency gaps and professional development needs of our personnel to support the achievement of our School Improvement Plan (SIP) / Annual Implementation Plan (AIP) goals, ultimately aiming to enhance teaching quality, improve learner outcomes, and development of personnel. This plan outlines targeted L&D programs and activities for [School Year].)

II.   Learning and Development Programs and Activities

L&D Modality/Program/ Activity	Priority Area for Development (From LDNA)	Specific Competency (PPST/PPSS/ Core Behavioral)	Learning Objectives (SMART: Specific, Measurable, Achievable, Relevant, Time-bound) L&D Program/Activity	Target Participants & No. of Participants	Schedule of Implementation	Resource Requirements	Responsible Persons/ Office/ Committee	Success Indicators (Output & Outcome-based)	Monitoring & Evaluation (M&E) Method/Tools	Remarks
Induction Program for Beginning Teachers (IPBT)	Onboarding & Professional Development of Newly Hired Teachers	Encompasses multiple PPST Domains (Domains 1-7) focusing on	By the end of the program, newly hired teachers will be able to: 1. Demonstr	All newly hired teachers (e.g., [Specify numb	Year-long (structured modules, mentoring, and classroo	Budget: [Specify amount, e.g., Php X,XXX.XX for materials, orientatio	School Head, IPBT Coordinator/Focal Person, Assigned Mentor Teachers,	Output: - 100% completion of IPBT modules & portfolio.	IPBT Monitoring & Progress Reports; Classroom Observation (COT) results; IPCRF	DepEd Mandated Program (Refer to DO No. 43, s. 2017

		foundational teaching skills, DepEd systems, and professional ethics for beginning teachers.	ate understanding of DepEd's VMV, policies, and curriculum. 2. Apply essential teaching strategies for effective classroom management and instruction. 3. Exhibit professionalism and ethical behavior in the school community.4. ty.4.	er] Teacher I for SY [Year]-[Year])	m application) starting [Specify Start Month/Date]	n] Source: School MOOE Materials: IPBT Modules (Coursebooks 1 & 2), mentoring guides, observation tools, online resources.	Master Teachers	- Regular mentor-mentee meeting logs. Developed lesson plans and instructional materials. Outcome: - Satisfactory or higher performance rating in IPCRF. - Observed improvement in teaching competencies (COT).	ratings; Portfolio Assessment; Mentor/Mentee Feedback Forms; NBT Self-Assessment.	- Teacher Induction Program Policy and other relevant issuances). Course book 2 is also used for the broader teaching force where applicable.

			Complete all required IPBT modules and portfolio requirements.					- Successful integration into the school system and DepEd culture.		
INSET *INSET on Optimizing Classroom Dynamics: Strategies for Engaging Learners in Exploration and Hands-on Activities* *Note for INSET:* *Before drafting the INSET Plan later based*	Enhancing Classroom Engagement & Differentiated Instruction	Managed classroom structure to engage learners individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical	By the end of the INSET, 100% of teacher-participants will be able to design and demonstrate at least two engaging, hands-on classroom activities applicable to their	All Teachers (e.g., 20 pax)	During mid-year break	**Budget:** "Php 10,800.00 (20 pax x 180 x 3 = 10,800.00) **Source:** "School MOOE" **Materials** : Training kits, AV equipment, supplies for	School Head, Master Teachers	**Output:** 100% of teachers attended the training"; Developed activity plans. **Outcome** : At least 85% of teachers observed applying learned strategies in Q3/Q4; Increased	Post-INSET survey; Classroom observation (COT); Review of lesson plans; Student feedback.	This INSET emphasizes experiential learning, where teachers will participate in simulated classroom scenarios to better understand

on this L&D 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** *if s/he intends to adopt existing PD Program or*		and learning environments (PPST 2.3.2)	subject area.			hands-on activities.		student participation in hands-on activities.	and practice strategies. Resources from the training will be available for teachers to implement immediately, fostering a hands-on approach that mirrors the desired classroom dynamics.

craft a new design/ PD Plan. *If adopted, indicate* **ADOPTED**; *if new, indicate* **NEW** *in this section*										
Learning Action Cell *LAC on Strategies for Enhancing Literacy & Numeracy through Learner-Centered Approaches*	Enhancing Literacy & Numeracy Instruction	Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	Participants will be able to identify and share at least 3 effective learner-centered strategies for literacy and 3 for numeracy enhancement each month.	All Teachers (staggered groups)	Every Friday for 3 weeks (staggered)	**Budget:** None (or specify if materials are needed) **Source:** None (or specify School MOOE for materials) **Materials**: IPBT Coursebook 2, articles, sample lesson plans.	Master Teachers in collaboration with subject coordinators.	**Output:** Documented LAC sessions with shared strategies. **Outcome**: Increase in learner engagement and participation" in literacy and numeracy activities. ; Improved application of	LAC minutes/reports; Classroom observation; Analysis of student work/performance in literacy & numeracy	The IPBT Course book will serve as a reference (Course book 2

								shared strategies by teachers.		
Coaching and Mentoring Targeted Coaching & Mentoring Sessions on self-management, professionalism, and ethical standards for teachers	Strengthening Professional Ethics & Self-Management	Self-management; Professionalism and ethics	Mentees will demonstrate improved adherence to professional standards and self-management techniques as evidenced in IPCRF behavioral competencies	Identified Teachers needing support (e.g., 5 pairs)	Bi-weekly	Budget: None Source: None Materials: Coaching guides, reflection journals.	Senior Teachers, School Head	Output: Regular coaching logs/reports. Outcome: Improvement in classroom practices of mentees and observable positive changes in professional conduct.	Mentor/Mentee feedback; IPCRF behavioral competency ratings; Anecdotal records.	Mentor-mentee pairing to be reviewed quarterly.
Benchmarking Benchmarking Visit	Fostering Innovation &	Innovation; Results focus	Participants will identify and adapt at	School Head & Key Teachers	Once in the second quarter	**Budget:** Php 5,000.00 (transportation	School Head	**Output:** Benchmarking report with	Post-benchmarking action plans; Implementa	Visit to be done on a school known

focusing on Best Practices and Innovations in Teaching	Results Focus		least two innovative teaching practices relevant to the school context.	(e.g., 5 pax)		and materials) **Source:** School MOOE **Materials:** Documentation kits, travel arrangements.		identified best practices. **Outcome:** Implementation of at least two innovative strategies learned during the visit" with observable impact on teaching or school processes.	tion reports; Observation of new strategies.	for innovative practices

Prepared by: Checked by: Reviewed by:

[FULL NAME]   **[FULL NAME]**   **PETER R. BOBILES**
(School Head)   (District Head)   HRD Senior Education Program
                                                                        Specialist

Endorsed by: Recommending Approval: Approved:

NOE M. HERMOSILLA, PhD   **REY F. BULAWAN, EdD**   **GAUDENCIO C. ALJIBE JR., PhD,**
SGOD Chief   Assistant Schools Division   **CESO VI**
                                 Superintendent   Schools Division Superintendent

Enclosure No. 003 of DM 2ll s. 2025

REPOSITORY OF QUALITY-ASSURED SCHOOL-LED PD PROGRAMS THAT MAY BE ADOPTED BY SCHOOLS FOR THE SY 2025-2026 INSET

PD Title	Implementing School	Proponent
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
Classroom Assessment: Inputs for the Design of Intervention Activities	PM Geta MCES	Mary Ann I. Tacmo
Training-Workshop on Assessment and Data Utilization for Teachers	Catigbian NHS	Michael Froilan
Enhancing Teaching Strategies and Innovations to Boost Literacy, Numeracy, and Student Progress	Rawis NHS	Joseph Ortecio
Empowering Teachers: Implementing Effective Teaching Strategies in the National Math Program	Las Navas clustered schools	Joldan Lambino
Designing Effective Assessment for Learning	Laoang NHS	Rodel B. Estrellado
INSET on Proper Handling and Development of Intervention Programs for Bullying Incidents in the Classroom	Catarman NHS	Rolando Verano/John Delorino
INSET on Navigating Gender Roles and Work-life Balance for School Personnel	San Roque clustered schools	Francie T. Surio
Cluster-based INSET on the Utilization of Assessment Data to Drive Instructional Improvement and Program Enhancement	Alegria NHS	Geraldine R. Rejuso/Villajean B. Avila
EmpowerED: Driving Engagement and Innovation in the Modern Classroom	Pambujan NHS	Crisanto Siervo/Emma Merino
Crafting and Quality Assurance of 3rd Quarter Contextualized	Rosario NHS	Joey Tadeo

Lesson Exemplar with Work Sheets		
Calibrating Literacy Through Retooled Reading Skills Building Pedagogy	Rosario Lim Uy NHS	May J. Aguilando
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
Capacity Building on Adolescent Reproductive Health Awareness	Lipata NHS	Ruena Lim
In-Service Training on Improving Learning Outcomes through Learner-Centered Strategies Focusing on Differentiated Instruction and HOTS Approaches	Anito NHS	Leoniza Frances
Cluster-based INSET of Teachers on the Utilization of Assessment Results to Improve Teaching Practices	Laoang II clustered schools	Liza Espina
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
Designing Effective Instructional Materials: Bridging Reading in Context	San Vicente clustered schools	Joannie Gasid
Upskilling of Teachers on Crafting Engaging	Pambujan I clustered schools	Sherrie Ann Odtujan

Learning Experiences Through Interactive Games		
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
Empowering Teachers through Transformative Teaching: Developing HOTS and 21st-Century Skills with Technology	Palapag II clustered schools	Maria Teresa Badilla
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 Strategies and Assessment Fostering Inclusivity *(NEAP quality-assured PD Program)*	Palapag II clustered schools	Maricel P. Gorgonia
SBTT on MATATAG Curriculum*(NEAP*	Taylor National High School,	Cherry Campo-Kin

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quality-assured PD Program)	Poponton NHS and Bukid NHS	
PD Programs related to Higher Order Thinking Skills for Elementary teachers *(adapted from NEAP Training on HOTS for English, Mathematics, and Science Grades 7-10 Teachers)*	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
PD Programs related to Higher Order Thinking Skills for Secondary teachers *(adapted from NEAP Training on HOTS for English, Mathematics, and Science Grades 7-10 Teachers)*	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 San Antonio AVS	Liberty Lastra/Alberto Lim Mylin M. Surio/Roehl Lacbanes Jonathan Lobos/Marife Bulawan Gretta Adora Imelda Subiaga Leonida M. Longcop Vina A. Romance Nimfa Sanico Danhill Donoga/ Luisito Fraga Susita Gamos