



Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

Office of the Schools Division Superintendent

8 September 2026

DIVISION MEMORANDUM

No. 445, s. 2026

**CONDUCT OF THE 2026 DIVISION AND SCHOOL-BASED IN-SERVICE TRAINING
DURING THE FIRST TERM OF SCHOOL YEAR 2026-2027**

TO: Assistant Schools Division Superintendent
Chief Education Supervisor (CID & SGOD)
Education Program Supervisors
Public Schools District Supervisors/PICDs
School Heads, Teaching and Non-Teaching Personnel
All Concerned

1. The Schools Division of Dapitan City shall conduct the 2026 Division and School-Based In-Service Training (INSET) during the First Term of School Year 2026-2027 to strengthen the professional development of teachers in public schools and learning centers. The INSET shall be based on the identified professional development needs of teachers and shall provide relevant and responsive learning opportunities to improve professional practice and learner outcomes.
2. The following Division-Based INSET activities shall be conducted:

No.	Training Activity	Date	Venue
1	Division Training on Receiving Kindergarten Teachers on SNED Content and Pedagogy	Sept. 10-12, 2026	Mibang Hotel, Dipolog City
2	Seminar-Workshop on Strengthening Teacher Instruction Across Learning Areas	Sept. 10-11, 2026	Dapitan City Central School
3	2026 Intensive Seminar-Workshop on Research, Innovations and Exhibits Cum Research Congress (RIEXCon 2026)	Sept. 10-11, 2026	Monina's Pension House Function Hall 1, Sunset Boulevard, Dawo, Dapitan City
4	Training of Teachers on Digital and Generative Artificial Intelligence Literacy	Sept. 10-11, 2026	Monina's Pension, PotoI, Dapitan City
5	Teaching with a Heart and Equity: A Holistic Approach to Socio-Emotional Learning, Gender Equality, Social Inclusion, and Comprehensive Sexuality Education for Transformative Learning	Sept. 10-12, 2026	Monina's Pension, Sunset Boulevard, Dawo, Dapitan City

3. All public schools and learning centers shall conduct School-Based INSET based on their identified professional development needs. Small schools may organize



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Cluster INSET with neighboring schools to ensure maximum participation of teachers and efficient utilization of resources.

4. Schools shall prepare the following documents:
 - a. School-Based INSET Plan;
 - b. Curriculum Vitae of Resource Speakers/Subject-Matter Experts;
 - c. Budget Matrix;
 - d. School-Based PD Program Workplace Application Plan (WAP), to be accomplished by participants after the training;
 - e. PD Program Completion Report;
 - f. Actual Participants Sheet;
 - g. End-of-Day Evaluation Tool;
 - h. School-Based PD Program Design Quality Standards Checklist; and
 - i. Professional Development (PD) Compliance Monitoring Tool.
5. The School-Based INSET Plan shall be submitted to the Schools Division Office for approval of the Schools Division Superintendent on or before September 9, 2026. The prescribed forms are enclosed in this Memorandum and may also be accessed and downloaded through tinyurl.com/SBPDPGuidelines.
6. Expenses for the Division-Based INSET shall be charged against the HRD Funds, while expenses for the School-Based/Cluster INSET shall be charged against school MOOE/local funds, subject to availability of funds and the usual accounting and auditing rules and regulations. Travel expenses of participants shall be charged against school MOOE/local funds, subject to the same rules and regulations.
7. The Public Schools District Supervisors, School Heads, and concerned Division personnel shall ensure the proper implementation, monitoring, documentation, and evaluation of the INSET activities.
8. All concerned are enjoined to give this Memorandum their full attention and cooperation.
9. For information, guidance, and strict compliance.



For the Schools Division Superintendent:

AURELIO A. SANTISAS, CESO VI
Assistant Schools Division Superintendent
Officer In-Charge
Office of the Schools Division Superintendent



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SCHOOL-BASED IN-SERVICE TRAINING (INSET) PLAN

INSTRUCTIONS: Provide the details in the designated spaces as required. Indicate N/A if not applicable. **DO NOT ABBREVIATE.**

PROPONENT PROFILE

School	Type the name of your school.	School ID	Type your school ID.	
School Address	Type the complete school address.			
School Telephone No.	Type the office telephone no.	School Email Address	Type the office email address.	
Focal person	Type the complete name.	Email Address	Type email address.	
			Mobile No.	Type the mob

INSET PROFILE

Give an overview of your proposed PD program by providing the following details.

Title	Type here the proposed PD program title.		
Rationale	Discuss reasons for proposing the PD program supported by data on teachers' professional development needs, relevant research legal basis (if any).		
Program Description	Describe briefly the proposed PD program/ course highlighting its focus content and state in behavioral terms the program objectives: Results objective: As a result of the participants' improved competence and performance: Application objective: Back in the classroom, the participants will be able to: Terminal objective: By the end of the 3-day training, the participants will be able to: Enabling objectives: Specifically, the participants will be able to: (state the key knowledge, skills, and attitude participants are to gain from the training)		
Focus Professional Standard with specific Domain/s, Strand/s, and Indicator/s	Professional Standard	E.g., PPST	
	Domain/s	Strand/s	Indicator/s
	1. Content Knowledge and Pedagogy	1.2 Research-based knowledge and principles of teaching and learning	1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching learning.

Target Participants	Participants Profile: <i>Specify the target participants based on their career stage, job group, position, subject area, grade level, etc.</i>		
	Total number of participants, sex and age disaggregation		
Delivery Platform	Indicate the delivery platform here.		Indicative Dates of Implementation

INSET CONTENT DETAILS

	Duration	Session Objectives	Topic	Methodology	Assessment Strategies & Tools	Outputs	Res Speaker Matte
1		State in behavioral terms what participants will be able to do right after a learning session.	List content areas essential to attaining the learning objectives (producing the outputs).	Indicate the activities through which resource speaker will deliver content and engage the participants.	Indicate the use of varied formative and summative assessments and the applicable tools.	Identify concrete outputs (e.g., recommendations, lesson exemplars, proposals, TA plan, reflection journal, instructional material, etc.) that will be produced by the participants during and by the end of each session.	Indicate the appropriate speakers/matter exp will deliver session.

				attainment of the session objectives.			
2	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
3	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.



BUDGET ESTIMATE PLAN

			Provide details on how the funds will be allocated. If registration, how much will be collected in each course? Use attached budget estimate template as reference.	
Funding Source	How will the program be funded?	Budget Requirements		

MONITORING AND EVALUATION PLAN

This is the form for the M&E Plan following the Kirkpatrick Evaluation Model.

Level of M&E	Objectives	Methods and Tools	Data Sources	Schedule of M&E	Person/s Responsible	Support Needed	User
Results	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&E activities be undertaken?	Who will be accountable for ensuring that M&E activities are done?	What resources are needed to implement M&E activities?	Who will generate data?
Behavior	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.	Type



Learning	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.
Reaction	Type here.	Type here.	Type here.	Type here.	Type here.	Type here.

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I agree with DepEd-National Educators Academy of the Philippines to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

To be signed by the PD Program Proponent/s:

Program Proponent	
Signature	
Date	

This Form is not valid if not signed.



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CURRICULUM VITAE OF RESOURCE SPEAKER/SUBJECT-MATTER EXPERT

PROPOSED PROFESSIONAL DEVELOPMENT PROGRAM: (Tick box)

☐ **LAC**
☐ **INSET** (Indicate Title)

RECENT 2X2 PICTURE (color
photo with white
background)

PROFESSIONAL DEVELOPMENT PROGRAM PROVIDER:

Part I. Personal Information

Name:

Residence Address:

Contact Details

Landline No.:

Mobile No. 1:

Mobile No. 2:

Email Address:

Business Address:

Citizenship:

Note: NEAP shall be informed of any change/s on resource person/s at least 10 days before the Professional Development program/course offering. Substitute resource person, if any, may submit this duly accomplished form three (3) days before the start of the Professional Development program/course.

Part II. Track Record

Areas of
Specialization/
Expertise

Relevant Seminars/Training Programs Conducted in the last five (5) years

Date

Title

Relevant Seminars/Training Programs Attended in the last five (5) years

Date

Title

Relevant Publications, Research, and Conference Papers	
Date	Title

Major Achievements, Citations, Recognitions, and Awards		
Date	Title	Awarding Body

Part III. Education and Employment

Educational Background

Level	Name of School/University	Address	Inclusive Dates	Degree Earned
Undergraduate				
Post-Graduate				

Work Experience: Five (5) most recent

Position	Agency/Company	Inclusive Dates

Part IV. Other Relevant Information (Use separate sheet for additional information.)

Eligibility

Profession/s	License No.	Issued on:	Valid until:

Other Major Affiliations (Professional, Civic, etc.)

Name of Organization	National/Chapter	Position/Nature of Work	Date

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I hereby certify that the above information written by me are true and correct to the best of my knowledge and belief. I further authorize NEAP and other agencies to investigate the authenticity of all the documents presented.

I am agreeing to the NEAP Privacy Notice and giving my consent to the collection and processing of my personal data in accordance thereto.

Signature Over Printed Name
Date:

Scanned copy of PRC License

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BUDGET MATRIX

PROFESSIONAL DEVELOPMENT PROGRAM/COURSE TITLE:	
LEARNING SERVICE PROVIDER:	
DELIVERY PLATFORM:	
SOURCE OF FUNDS:	
TOTAL TARGETED PARTICIPANTS:	
TARGET DATE/S:	PROPOSED VENUE/LOCATIONS:

BUDGET BREAKDOWN PER BATCH				
PARTICULARS	NO. OF PAX	NO. OF DAYS	UNIT COST	TOTAL ESTIMATED COST
Total Estimated Cost per Batch				

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

I am agreeing to the NEAP Privacy Notice and giving my consent to the collection and processing of these data in accordance thereto.

Signature of the Program Manager
Over Printed Name

Date

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SCHOOL-BASED PD PROGRAM WORKPLACE APPLICATION PLAN (WAP)

Name		School	
Designation		Learning Area Specialization	

INSET Title	
Dates Attended	
Key Result Area/s (KRA)	<i>Indicate the focus KRA (PPST Domain) to which this Learning Action Plan will contribute.</i>
Application Objective	<i>Back in the classroom, the teachers will be able to:</i>

Action Steps/Activities <i>(Identify actions or activities that you will undertake to help attain your Application Objective. This shall be aligned with your regular function including special assignment.)</i>	Timeline <i>(Specify the schedule or dates within which you will undertake your activities.)</i>	Indicator/s of Success <i>(Specify what will demonstrate or validate that you have successfully applied critical behaviors, e.g., output you will be able to produce, skills you will be able to demonstrate documented by an observation form.)</i>	Support Needed/To be by <i>(Identify resources and support needed to undertake and who will provide</i>



Prepared by	
Signature	
Date	
Approved by	
Signature	
Date	



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PD PROGRAM COMPLETION REPORT FORM

PD Program Owner:		
Contact Person:	Designation:	
Contact No.:	Email Address:	
Program Title:		
Date of Conduct:		
Venue:		
Total No. of Participants:	Male:	Female:
Executive Summary: <i>May include the program description and its objectives, and the daily proceedings of the conduct of the program.</i>		
M and E Analysis <i>Analysis should include:</i> • <i>Summary of results from the participants' evaluation of the program (level 1)</i> • <i>Summary of results from the participants' learning of the program (pre/post-test)</i> <i>Strengths and areas for improvement should be identified in this section</i> <i>*Use separate page if necessary</i>		
General Comments and Issues Encountered <i>In this section make any general comments about the program and identify any issues encountered in relation to:</i> • <i>its delivery</i> - <i>resource persons/learning facilitators</i> - <i>participants</i> - <i>content of program</i> - <i>delivery strategies</i> - <i>training materials</i> • <i>its management</i> - <i>prior to delivery</i> - <i>during the training proper</i> <i>Other issues</i>		

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Photo Documentation

- *Must be PDF File*
- *5 pictures per day only*
- *Each day should contain descriptions*

Recommendations

In this section discuss any recommendations you may have to improve future programs and for policy actions. Suggestions may cover program management, facilitation, session guides, resource materials, other concerns.

I hereby declare the information provided in this program completion report is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made. I further allow DepEd-NEAP to investigate the authenticity of all the documents submitted.

I agree that DepEd-NEAP to be the co-owner of all the data gathered and the copyright of any publication of the use of these data.

Sign off by the Program/Course Manager or its equivalent.

P/C Manager:
Signature:
Date:

*Attached here are the **Actual Participants Profile Sheet** and **Financial Report**

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ACTUAL PARTICIPANTS SHEET

[illegible]

To be signed by the School Principal

School Principal's Name	
Signature	
Date	

This Form is not valid if not signed.

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END-OF-DAY EVALUATION TOOL

NAME/TITLE OF THE PROGRAM

--

We are interested in your feedback about the content and process of the program. Please take a moment to give us your honest opinion on this evaluation form.

Responses will remain anonymous and will be used for the improvement of the program.

EVALUATION DIRECTION: Rate the program using the rating scale. Tick under the column of your response.

SCALE: (4) Strongly Agree (3) Agree (2) Disagree (1) Strongly Disagree

I. EVALUATION OF SESSION

A. Activity Management & Objectives

	4	3	2	1
- Session started on time (F2F/Online).	0	0	0	0
- The session objectives are explained at the beginning of the session.	0	0	0	0
- The information and instruction given before the event is clear and easy to follow.	0	0	0	0
- The organization of the program is logical.	0	0	0	0
- The pace allotted for the session was sufficient for me to absorb inputs.	0	0	0	0
- Manage adequately the pre & post assessment	0	0	0	0
- Adequate session breaks (mid-morning, lunch and mid-afternoon	0	0	0	0
- Session ended on time (F2F/Online).	0	0	0	0

B. Training Venue

	4	3	2	1
- Well-lighted.	0	0	0	0
- Well-ventilated.	0	0	0	0
- Accessible, safe, secure and peaceful location	0	0	0	0
- Sufficient space for the program activities.	0	0	0	0
- Facilities for individual with disabilities	0	0	0	0
- Adequate soundproofing.	0	0	0	0
- Availability of equipment.	0	0	0	0
- Serviceability of equipment.	0	0	0	0
- Internet access was usable.	0	0	0	0
- Clean.	0	0	0	0
- Sufficient number of clean and accessible Toilets and washrooms	0	0	0	0

- Meals were sufficiently healthy. 0 0 0 0
- Meals had sufficient variety. 0 0 0 0

C. Technical (Face-to Face/ Online)	Very Good	Good	Fair	Poor
- How would you rate your experience with the technology aspect?	0	0	0	0
- Quality of Audio	0	0	0	0
- Quality of Video	0	0	0	0
- Internet Connectivity (Online)	0	0	0	0
- Length of Session	0	0	0	0
- Visual Content and Graphics	0	0	0	0
- Platform Used (If Online)	0	0	0	0

II. PROGRAM MANAGEMENT TEAM

Program Management	4	3	2	1
- The program was structured properly	0	0	0	0
- Venue emergency evacuation plan is disseminated Before the start of the activity.	0	0	0	0
- Promotes solid waste management	0	0	0	0
- Socially-inclusive, gender-sensitive, non-discriminatory and non-stereotypical language is used at all times	0	0	0	0
- The program was managed efficiently	0	0	0	0
- Emerging welfare needs are immediately addressed	0	0	0	0
- Available when needed	0	0	0	0
- Responsive to the need of participants	0	0	0	0
- The emcee/host speaks with clarity and rapport	0	0	0	0
- Manage properly the closing program (insights, challenge, acceptance, and ways forward) is facilitated	0	0	0	0
- Manage adequately the distribution of certificates	0	0	0	0

How can the session be improved?

Feedback, comment and suggestion that will help us improve future events.

III. PROGRAM PROPER

Session/Activities/Discussion/Workshop	4	3	2	1
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- The session started on time	0	0	0	0
- The organization of the opening program flow in logical (national anthem, ecumenical prayer, DepEd Quality Policy, welcome remarks, and introduction of participants.)	0	0	0	0
- Management of learning (leveling of expectation, agreeing on session norms, discussion of program objectives and matrix.	0	0	0	0
- The purpose of the session is clear	0	0	0	0
- The facilitator/s demonstrated mastery of the topic	0	0	0	0
- The facilitator/s explained the topics in an understandable level	0	0	0	0
- The facilitator/s accommodated my concerns and questions	0	0	0	0
- The time and pace allotted for each session was sufficient for me to absorb inputs or to accomplish outputs	0	0	0	0
- The session ended on time	0	0	0	0

Privacy Statement

The Department of Education (DepEd) is bound by law under the Data Privacy Act of 2012 (RA 10173). Your attendance to this online event aims to develop your skills in performing your tasks by virtue of your employment or affiliation with DepEd. By selecting the checkbox below this statement and clicking "Submit," you agree to the following:- 1) You express your consent for and authorize DepEd, through the organizers of this online orientation, to collect, process, and keep your personal information for lawful purposes related to the conduct of this online event. 2) DepEd, through the organizers of this online orientation, cannot disclose your personal information to any third parties without your explicit permission. It can, however, share said information with its bureaus/ office/ services and external agencies, affiliates, or partners to fulfill financial, logistic, and other contractual obligations, or to comply with law enforcement and legal processes.-3) The organizers of this online orientation may record this event for reference and documentation. By attending this event, you give DepEd and the organizers permission to include you and your likeness in or make you a subject of any communications media they see fit (photo, video, social media, or print). You certify that you have agreed to the above information and that you are well-informed of the purposes of this endeavor.

☐ I confirm that I have read the statement above and agree to it.

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SCHOOL-BASED PD PROGRAM DESIGN QUALITY STANDARDS CHECKLIST

Use this form for the review and evaluation of proposed INSET and LAC.

School	
Proposed PD Program	☐ INSET ☐ Learning Action Cell

Instruction: Please put a check (/) mark on the standards that have already been satisfied. Otherwise, put a cross (x) mark and support it with a corresponding suggestion/s or comment/s.

PD Program Component and Quality Standards	Status	Remarks
A. Strength of Research Base		
1. The proposed PD program is based on the results of competency-based professional development needs assessments (i.e., through individual development plans (IDPs), DepEd priorities across levels, learners' learning outcomes, etc.)		
2. The proposed PD program's content and methodologies are justified and supported by research literature or theories and/or legal bases (DepEd issuances/RA) if any.		
B. Alignment to the Professional Standards		
1. The proposed PD program responds to at least one PPST/PPSSH/PPSS domain, strand, and indicator, and/or other emerging needs of the Department.		
2. The target PPST/PPSSH/PPSS domain, strand, and indicator in each session is indicated.		
C. Target Participants Profile		
1. The proposed PD program identifies the career stage/s and profile (teacher/school head/supervisor, position, subject, and/or grade/year level taught) of the target participants.		

2. The target number of participants is specified.		
D. Articulation of Learning Objectives		
1. The proposed PD program's workplace development objectives and session objectives are articulated according to the SMART principles.		
2. The proposed PD program's workplace development objectives and session objectives are logically articulated to support the development of the target professional standard (domain, strand, and indicator).		
E. Session Contents		
1. Contents are appropriate and adequate to support the attainment of the learning objectives and expected outputs.		
2. Contents are accurate and based on credible sources of information.		
3. For subject content-based PD programs, contents align with the curriculum standards.		
4. Contents are organized according to the most appropriate sequence and structure.		
F. Soundness of Methodology		
1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) employ adult learning principles with opportunities to be active, experiential, social, self-directed and goal oriented.		
2. The methodologies describe in detail or step-by-step process how the assigned resource speaker will deliver content and engage participants.		
3. The methodologies indicate the relevant learning resources that the resource speaker and participants will use to support the attainment of the session objectives.		
4. The methodologies use recognized best learning practices such as		

motivational/mood-setting activities, modeling, etc.		
G. Assessment Strategies and Tools		
1. The formative and summative assessment strategies are varied and sufficient to assess learner's progress and proficiency in the target competencies for development.		
2. Appropriate assessment tools are identified and provided. Rubrics are available for performance/demonstration-based assessment.		
H. Expected Outputs		
1. The session outputs are concrete, e.g., reflection journal, TA Plan, lesson exemplar, rubrics, worksheets.		
2. The session outputs are relevant to the session objectives and can be realistically produced by participants within set time.		
I. Workplace Application		
1. The proposed PD program provides opportunities for development and application of acquired competencies: crafting and implementation of Workplace Application Plan (WAP).		
2. The WAP can be realistically completed within an adequate period (exclusive of school breaks for teachers) using available resources in the workplace.		
J. Time Requirement		
1. The indicative dates of implementation of the proposed PD program do not interfere with the conduct of school-based instructionally relevant activities, especially the actual classroom teaching of teachers.		
2. Sessions are appropriately sequenced and adequately timed.		
K. Credentials/Expertise of Resource Speaker/Subject Matter Expert		
1. The Resource Speakers/Subject-Matter Experts' CVs reflect expertise relevant to		

the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered in the Speaker's/Subject-Matter Expert's session/s.		
L. Gender Equality, Disability and Social Inclusion		
1. Proposed PD program elements (i.e., participants selection criteria, activities, learning resource materials, resource speakers, and monitoring and evaluation, etc.) promote maximum engagement of participants from all backgrounds (disability, age, gender, religious and ethnic backgrounds).		
M. Monitoring and Evaluation		
1. The proposed PD Program M&E plan reflects the four levels of evaluation according to Kirkpatrick's Model (Level 1: Reaction; Level 2: Learning; Level 3: Behavior; and Level 4: Result).		
2. For Level 1, daily evaluation tool to measure how participants find the PD program favorable, engaging, and relevant to their jobs is indicated and submitted.		
3. For Level 2, formative and summative assessment tools to measure participants' acquired knowledge, skills, attitude, confidence, and commitment based on their participation in the PD program are indicated and submitted.		
4. For Level 3, the WAP template detailing how participants will apply what they learned from the PD program when they are back on the job is indicated and submitted.		
N. Budget and Costing		
1. Proposed budget per participant is within the allowable limits according to government budgeting, accounting, and auditing rules and regulations.		
2. The attached itemized expenditure reflects the cost of the proposed PD program vis-à-vis the allowable expenses.		

Reviewed by	
Signature	
Date	

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PROFESSIONAL DEVELOPMENT (PD) COMPLIANCE MONITORING TOOL

PURPOSE OF THE DATA GATHERING:

This monitoring tool aims to inform decisions on the conduct of the Professional Development (PD) Program in terms of: (a) replicating the program; (b) improving the program; and/or (c) discontinuing the program offering.

To ensure that the conduct of the quality assured PD Program aligns with the set standards and procedures, this tool will focus on gathering the following data:

- Actual participants of the PD Program vis-à-vis its target participants;
- Compliance and/or adjustments to the program design, learning resource materials (LRMs), resource persons/subject-matter experts, evaluation of learning, program management, and learning environment; and
- Immediate learning gained from the PD Program.

The data gathered will specifically answer the following key evaluation questions:

- a. Are the actual participants the same with the target participants of the PD Program?
- b. To what extent was the delivered PD Program compliant to the Detailed PD Program Design?
- c. To what extent were the resource speakers/subject-matter experts compliant to the PD Learning Management Quality Standards?
- d. To what extent were the LRMs compliant to the PD LRMs Quality Standards?
- e. To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?
- f. To what extent was the evaluation of learning compliant to the quality assured PD Program Design?
- g. To what extent was the learning environment compliant to the PD Program Delivery Quality Standards?

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Instruction: Kindly fill out this form based on your observation on the actual delivery of the PD Program. Put a check (/) in the box that corresponds to your response.

I. PROGRAM OWNER PROFILE AND PROGRAM DETAILS	
PD Program Owner:	
PD Program Manager:	
Title of the PD Program:	
Venue of the PD Program:	
Date of the PD Program:	

MONITORING AND EVALUATION OFFICER			
<i>Name of M&E Officers</i>	<i>Position</i>	<i>Office</i>	<i>Signature</i>

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II. PD PROGRAM MONITORING SECTION

INSTRUCTIONS:

1. Put a check (/) in the box that corresponds to your observation to the program.
2. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
3. For items with more than one indicator, compute the average to obtain a single rating.
4. To get the overall rating, calculate the average of all (7) categories.
5. Calculate the average of all seven (7) categories. To get the overall rating. (NOTE: All categories are considered crucial to any program, thus, weights are inapplicable.)
6. INTERPRETATION:

Rating	Description	Suggested IMMEDIATE Action
3.26 to 4.0	Fully met all agreed standards.	Feedback to program owner.
2.51 to 3.25	Partially met agreed standards.	Feedback to program owner.
1.76 to 2.50	Minimal conformance to the standards.	Feedback to the program owner and conduct debriefing.
1.0 to 1.75	Non-conformance to the standards.	Feedback to the program owner and conduct debriefing.

1.0 PARTICIPANTS

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the actual participants are the target participants of the PD Program.	☐ About 81-90% of the actual participants are the target participants of the PD Program.	☐ About 51-80% of the actual participants are the target participants of the PD Program.	☐ About 50% or less of the actual participants are the target participants of the PD Program.
☐ About 91-100% of the actual participants are qualified to the selection criteria of the PD Program.	☐ About 81-90% of the actual participants are qualified to the selection criteria of the PD Program.	☐ About 51-80% of the actual participants are qualified to the selection criteria of the PD Program.	☐ About 50% or less of the actual participants are qualified to the selection criteria of the PD Program.

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

REMARKS

2.0 PROGRAM DESIGN

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ The delivered PD Program: ● complied with and was consistent with the quality assured PD Program Design.	☐ The delivered PD Program fully complied with the following aspects: ● Professional Standards ● Learning Objectives ● Session Contents	☐ There were minor revisions in the design aspects of the PD Program: ● Professional Standards ● Learning Objectives ● Session Contents	☐ There were major revisions in the design aspects of the PD Program: ● Professional Standards ● Learning Objectives ● Session Contents

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● Made minimal adjustments to improve relevance by accommodating the pre-test results and considering other individual contexts of the participants.	● Program Methodology ● Session Outputs ● Workplace Application Plan	● Program Methodology ● Session Outputs ● Workplace Application Plan * Adjustments were made to work on <u>clarity, logical sequence, and time allotment of sessions.</u>	● Program Methodology ● Session Outputs ● Workplace Application Plan * Adjustments were made to work on <u>clarity, logical sequence, and time allotment of sessions.</u>
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ADDITIONAL INFORMATION (e.g., Reasons for deviation, especially for responses made under Columns C and D.)

REMARKS

3.0 RESOURCE PERSONS/SUBJECT-MATTER EXPERTS

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

RESOURCE PERSONS/SUBJECT-MATTER EXPERTS indicators:

- The session objectives are explained at the beginning of the session.
- The resource speakers/subject-matter experts use recognized best learning practices such as motivational/mood-setting activities, etc.

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- c. Sessions are delivered based on the quality assured PD program design to ensure that session objectives are met, and any planned outputs are produced.
- d. Appropriate and timely adjustments to content, methodology, and schedule are done to address the emerging needs of learners.
- e. Participants are recognized as active learners and sources of learning and are engaged in meaningful discussions and activities. Assistance is given to them if necessary.
- f. The resource speakers/subject-matter experts perform the following tasks:
 - Exhibit expertise of the subject matter.
 - ✓ Deliver accurate content
 - ✓ Transition topics in a logical manner
 - ✓ Present concepts, information, and ideas with clarity and congruence to the training /session objectives and the type of participants
 - Manage learning time.
 - ✓ Deliver sessions consistent with the time allotted.
 - ✓ Inform participants of the time required for every activity or assessment.
 - Establish rapport with participants and encourage participation from them with consideration to their diversity and adult learning theory.
 - ✓ Encourage participants to be actively engaged in the session
 - ✓ Apply clean and appropriate humor in keeping the session lively
 - ✓ Observe gender, equality, disability, and social inclusion (GEDSI) in engaging with the participants
 - ✓ Sense and address the needs, potentials, strengths, and weaknesses of the participants that may affect the learning processes
 - ✓ Monitor the energy level of the participants during sessions
 - ✓ Make the learning relevant to the participant's experiences by using "real-life" examples and activities
 - ✓ Utilize a combination of different and engaging methods/activities appropriately
 - ✓ Give clear instructions in employing various strategies
 - Check for the understanding of participants and process their responses.
 - ✓ Ask questions that are clear and focused

(School Letterhead)

- ✓ Ask follow-up questions to clarify participants' responses
- ✓ Paraphrase questions for clarity
- ✓ Ask higher-order thinking skills questions to elicit participants' ideas
- ✓ Respond in a fair and timely manner with respect to participants' questions and answers
- ✓ Listen to the participants' ideas or responses
- ✓ Paraphrase participants' ideas or responses to confirm what has been said
- ✓ Conduct formative assessments to check the understanding of the participants
- Establish and maintain a positive/non-threatening and comfortable learning environment.
- Demonstrate good communication skills (verbal and non-verbal).
 - ✓ Use clear and appropriate language for learners
 - ✓ Express ideas with clarity, logic, and correct grammar
 - ✓ Use a non-verbal form of communication to reinforce the verbal message
 - ✓ Use a well-modulated voice in facilitating the session
- Use appropriate technology with ease and confidence.
- Synthesize the responses of the participants and the activities of the session.
 - ✓ Guide the group to a consensus or conclusion
 - ✓ Highlight important results of the activity
 - ✓ Generate ideas and concepts from the sharing of participants during the learning session/s
 - ✓ Identify the relationships between activities
- Exhibits flexibility and adaptability in the delivery of the session to ensure an appropriate response to unforeseen situations.
- Present him/herself in a professional manner.
 - ✓ Accept feedback without being defensive and offensive and reflects on the feedback for self-improvement
 - ✓ Always observe proper decorum and warm and respectful behavior

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✓ Relate to others with sensitivity and a caring attitude

- g. A session that helps participants to synthesize their learning should be facilitated (*for Learning Manager*).
- h. Learners are prepared for learning applications and re-entry to the workplace through mechanisms like the Workplace Application Plan (WAP) (*for Learning Manager*).

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ The sessions were delivered by the resource speakers/subject-matter experts as identified in the PD Program.	☐ Most of the sessions were delivered by the resource speakers/subject-matter experts as identified in the PD Program. Some of the sessions were delivered by alternatives who are equally excellent (or better).	☐ There were minor changes regarding the expected resource speakers/subject-matter experts to deliver the sessions. Almost half of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified in the quality assured PD Program.	☐ There were major changes regarding the expected resource speakers/subject-matter experts to deliver the sessions. More than half of the sessions were delivered by different resource speakers/subject-matter experts from those originally identified in the quality assured PD Program.
☐ The resource speakers/subject-matter experts executed 91-100% of the following indicators in the PD Program Quality Standards for Learning Management.	☐ About 81-90% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.	☐ About 51-80% of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by the resource speakers/subject-matter experts.	☐ About 50% or less of the following indicators in the PD Program Quality Standards for Learning Management were accomplished by resource speakers/subject-matter experts.
Note: Use the list above and identify the letters of indicators that were met. ____; ____; ____; ____; ____;	Note: Use the list above and identify the letters of indicators that were met. ____; ____; ____; ____; ____;	Note: Use the list above and identify the letters of indicators that were met. ____; ____; ____; ____; ____;	Note: Use the list above and identify the letters of indicators that were met. ____; ____; ____; ____; ____;

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

(School Letterhead)

REMARKS

3.1. Participants' feedback on resource persons/subject-matter experts.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management.	☐ About 81-90% of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management.	☐ About 51-80% of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management.	☐ About 50% or less of the participants indicated that the RPs are excellent in terms of the PD Program Quality Standards for Learning Management.
<i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	<i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>

4.0 LEARNING RESOURCE MATERIALS

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

(School Letterhead)

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ The learning resource materials were the same as the quality assured learning materials. The program owner fully complied with the PD LRMs Quality Standards.	☐ The learning resource materials used in the PD program were different from the quality assured LRMs. The LRMs were edited to better suit the session and are still compliant to the PD LRMs Quality Standards.	☐ About 30-50% of learning resource materials used were different to the quality assured LRMs.	☐ There were major changes in the learning resource materials used in the program than the quality assured LRMs.
☐ About 91-100% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	☐ About 81-90% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	☐ About 51-80% of the learning materials aligned with the purpose of the methodology of the learning design were distributed.	☐ About 50% or less of the learning materials aligned with the purpose of the methodology of the learning design were distributed.
☐ About 91-100% of the participants received a copy of the learning resource materials.	☐ About 81-90% of the participants received a copy of the learning resource materials.	☐ About 51-80% of the participants received a copy of the learning resource materials.	☐ About 50% or less of the participants received a copy of the learning resource materials.

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

REMARKS

(School Letterhead)

5.0 LEARNING EVALUATION SCHEME

To what extent was the evaluation of learning compliant to the quality assured PD program design?

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ The assessment strategies used in the PD Program were those submitted as part of the PD Program. The program owner fully complied with the PD Program in terms of the specified resource packages.	☐ The assessment strategies used in the program were those as submitted as part of the PD Program. Pre-test and post-test, and/or other summative assessments Tool that measures participants' reaction and learning (Kirkpatrick's Evaluation Level 2) However, some assessment strategies were revised/changed to better measure results of the PD program.	☐ About 30–50% of the assessment strategies used in the PD Program were different or had changed compared to those submitted as part of the PD Program. Pre-test and Post-test, and/or other summative assessments Tool that measures participants' reaction and learning (Kirkpatrick's Evaluation Level 2).	☐ More than half of the learning assessment strategies used in the PD Program had major changes and were different compared to the submitted as part of the PD Program. Pre-test and post-test, and/or other summative assessments) Tool that measures participants' reaction and learning (Kirkpatrick's Evaluation Level 2)

(School Letterhead)

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

REMARKS

6.0 PROGRAM MANAGEMENT

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

PROGRAM MANAGEMENT indicators:

- a. The program management team and the resource speakers/subject-matter experts reviewed the quality assured program design and learning resource materials prior to implementation.
- b. The details of the planned program implementation (e.g., program objectives, date, accommodation, etc.) are officially communicated to concerned offices/units and target participants.
- c. Special needs of the participants are noted.
- d. Sessions with mainly information diffusion objectives may engage in.
- e. Socially-inclusive, gender-sensitive, non-discriminatory, and non-stereotypical language is used at all times during the program.
- f. Zero-tolerance on the commission of sexual harassment, bullying, and intimidation is observed; incidents are handled by PMT within 24 hours from receipt of the report or information.
- g. Emerging welfare needs of participants, resource speakers/subject-matter experts, and PMT are immediately addressed.
- h. A short opening program which includes national anthem, ecumenical prayer, DepEd Quality Policy Statement, welcome remarks, and introduction of participants is facilitated.

(School Letterhead)

- i. A management of learning at the start of the program to prepare learners for the learning process is facilitated. These include leveling of expectations, discussion of program objectives and matrix, and agreeing on session norms.
- j. A daily management of learning to prepare learners for the learning process is facilitated. These include nationalistic song, ecumenical prayer, attendance check, energizer, recap, and clearing session of the previous learning experience.
- k. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs (results of pre-assessment, expectations, etc.).
- l. Daily attendance checks are done by the PMT.
- m. The PMT introduces the resource speakers/subject-matter experts.
- n. Daily debriefing with PMT and resource speakers/subject-matter experts is carried out and documented.
- o. A short closing program which includes national anthem, ecumenical prayer, insights, giving and acceptance of challenge, way forward, and closing remarks is facilitated.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ 91-100% of the following Program Management indicators were implemented: <i>Note: Use the list above and identify the letters of indicators that were met.</i> Letters of Indicators complied: ____; ____; ____; ____; ____; ____; ____; ____; ____; ____; ____; ____; ____	☐ 81-90% of the following Program Management indicators were implemented: <i>Note: Use the list above and identify the letters of indicators that were met.</i> Letters of Indicators complied: ____; ____; ____; ____; ____; ____; ____; ____; ____; ____	☐ 51-80% of the following Program Management indicators were implemented: <i>Note: Use the list above and identify the letters of indicators that were met.</i> Letters of Indicators complied: ____; ____; ____; ____; ____; ____; ____; ____; ____; ____	☐ 50% or less of the following Program Management indicators were implemented: <i>Note: Use the list above and identify the letters of indicators that were met.</i> Letters of Indicators complied: ____; ____; ____; ____; ____; ____; ____

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

(School Letterhead)

REMARKS

6.1. Participants' feedback on program management.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ 91-100% of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	☐ 81-90% of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	☐ 51-80% of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	☐ 50% or less of the following Program Management indicators were implemented: <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>

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

REMARKS

7.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM

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

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LEARNING ENVIRONMENT indicators:

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

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____	☐ About 81-90% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____	☐ About 51-80% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____	☐ About 50% or less of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____

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

REMARKS

(School Letterhead)

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7.1. Participants' feedback on the learning environment: Face-to-face PD Program.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	☐ About 81-90% of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	☐ About 51-80% of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>	☐ About 50% or less of the following indicators of the learning environment and venue were met. <i>Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.</i>

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

REMARKS

7.2. LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM

To what extent was the set-up of the ONLINE PD Program compliant to standards?

LEARNING ENVIRONMENT: ONLINE LEARNING indicators:

- The learning platform (e.g., Zoom, Microsoft Teams) is reliable and accessible.
- Links were provided and communicated ahead of time.
- Breakout rooms are readily accessible to participants.
- Includes interactive elements that ensure the active participation of the participants.

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- e. There is a provision for user support that promptly responds to the concerns of the participants.
- f. There is a team on standby that promptly resolves the issues/problems encountered by the participants.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____	☐ About 81-90% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____	☐ About 51-80% of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____	☐ About 50% or less of the following indicators of the learning environment and venue were met. Note: Use the list above and identify the letters of indicators that were met. Letters of Indicators complied: ____; ____; ____

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

REMARKS

7.3. Participants' feedback on the learning environment: Online PD Program.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the following indicators of the	☐ About 81-90% of the following indicators of	☐ About 51-80% of the following indicators of	☐ About 50% or less of the following indicators of the learning

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learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.	the learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.	the learning environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.	environment and venue were met. Note: The data for this part will be based on the participants' feedback on the end-of-day evaluation.
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ADDITIONAL INFORMATION (e.g. Reasons for deviation, especially for responses made under columns C and D.)

REMARKS

III. SUMMARY OF FINDINGS

INSTRUCTIONS:

1. Assign the following points to each column that was selected during observation.
2. Points for each column are as follows: A = 4 points; B = 3 points; C = 2 points; and D = 1 point.
3. For items with more than one indicator, compute the average to obtain a single rating.
4. Calculate the average of all seven (7) categories. To get the overall rating. (NOTE: All categories are considered crucial to any Program, thus, weights are inapplicable.)
5. INTERPRETATION:

Rating	Description	Suggested IMMEDIATE Action
3.26 to 4.0	Fully met all agreed standards and Exceeded Expectations.	Feedback to program owner.

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2.51 to 3.25	Fully met all agreed standards and expectations.	Feedback to program owner.
1.76 to 2.50	Partially met all agreed standards and expectations	Feedback to the program owner and conduct debriefing.
1.0 to 1.75	Minimal conformance to all agreed standards and expectations.	Feedback to the program owner and conduct debriefing.

INDICATORS	M&E Officer	Participants	Category Rating
1.0 PARTICIPANTS Are the actual participants the same with the target participants of the PD Program?			
2.0 LEARNING DESIGN To what extent was the delivered PD Program compliant to the Detailed PD Program Design?			
3.0 RESOURCE PERSON/SUBJECT-MATTER EXPERTS To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?			
3.1 PARTICIPANTS' FEEDBACK ON RESOURCE PERSON/SUBJECT-MATTER EXPERTS To what extent were the resource speakers and subject-matter experts compliant to the PD Program Delivery Quality Standards?			
4.0 LEARNING RESOURCE MATERIALS To what extent were the LRMs compliant to the PD LRMs Quality Standards?			
5.0 LEARNING EVALUATION To what extent was the evaluation of learning compliant to the quality assured PD Program Design?			
6.0 PROGRAM MANAGEMENT To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?			
6.1 PARTICIPANTS' FEEDBACK ON PROGRAM MANAGEMENT To what extent was the Program Management compliant to the PD Program Delivery Quality Standards?			
7.0 LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM			

(School Letterhead)

To what extent was the venue for the face-to-face PD Program compliant to standards?			
7.1 PARTICIPANTS' REACTION ON THE LEARNING ENVIRONMENT: FACE-TO-FACE PD PROGRAM To what extent was the venue for the face-to-face PD Program compliant to standards?			
7.2. LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM (ONLY IF APPLICABLE) To what extent was the set-up of the Online PD Program compliant to standards?			
7.3. PARTICIPANTS FEEDBACK ON LEARNING ENVIRONMENT: ONLINE LEARNING PLATFORM (ONLY IF APPLICABLE) To what extent was the set-up of the Online PD Program compliant to standards?			
TOTAL RATING			

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

<i>Name and signature of Monitor</i>	<i>Name and signature of Program Manager</i>

(School Letterhead)

IV. LEVEL 2 - POST ASSESSMENT RESULTS

COLUMN A	COLUMN B	COLUMN C	COLUMN D
☐ About 91-100% of the participants passed the post-assessment.	☐ About 81-90% of the participants passed the post-assessment.	☐ About 51-80% of the participants passed the post-assessment.	☐ 50% or less of the participants passed the post-assessment.

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

REMARKS

(School Letterhead)

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

<i>Name and signature of Monitor</i>	<i>Name and signature of Program Manager</i>