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

Office of the Schools Division Superintendent

12 October 2026

DIVISION MEMORANDUM
No. 494, s. 2026

ORIENTATION ON THE NATIONAL ASSESSMENT FOR SCHOOL HEADS PROFESSIONAL DEVELOPMENT INTERVENTION (NASH PDI) FOR COACHES

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors/PICDs
School Heads
All Designated NASH PDI Coaches
SDO NASH PDI Focal/Secretariat
This Division

1. Pursuant to **DepEd Memorandum DM-OLUS-2026-397, dated September 7, 2026, signed by Carmela C. Oracion, Undersecretary for Learning Systems**, particularly Enclosure No. 1, *Indicative Timeline of Activities*, the Department of Education Central Office shall conduct the **Orientation of National Assessment for School Heads Professional Development Intervention (NASH PDI) Coaches** on **October 22, 2026, from 1:30 PM to 3:30 PM, via Zoom Video Conferencing**.
2. The orientation aims to provide participants with a common understanding of the NASH PDI implementation guidelines, coaching processes, roles and responsibilities, and other relevant procedures to ensure the effective delivery of professional development interventions for school heads.=
3. Participants in this activity shall include all designated **SDO NASH PDI Coaches and RO & SDO NASH PDI Focal/Secretariat.**
4. The Zoom meeting link shall be provided through email before the scheduled orientation. All identified participants are requested to check their respective email accounts for the meeting link and other relevant details before the orientation on **October 22, 2026, at 1:30 PM**. See attached list of participants.
5. Immediate dissemination of and compliance with this Memorandum are directed.

Department of Education
Division of Dapitan City
RELEASED
No. 994 Date: 10/12/26
Time: 4:43 By:

JAY S. MONTEALTO, CESO V
Schools Division Superintendent

Office of the Schools Division Superintendent

April 24, 2026

CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning System
Department of Education

Attention: **MICHAEL JOSEPH P. CABAUATAN**
Director III
National Education Academy of the Philippines

Madam:

Respectfully submitting the list of qualified coaches assigned to NASH PDI participants.

Meeting PPSSH standards in 3 domains

	Name of Coach	Position	Name of Participant	Position	Target Domain (s)
1	Elsa Q. Aranas	PSDS	Joel Q. Ruiz	HT V	Domain 1
2	Dr. Bobbie E. Gurabot	EPS I	Riza B. Galanido	HT IV	Domain 4

With Development Areas

No.	Name of Coach	Position	Name of Participant	Position	Target Domain (s)
1	Riza A. Penaso	SP III	Jessica S. Abellon	HT III	Domains 1,4,5
2	Gilyn E. Gallemit	SP III	Rene D. Acabal	EPS II	Domains 1,2,3
3	Marilou B. Monding	SP III	Mary Ann Z. Cagatan	HT III	Domains 1,2,3
4	Jofrey B. Malana	SP III	Marilou S. Cagbabanua	HT V	Domains 2,4, 5
5	Gilyn E. Gallemit	SP III	Ma. Shelva L. Carpenteros	HT II	Domains 1,2,5
6	Weney P. Amores	SP III	Iresh P. Duran	HT II	Domains 2,3,4
7	Weney P. Amores	SP III	Emme A. Eldian	HT II	Domains 2,3,5
8	Gilyn V. Elcamel	SP III	Gina C. Elopre	HT II	Domains 2,4,5
9	Erna C. Gasatan	SP IV	Liberty L. Enjambre	HT III	Domains 2,4,5
10	Rey I. Jatico	SP II	Ma. Marilyn D. Germia	HT II	Domains 2,4,5

11	JR Simed Joseph B. Saguin	SP III	Maria Roneza T. Hamoy		Domains 4,5
12	Gilyn E. Gallemit	SP III	Mary Jean S. Lacay	HT VI	Domains 1,2,5
13	Camila Jeanette J. Debaloy	SP III	Macaria A. Manuta	HT VI	Domains 2,3,4,5
14	Marilou B. Monding	SP III	Mirason S. Omilig	HT III	Domains 1,3,4
15	Rizza A. Daboda	SP IV	Anisol M. Patangan	HT II	Domains 1,2,4
16	Genelyn M. Dabodabo	SP IV	Kristine B. Pon	HT I	Domains 1,2,4,5
17	Rey I. Jatico	SP II	Joseph D. Quimiguing	HT IV	Domains 1,2,3
18	Lyra L. Balladares	SP III	Isagani M. Recamara	HT III	Domains 1,3,4,5
19	Love J. Abelo	SP II	Marilyn C. Sarabia	HT VI	Domains 1,3,4
20	Dr. Marlyn E. Esmade	EPS I	Felix G. Solatorio	HT III	Domains 1,4,5
21	Judycel L. Elumba	SP IV	Jun Carlo P. Tinio	HT I	Domains 2,4,5

Very truly yours,

JAY S. MONTEALTO, CESO VI
Schools Division Superintendent

Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEM

MEMORANDUM
DM-OULS-2026-397

TO : **Regional Directors**
Schools Division Superintendents
Human Resource and Development Division Chiefs
NEAP in the Region Focal Persons
All Others Concerned

FROM : **CARMELA C. ORACION**
Undersecretary for Learning Systems

SUBJECT : **GUIDELINES ON THE CONDUCT OF THE NATIONAL ASSESSMENT FOR SCHOOL HEADS (NASH) TARGETED DEVELOPMENT PROGRAM (TDP) AND PROFESSIONAL DEVELOPMENT INTERVENTION (PDI)**

DATE : September 7, 2026

1. In support of the results of the National Assessment for School Heads (NASH) for Fiscal Year 2025, the National Educators Academy of the Philippines (NEAP) implemented the NASH Professional Development Intervention (PDI) for Batch 1 participants under the competency levels Meeting PPSSH Standards in Three (3) Domains and With Developmental Areas. Following the implementation of the Batch 1 and pursuant to DepEd Memorandum No. 44 s. 2026 titled "Results of the National Assessment for School Heads for Fiscal Year 2025 (Batch 2)", NEAP shall implement the **NASH Targeted Development Program (TDP)** and **Professional Development Intervention (PDI)** for Batch 2. These programs aim to address identified competency needs, strengthen the school leadership pipeline, and operationalize NASH as a continuum from assessment to targeted professional development.

2. The NASH TDP and PDI shall adopt a three-phase competency-based professional learning framework guided by the Acquire–Apply–Demonstrate Learning Continuum, namely:
    a. **Phase 1** provides participants with structured learning through curated LinkedIn Learning Pathways and DepEd Complementary Resources or alternative e-learning resources, online learning sessions, and domain-based assessments.
    b. **Phase 2** emphasizes the application of learning through job-embedded activities, coaching, and other workplace-based learning mechanisms.
    c. **Phase 3** focuses on the implementation of the Workplace Application Plan (WAP) to facilitate the transfer and demonstration of acquired competencies in the workplace.

3. Upon completion of the program, participants will be able to:
    a. **Acquire** relevant knowledge, skills, and leadership competencies aligned with the Philippine Professional Standards for School Heads (PPSSH) based on their identified competency level and professional development needs;
    b. **Apply** the acquired competencies through targeted learning, workplace-based activities, coaching, reflection, and other relevant professional development experiences; and
    c. **Demonstrate** enhanced leadership competencies and readiness by applying and providing evidence of PPSSH-aligned practices in authentic workplace contexts.

4. These Guidelines shall cover **aspiring school heads who have undergone the NASH Batch 2** and have met the minimum overall rating threshold, with identified domain-level developmental needs based on their assessment results.

    These Guidelines shall likewise cover **NASH Batch 1 participants who were previously identified as eligible to participate in the NASH PDI but were unable to complete one or more prescribed Phase 1 requirements within the implementation period.**

    In the implementation of the NASH TDP and PDI, priority shall be given to eligible participants who have received an appointment notice for the position of Principal I.

5. The NASH Targeted Development Program (TDP) shall be implemented for participants under the competency level Meeting PPSSH Standards in Three (3) Domains. It shall provide targeted and competency-based professional development opportunities to further strengthen participants' demonstrated competencies and support their readiness for school leadership. The TDP shall be implemented through **two phases: Phase 1 - E-learning and Phase 2 - Job-Embedded Learning**, as prescribed by NEAP. Full details of the program design and delivery framework are provided in Enclosure No. 2.

6. The NASH Professional Development Intervention (PDI) shall be implemented for participants under the competency level With Developmental Areas. It shall address identified competency gaps through **three phases: Phase 1: E-Learning, Phase 2: Job-Embedded Learning, and Phase 3: Workplace Practice.**

7. As a special support mechanism, NASH Batch 1 participants who were unable to complete the prescribed Phase 1 requirements within the previous implementation period shall be allowed **to continue and complete their remaining requirements** alongside NASH Batch 2 participants, subject to the provisions of these Guidelines. This mechanism seeks to provide a structured opportunity for completion while maintaining the integrity, standards, and objectives of the NASH professional development continuum.

8. The implementation of the NASH TDP and PDI shall be carried out without disruption to regular office operations. Participation in program-related activities, including those conducted beyond regular office hours, shall be considered part

of the participants' professional development commitments and shall not warrant the grant of Compensatory Time-Off (CTO).

9. To ensure the effective implementation of the developmental interventions, the NEAP in the Region (NEAP-R), in collaboration with the Human Resource Development (HRD) Unit under the School Governance and Operations Division (SGOD) of the respective Schools Division Offices (SDOs), shall monitor the participation, completion, and progress of TDP and PDI participants within their respective areas of jurisdiction and provide the necessary technical assistance and documentation support. While NEAP Central Office shall establish the overall program framework, learning standards, and assessment requirements, selected professional learning activities may be contextualized and implemented by the Regional Offices and/or Schools Division Offices, subject to prescribed guidelines and validation mechanisms.

10. Monitoring expenses incurred by NASH TDP/PDI Regional Office and Schools Division Office Focal Persons shall be charged against their respective local funds, subject to existing accounting and auditing rules and regulations.

11. To ensure a common understanding and the consistent implementation of these Guidelines, NEAP Central Office shall conduct coordination meetings and orientation sessions for field implementers and concerned offices. The details of these activities, including their scope, participants, and indicative timelines, are provided in Enclosure No. 1.

12. The official list and profile data of the expected Batch 2 participants, Batch 1 participants with incomplete requirements, and NASH Batch 2 takers covered under the NASH TDP and PDI may be accessed through the following link: **tinyurl.com/NASH-TDP-PDI-B2-Participants**.

13. The following templates can be accessed through this link: **tinyurl.com/NASH-TDP-PDI-B2-Enclosures**.
    - *Enclosure No. 1: Indicative Timeline of Activities*
    - *Enclosure No. 2: Program Guidelines*
    - *Enclosure No. 3: Qualification Standards for SDO-Assigned Coaches*
    - *Enclosure No. 4: NASH TDP & PDI Coach Endorsement and Acceptance Form*
    - *Enclosure No. 5: Coaching Contract*
    - *Enclosure No. 6: Endorsed List of Coaches for NASH TDP and PDI*
    - *Enclosure No. 7: List of Participants for NEAP Issuance of Certificate of Completion*
    - *Enclosure No. 8: Workplace Application Plan Template*
    - *Enclosure No. 9: Workplace Application Accomplishment Report Template*

14. For questions or concerns, please contact **Ms. Jessica Kristel C. Abeleda** and **Ms. Jufeel P. Pulvosa** through email at **pdd.pdi@deped.gov.ph**.

15. For appropriate action and dissemination.

Enclosure 1 – Indicative Timeline of Activities

Activity	Date and Time	Participant(s)	Link
Coordination Meeting with Subject-Matter Experts	September 21, 2026 1:30 – 3:30 p.m.	Subject Matter Experts **Ma. Criselda G. Ocang** Assistant Schools Division Superintendent SDO Urdaneta City, Region I **Filmore R. Caballero** Chief Education Supervisor SDO Navotas City, NCR **Marco D. Meduranda** Chief Education Supervisor SDO Malabon City, NCR **Joy G. Cabrera** Assistant Schools Division Superintendent SDO Masbate City, Region V **Samuel J. Malayo** Assistant Schools Division Superintendent SDO Antique, Region VI **Roger Z. Rochar** OIC-Assistant Schools Division Superintendent SDO Victorias City, NIR	*The Meeting links shall be provided through email*
Orientation of RO and SDO NASH Focal Person	September 22, 2026 1:30 – 3:30 p.m.	RO and SDO Focal Persons	
Orientation of NASH TDP and PDI Participants	September 23, 2026	**Luzon Cluster:** Regions I, II, III, IV-A,IV-B, V, CAR, NCR	

	9:30 – 11:30 a.m.		
	September 24, 2026 9:30 – 11:30 a.m.	**Visayas Cluster:** Regions VI, NIR, VII, VIII	
	September 24, 2026 1:30 – 3:30 p.m.	**Mindanao Cluster:** IX, X, XI, XII, CARAGA	
LinkedIn Learning Activation Schedule	September 23 – 30, 2026	All participants	
Start of Phase 1	October 1, 2026		
Domain-based Synchronous Learning Sessions	October 14 – 17, 2026		*For Further Notice*
Orientation of NASH PDI Coaches	October 22, 2026 1:30 – 3:30 p.m.	SDO Coaches and RO & SDO Focals	*The Meeting links shall be provided through email*
End of Phase 1	October 31, 2026	All participants	
Data Processing and Phase 1 Certificate Issuance	November 2 – 7, 2026	NEAP CO	
Start of Phase 2	November 9, 2026	All participants c/o RO and SDO focals	
End of Phase 2	January 15, 2027	All participants c/o RO and SDO focals	
RO/SDO led WAP Validation, issuance of Phase 2 Certificate, and data processing	January 18 - 22, 2027	NEAP CO NEAP RO/HRDD SDO SGOD	
Start of Phase 3	January 25, 2027	NASH PDI participants (With Developmental Areas)	
End of Phase 3	July 30, 2027		

Enclosure 2 – Program Guidelines

I. BACKGROUND

The National Educators Academy of the Philippines (NEAP), as the recognized professional development arm of the Department of Education (DepEd), is mandated to design, implement, and quality-assure continuing professional development programs for teachers and school leaders across the basic education system. In fulfillment of this mandate, NEAP continues to advance a professional development ecosystem that establishes coherent national standards, evidence-based learning pathways, and quality assurance mechanisms while enabling flexible and context-responsive implementation at the regional and schools division levels. This approach ensures that professional learning interventions remain responsive to national education priorities, anchored on professional standards, and informed by data on educator and leadership development needs.

The enactment of Republic Act No. 12288, otherwise known as the *Expanded Career Progression for Public School Teachers and School Leaders*, further reinforces NEAP's role in providing targeted, differentiated, and standards-based professional development as a special support mechanism for leadership readiness and career progression. Under the expanded career progression framework, structured and competency-based professional development interventions are essential in ensuring that progression across leadership roles is supported by demonstrated competencies, professional readiness, and alignment with national professional standards.

In line with this policy direction, the Department of Education implemented the **National Assessment for School Heads (NASH)** as a diagnostic mechanism to assess the competencies of aspiring school heads against the **Philippine Professional Standards for School Heads (PPSSH)**. The results of the first batch of NASH were issued through **DepEd Memorandum No. 97, s. 2025**, while the results of the second batch were released through **DepEd Memorandum No. 44, s. 2026**. These results shall serve as the basis for the provision of appropriate and differentiated professional development interventions, thereby operationalizing a continuum from assessment to professional development and leadership readiness.

NASH Professional Development Intervention (PDI) for Batch 1

The results of NASH revealed varied competency profiles among examinees, particularly at the domain level, underscoring the need for a responsive, targeted, and scalable professional development intervention for aspiring school heads. In response, NEAP implemented the NASH Professional Development Intervention (PDI) for Batch 1, a competency-based program that applied centralized standards, learning outcomes, and quality assurance mechanisms while allowing for differentiated learning pathways and contextualized implementation by the Regional Offices (ROs) and Schools Division Offices (SDOs).

As a special completion mechanism, **NASH PDI Batch 1 participants with incomplete requirements shall be allowed to continue and complete their remaining requirements** through the applicable Batch 2 professional development pathway corresponding to their most recent NASH competency level. **Previously validated completed requirements shall be carried over and shall not be repeated, subject to the applicable program guidelines and provided that such arrangements are more advantageous to the participant.**

For NASH retakers, the most recent NASH results may serve as the basis for determining the applicable professional development pathway. Retakers will be provided with the opportunity to undertake the learning pathway corresponding to their NASH competency level. Previously completed requirements may be recognized and credited, subject to validation and the applicable provisions of these Guidelines.

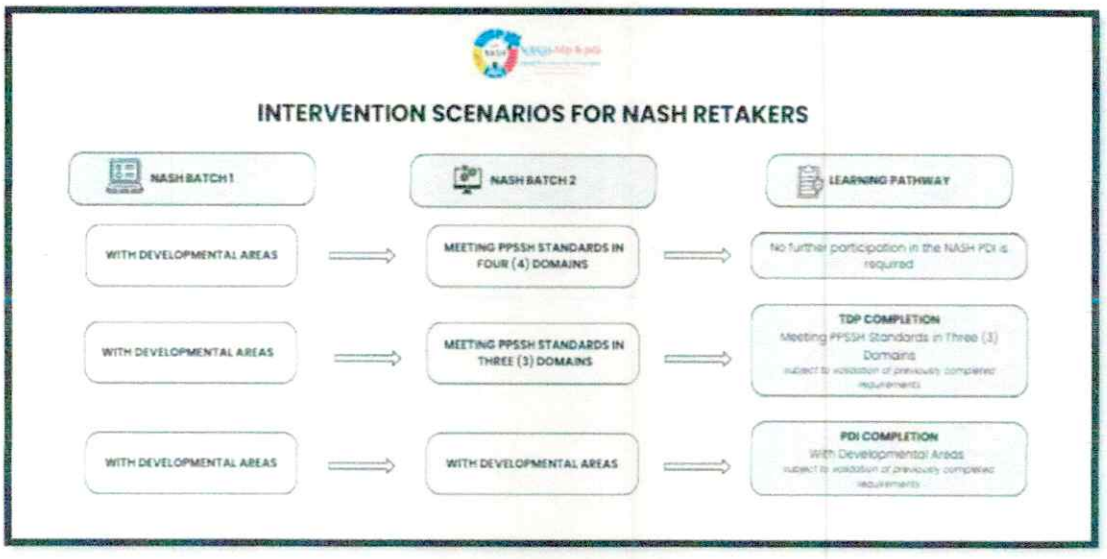


Figure 1. Intervention Scenarios for NASH Retakers

NASH Targeted Development Program (TDP) and Professional Development Intervention (PDI) for Batch 2

As part of the continuous improvement and institutionalization of the NASH professional development continuum, **NEAP shall implement the NASH Targeted Development Program (TDP)** and **Professional Development Intervention (PDI)** as differentiated, competency-based professional development pathways designed to respond to the results of the National Assessment for School Heads (NASH) and the identified developmental needs of aspiring school heads.

The TDP, intended for participants under the competency level Meeting PPSSH Standards in Three (3) Domains, aims to further strengthen and deepen demonstrated leadership competencies and support participants' readiness for school leadership. Meanwhile, **the PDI, intended for participants With Developmental Areas**, aims to address identified competency gaps through a structured and progressive professional learning intervention.

Guided by the **acquire–apply–demonstrate learning continuum**, both programs enable participants to acquire and strengthen PPSSH-aligned competencies, apply their learning through targeted and workplace-based experiences, and demonstrate enhanced leadership readiness through authentic practice and evidence of competency application.

II. PROGRAM DESIGN AND DELIVERY FRAMEWORK

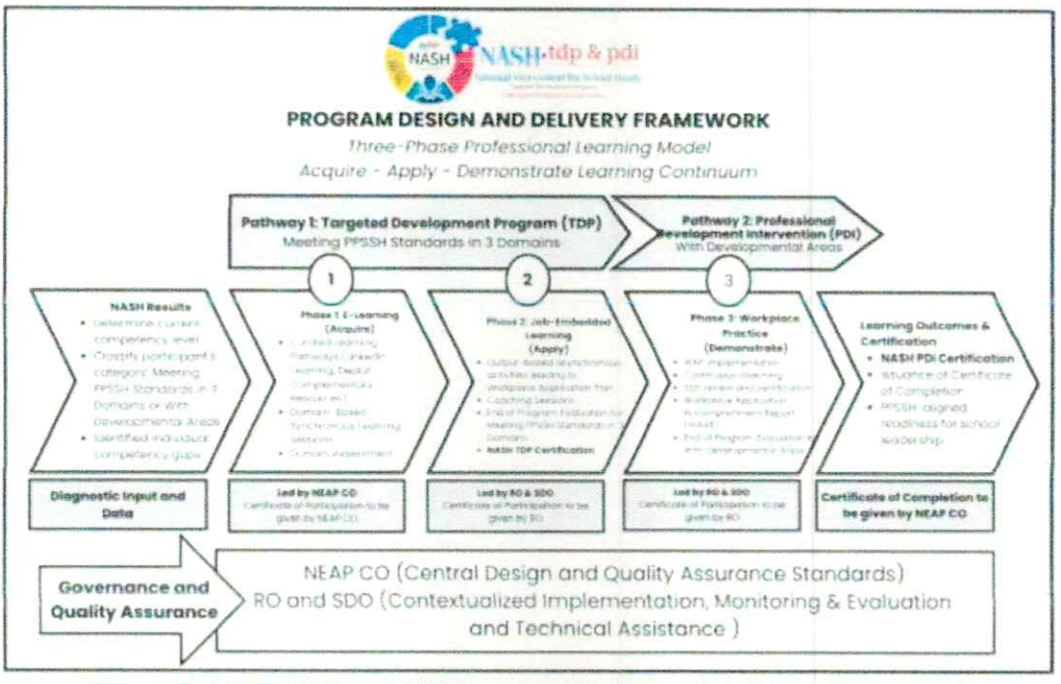


Figure 2. NASH TDP and PDI Program Design and Delivery Framework

The NASH TDP and PDI adopt differentiated and competency-based professional development pathways based on participants' NASH competency levels. The programs are designed around an **acquire–apply–demonstrate learning continuum**, which progressively moves participants from the acquisition and strengthening of relevant knowledge and competencies to the application and demonstration of learning in authentic workplace contexts. The specific learning activities, resources, outputs, support mechanisms, and completion requirements

shall vary according to the participant's competency level and corresponding professional development pathway.

III. PROCESSES/PHASES

A. NASH Targeted Development Program (TDP)

For participants under **Meeting PPSSH Standards in Three (3) Domains**, the TDP consists of:

Phase 1 – E-Learning
Participants shall complete prescribed targeted learning activities and resources based on their NASH competency profile. These may include curated e-learning resources, DepEd Complementary Resources, synchronous or asynchronous learning activities, and other structured development opportunities.

Phase 2 – Job-Embedded Learning
Participants shall apply their learning through job-embedded activities, guided application, and coaching. Qualified and endorsed coaches shall provide structured support, feedback, and guidance throughout the implementation of workplace-based learning activities.

B. NASH Professional Development Intervention (PDI)

For participants under **With Developmental Areas**, the PDI shall adopt a three-phase professional learning model:

Phase 1 – E-Learning
Participants shall complete prescribed curated LinkedIn Learning Pathways and DepEd Complementary Resources or alternative e-learning resources, online learning sessions, and domain-based assessments.

Phase 2 – Job-Embedded Learning
Participants shall apply their acquired knowledge and competencies through job-embedded learning activities, coaching, guided application, reflective practice, and the development of workplace-based outputs.

Phase 3 – Workplace Practice
Participants shall implement their **Workplace Application Plan (WAP)** within their respective schools or offices, based on the identified PPSSH domain and targeted leadership competency. This phase shall focus on the demonstration, documentation, reflection, and evaluation of PPSSH-aligned leadership practices and competencies. Upon completion of the WAP implementation, participants shall prepare and submit a **Workplace Application Accomplishment Report (WAAR)** to the respective SDO NASH PDI Focal Person for monitoring, validation, and documentation purposes.

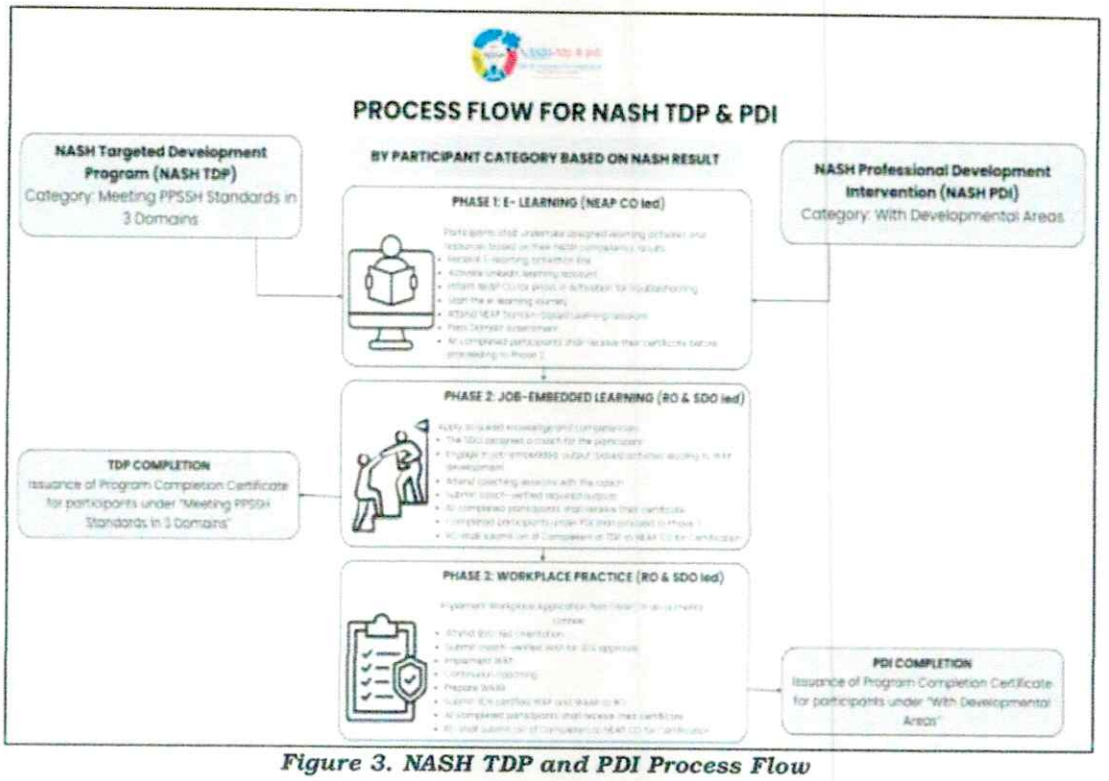


Figure 3. NASH TDP and PDI Process Flow

IV. QUALITY ASSURANCE

To ensure alignment, consistency, and adherence to professional development standards, all proposed learning session(s) under the NASH PDI shall be subject to quality assurance prior to implementation. Proposed RO initiated learning session(s) shall be quality assured by the NEAP Central Office, while proposed SDO initiated learning session(s) shall be quality assured by the concerned RO. The quality assurance process shall follow existing NEAP standards, tools, and templates as prescribed in **DepEd Memorandum No. 044, s. 2023** or the Interim Guidelines for the Quality Assurance and Monitoring of the National Educators Academy of the Philippines Core Programs. Only learning session(s) that have secured the required quality assurance clearance shall be implemented under the NASH TDP and PDI.

V. MONITORING AND EVALUATION

Program Monitoring

To ensure effective tracking of participant progress, program completion, and integrity of verification and certification processes, the **NEAP Central Office (CO)** shall oversee the monitoring of Phase 1 implementation of the NASH Targeted

Development Intervention (TDP) and Professional Development Intervention (PDI). This includes tracking participants' e-learning progress and completion, attendance in centrally facilitated learning session(s), assessment results, and confirmation of Phase 1 completion. Data generated from Phase 1 shall serve as the official reference for the **Regional Offices (ROs)** and **Schools Division Offices (SDOs)** in determining participant eligibility to proceed to Phases 2 and 3.

In support of decentralized implementation and to enable program-level monitoring, validation, and certification, the **ROs and SDOs** are required to prepare, consolidate, and submit the following documents to NEAP-CO, as applicable: **Endorsed List of Coaches (Enclosure 6), List of Participants for NEAP Issuance of Certificate of Completion (Enclosure 7), and the prescribed Program Completion Report from DepEd Memorandum No. 44, s. 2023 titled** *"Guidelines for the Quality Assurance and Monitoring and Evaluation (QAME) of National Educators Academy of the Philippines (NEAP) Core Programs"*. These submissions shall serve as the official basis for NEAP-CO's verification of program completion and the issuance of Certificates of Completion under the NASH TDP and PDI.

Program Evaluation

Evaluation of the NASH TDP and PDI shall be conducted to determine learning effectiveness, relevance, and program outcomes, and shall include the following components:

a. Learning Outcomes Evaluation
   - Administration of domain-based assessments to measure knowledge and skill acquisition aligned with PPSSH domains.
   - Review of submitted output(s), WAP and WAAR, where applicable, to assess application of learning in authentic school contexts.

b. Participant Feedback and End-of-Program Evaluation
   - Collection of participant feedback to assess content relevance, delivery effectiveness, coaching support, and overall learning experience.
   - Analysis of feedback to inform continuous improvement of program design and delivery.

c. Program Effectiveness Review
   - Post-implementation review by NEAP CO, in coordination with RO and SDO, to assess the extent to which the program contributed to strengthening the school heads pipeline and addressing competency gaps identified through NASH.
   - Utilization of evaluation findings for policy refinements, future TDPs and PDIs, and enhancements of the School Leadership Development Framework.

VI. ROLES AND RESPONSIBILITIES

NEAP Central Office (CO)

a. Provide overall policy direction, program oversight, and quality assurance for the implementation of the NASH TDP and PDI;
b. Coordinate with the RO-NEAP/HRDD and other concerned DepEd units to provide technical assistance and address policy and implementation concerns;
c. Quality-assure RO-led learning activities and ensure alignment with PPSSH, approved program standards, and assessment requirements;
d. Receive, review, and validate consolidated implementation, progress, completion, and official lists of program completers submitted by the RO;
e. Issue Certificates of Participation upon completion of Phase 1 requirements and Certificates of Completion to qualified program completers;
f. Conduct post-implementation reviews and analysis to assess program effectiveness, identify good practices and lessons learned, and recommend program or policy improvements; and
g. Prepare and submit required reports, briefers, and recommendations to DepEd leadership and other relevant offices to support evidence-based decision-making and continuous improvement.

Regional Director

a. Organize a Regional Technical Working Group (TWG) to support the coordinated and effective implementation of the NASH TDP and PDI;
b. Establish appropriate regional mechanisms to ensure the participation, monitoring, and completion of NASH takers under the competency levels Meeting PPSSH Standards in Three (3) Domains and With Developmental Areas, consistent with the approved program design;
c. Issue relevant regional issuances and provide necessary support to institutionalize program implementation;
d. Approve, as feasible and subject to existing rules and regulations, the use of regional funds for learning sessions and other program-related enrichment activities;
e. Ensure that learning sessions and related activities implemented at the Regional and Schools Division levels are coordinated, complementary, and free from unnecessary duplication; and;
f. Endorse required reports, lists of completers, and other necessary documents to the NEAP Central Office.

Regional Office - NEAP/HRDD

a. Serve as the regional program focal and secretariat for the implementation of the NASH TDP and PDI;
b. Implement and quality-assure RO- and SDO-led learning sessions and other program activities to ensure alignment with the PPSSH, program standards, and intended learning outcomes;
c. Provide technical assistance, coordination, and implementation support to SDOs and elevate policy or operational concerns to NEAP Central Office, as necessary;
d. Monitor program implementation and conduct coordination meetings, enrichment activities, and regional implementation reviews, as necessary;
e. Consolidate and validate required progress, completion, and implementation reports, and other supporting documents, and submit the same to NEAP Central Office as required; and
f. Issue Certificates of Participation to qualified NASH TDP and PDI participants upon completion of the prescribed Phase 2 requirements.

Schools Division Superintendent

a. Organize a Division Technical Working Group (TWG) to support the effective implementation of the NASH TDP and PDI;
b. Designate and endorse qualified coaches for participants, observing the prescribed coach-to-participant ratio, where applicable;
c. Review, approve, and certify participants' Workplace Application Plan (WAP) and Workplace Application Accomplishment Report (WAAR), as applicable;
d. Issue appropriate division-level issuances and provide necessary support to institutionalize program implementation;
e. Coordinate with the RO on the planning, scheduling, and implementation of SDO-led learning sessions and other program activities; and
f. Approve, as feasible and subject to existing accounting and auditing rules and regulations, the use of division funds for learning sessions and enrichment activities.

SDO SGOD HRD Unit

a. Serve as the division-level program focal unit and secretariat for the NASH TDP and PDI;
b. Coordinate and implement SDO-led learning sessions and enrichment activities, subject to the required RO quality assurance and in coordination with concerned SDO units;
c. Monitor, document, and consolidate participants' phase completion, coaching engagements, progress, outputs, and submit required reports to the RO as prescribed;

d. Ensure the assignment of best-fit coaches aligned with participants' targeted PPSSH domain(s), with a one-to-one (1:1) coach-to-participant ratio strongly encouraged;
e. Provide technical assistance, official information, and timely responses to participant concerns, and coordinate matters requiring further action with the RO and NEAP Central Office; and
f. Maintain and manage prescribed program forms, templates, monitoring tools, coaching records, and other supporting documents.

SDO-Assigned Coaches

a. Provide professional guidance, coaching, and technical support aligned with the objectives, timelines, and targeted PPSSH domain(s) of the NASH TDP and PDI;
b. Conduct coaching sessions and provide feedback and recommendations for improvement on participants' outputs, as necessary;
c. Monitor participants' progress using prescribed tools, including the Modified Performance Monitoring and Coaching Form (PMCF), and submit required reports to the SDO focal person; and
d. Review and certify the quality and completeness of participants' outputs prior to submission for appropriate review and approval, as applicable.

NASH TDP and PDI Participants

a. Fulfill all requirements of the NASH TDP and PDI under the guidance and supervision of the assigned Coach;
b. Comply with the expectations, timelines, and work schedule agreed upon with the Coach, as reflected in the approved plan of activities;
c. Engage regularly with the Coach and provide timely and accurate updates on the progress of assigned outputs, workplace application activities, and related professional learning tasks;
d. Observe ethical standards, quality assurance measures, and professional conduct in the completion and submission of all required outputs; and
e. Maintain open, honest, and professional communication with the Coach and other concerned program implementers to support the successful implementation of the professional development intervention and the resolution of any issues that may arise.

VII. Certification

Participants who satisfactorily complete the requirements of each phase of the NASH TDP and PDI shall be issued a corresponding **Certificate** subject to validation of submitted requirements.

a. **Phase 1: Certificate of Participation** shall be issued by the **NEAP CO** upon completion of the prescribed LinkedIn Learning pathway(s), attendance to

NEAP organized learning sessions and passing of the domain-based assessment.

b. **Phase 2 and Phase 3: Certificate of Participation** shall be issued by the **Regional Office or Schools Division Office** upon validation of required outputs.

c. **Certificate of Completion** shall be issued by the **NEAP CO** upon receipt of the endorsed list of completers from the Regional Office. Participants under the category *Meeting PPSSH Strands in Three (3) Domains* shall earn the Certificate of Completion upon satisfactory completion of **NASH TDP**, while participants under the category *With Developmental Areas* shall earn the Certificate of Completion only upon satisfactory completion of **NASH PDI**.

Enclosure 3 – Qualification Standards for SDO-Assigned Coaches

Pending the establishment of a formal certification mechanism for coaches across all governance levels, the following qualified personnel may be designated to serve as **concurrent coaches**. These personnel shall meet the prescribed qualification standards and provide interim technical assistance to support the effective and continuous implementation of the coaching and mentoring process under the NASH TDP and PDI.

Eligible Positions

The following personnel may be designated as coaches:

- **Public Schools District Supervisors (PSDS);**
- **Chief Education Supervisors (CES)** from the Human Resource Development Division (HRDD) and/or NEAP in the Region (NEAP-R); from the School Governance and Operations Division (SGOD) or Curriculum Implementation Division (CID) of the Schools Division Offices (SDOs);
- **Education Program Supervisors (EPS);** and
- **School Principals II to IV (SP II–IV).**
- Other personnel who possess relevant experience in school leadership, having previously served as a school head, and who have passed the Principal's Test, NQESH, or NASH

Qualification Standards

A coach **must**:

1. be a currently designated School Principal II to IV, or have previously served as a full-fledged school head, or possess at least five (5) years of experience in school leadership in a public or private school;
2. have attended and completed a Training of Coaches and Mentors organized by NEAP Central Office, preferably under the School Heads Onboarding Program (SHOP) or School Heads Development Program (SHDP);
3. have demonstrated exemplary performance in school leadership, including contributions to instructional leadership and school management;
4. have a proven track record in mentoring or coaching at the school, district, division, or other appropriate governance level; and
5. be willing and available to participate in the required orientation, training, calibration, and other capacity-building activities and to serve, when necessary, as part of the designated coaching pool.

General Requirements for All Coaches

All coaches **shall**:

1. demonstrate strong communication, facilitation, coaching, and mentoring competencies appropriate to adult and professional learning;
2. exhibit a strong commitment to supporting the professional growth, competency development, and leadership readiness of aspiring and incumbent school heads;
3. undergo the required orientation, training, calibration, and continuous quality assurance activities under the NASH TDP and PDI; and
4. be officially endorsed by the concerned **Schools Division Superintendent (SDS)**, Regional Director, or other authorized official, using the prescribed endorsement template provided in **Enclosure No.6**.

The designation of coaches shall be subject to the availability of qualified personnel, the number of participants requiring coaching support, and the prescribed coach-to-participant ratio, where applicable.

To ensure consistent and effective coaching support, a **Coaching Toolkit** shall be provided to designated coaches. The toolkit shall serve as a reference for facilitating coaching sessions, monitoring participant progress, providing feedback, and documenting coaching engagements and outcomes. The Coaching Toolkit shall be disseminated to designated coaches through their respective Regional Office (RO) and Schools Division Office (SDO) NASH TDP/PDI Focal Persons.

Enclosure 4 – NASH TDP & PDI Coach Endorsement and Acceptance Form

Date: _____

Name of Coach: _____
Position: _____

Dear Mr./Ms./Mrs./Mx./Dr. _____:

In support of the National Assessment for School Heads (NASH) Targeted Development Program (TDP) and Professional Development Intervention (PDI) and pursuant to the mandate of the National Educators Academy of the Philippines (NEAP) to ensure standards-based professional development for school leaders, you are hereby **endorsed and requested to serve as Coach** for **<Name of NASH TDP/PDI Participant>, <Position>, from <School>**.

The above-mentioned participant is classified under the NASH result category **<indicate: "Meeting PPSSH Strands in Three (3) Domains" or "With Developmental Areas">** and requires guided professional support in the following **PPSSH domain(s)**: **<Indicate PPSSH Domain(s) for intervention>**.

In view of your qualifications, experience, and demonstrated competence in school leadership and instructional management, your guidance and supervision are deemed essential in supporting the participant's professional development journey and in ensuring the quality of required outputs under the NASH TDP and PDI.

Kindly signify your acceptance by signing below.

Thank you for your commitment to strengthening the school leadership pipeline.

Very truly yours,

_____
Name of Schools Division Superintendent
Schools Division Superintendent

ACCEPTANCE

I hereby confirm my acceptance to serve as **Coach** and to provide professional guidance and supervision to the above-mentioned participant in accordance with the design and requirements of the NASH Targeted Development Program and Professional Development Intervention.

_____
Name and Signature of Coach
Date: _____

Enclosure 5 – Coaching Contract

KNOW ALL MEN BY THESE PRESENTS:

This agreement is made and entered into this_ day of_ , 20___, in the Schools Division Office of by and between:

<Name of Coach>, <Position>, hereinafter referred to as the "**Coach**"

- and -

<Name of NASH TDP/PDI Participant>, **<Position>**, **<School>**, hereinafter referred to as the "**Participant**"

WITNESSETH:

WHEREAS, the Coach is a qualified Schools Division Office personnel member who has met the coaching and mentoring standards prescribed by the National Educators Academy of the Philippines (NEAP) and has demonstrated competence in school leadership and instructional management aligned with the Philippine Professional Standards for School Heads (PPSSH);

WHEREAS, the Participant is an aspiring school head who has undertaken the National Assessment for School Heads (NASH) and has been identified under the NASH result category <indicate category>, requiring professional development intervention under the NASH Targeted Development Program (TDP) or Professional Development Intervention (PDI);

NOW, THEREFORE, for and in consideration of the foregoing premises, the parties hereby agree to enter into this Coaching Contract under the following terms and conditions:

The Coach shall:

1. Provide professional guidance and structured coaching support to the Participant in accordance with the objectives, timelines, and outputs of the NASH TDP or PDI;
2. Review, provide feedback on, and recommend improvements to draft and final outputs submitted by the Participant;

3. Support the Participant in strengthening competencies aligned with the identified PPSSH domain(s) for intervention;
4. Conduct coaching sessions, including virtual or onsite visits, when necessary, without compromising official duties;
5. Monitor the Participant's progress using prescribed monitoring tools, including the Modified Performance Monitoring and Coaching Form (PMCF), and submit required reports to the designated SDO focal person;
6. Certify the quality and completeness of outputs prior to their submission for higher-level review and approval.

The Participant shall:

1. Fulfill all the requirements of the NASH TDP or PDI under the guidance and supervision of the assigned Coach;
2. Comply with the expectations, timelines, and work schedule agreed upon with the Coach, as reflected in the approved plan of activities;
3. Meet regularly with the Coach and provide timely and accurate updates on the progress of assigned outputs, workplace application activities, and related professional learning tasks;
4. Observe ethical standards, quality assurance measures, and professional conduct in the completion and submission of all required outputs; and
5. Maintain open, honest, and professional communication with the Coach and other concerned program implementers to support the successful implementation of the professional development intervention and the resolution of any issues that may arise.

Termination of the Coaching Contract

In the event that either the **Coach or the Participant** finds it necessary to terminate this Coaching Contract for justifiable reasons, the concerned party shall submit a **formal written request** addressed to the **Schools Division Superintendent**, through the **Program Focal**, clearly stating the grounds for termination.

The Schools Division Superintendent, in coordination with the Program Focal, shall **carefully evaluate the request** and may approve the termination and grant a **No-Fault Termination of the Contract**, as deemed appropriate.

Both parties agree to **abide by the decision of the Schools Division Superintendent**. In cases where termination is approved, the Program Focal shall facilitate the **assignment of another qualified Coach** to ensure continuity of the Participant's professional development under the NASH TDP or PDI.

In WITNESS WHEREOF, the parties have hereunto set their hands on the date and place above-written.

Participant	**Coach**

Witnesses:

SDO Program Focal	**SDO Program Secretariat**

REGIONAL LOGO AND HEADER

Enclosure 6 – Endorsed List of Coaches for NASH TDP and PDI

[Date]

JOSEPH G. DELA CRUZ
Director IV
National Educators Academy of the Philippines

Sir:

Respectfully submitting the list of qualified coaches assigned to NASH TDP and PDI participants.

Meeting PPSSH standards in 3 domains

Name of Coach	Position	DepEd Email Address	Name of Participant	Position	Target Domain(s)

*Add rows as necessary

REGIONAL LOGO AND HEADER

With Developmental Areas

Name of Coach	Position	DepEd Email Address	Name of Participant	Position	Target Domain(s)

*Add rows as necessary

Very Truly Yours,

REGIONAL DIRECTOR

REGIONAL LOGO AND HEADER

Enclosure 7 – List of Participants for NEAP Issuance of Certificate of Completion

[Date]

JOSEPH G. DELA CRUZ
Director IV
National Educators Academy of the Philippines

Sir:

This Office hereby endorses the herein listed participants for the issuance of the Certificate of Completion for the National Assessment for School Heads (NASH) Targeted Development Program (TDP) and Professional Development Intervention (PDI). Following thorough review and validation of submitted requirements and outputs, and upon certification by the concerned Schools Division Offices, the Regional Office confirms that the listed participants have satisfactorily completed all applicable phases of the program in accordance with approved guidelines.

Meeting PPSSH standards in 3 domains

Name of Participant	Gender	Current Plantilla Position	Station (SDO-School)	DepEd Email Address

*Add rows as necessary

With Developmental Areas

Name of Participant	Gender	Current Plantilla Position	Station (SDO-School)	DepEd Email Address

REGIONAL FOOTER

*Add rows as necessary

Very Truly Yours,

REGIONAL DIRECTOR

Enclosure 8 – Workplace Application Plan Template

Workplace Application Plan

I. PROPONENT'S PROFILE

Proponent's Name:		Position:	
School:		School ID:	
Region and Schools Division Office:		PD Program Attended:	NASH TDP / PDI – Phase 2 Phase 1 completion: *<as indicated in the certificate>*
Coach:		Position:	
Assistant Schools Division Superintendent:		Schools Division Superintendent:	

II. PROGRAM/ PROJECT PROFILE

Title	*Indicate the proposed program/ project title.*	Type of intervention	*(Committee work, Job Expansion, Job Rotation, Job Shadowing, Special Project, Stretch Assignments, Informal JEL Activities, others please specify)*
Rationale	*Briefly describe why the WAP will be implemented.* *Identify the competency gaps that will be addressed and the current performance level on the key results area(s). This may include the following, but not limited to:* • *Context of the program/ project or connection to the NASH TDP / PDI* • *Relevant legal bases* • *Relevant local and international literature* • *What is the goal of WAP? See the objective statement.*		
Program/ Project	*State the primary intention of the proposed program/ project, including but not limited to:*		

Workplace Application Plan

Description	• *the main task to be accomplished or key content to be delivered,* • *knowledge, skills, and abilities to be learned; and* • *expected significant results of the program/ project or how it will impact the workstation or constituents of the proponent (project beneficiaries/ participants)*
Program/ Project Objective(s) (Application Objectives)	*State one (1) general objective and at least three (3) specific objectives*
Delivery Platform	*Modality of the program/ project*
Timeline	*From Start Date to End Date; per NASH TDP / PDI guidelines, this should not exceed 6 months.*

III. FUNDING DETAILS

Amount Needed:	*Will the project need funding? Indicate the total amount.*	Budget Allocation (Breakdown)	*(Provide details on how the fund will be allocated in the conduct of the program/ project.)*
Funding Source:	*How will the program be funded?*		

IV. ACTION PLAN

Workplace Application Plan

Milestones	Activities	Timeline	Resources Needed	Expected Output / Outcome	Coaching Schedule
Milestone 1: Situational Analysis and Problem Framing *(Milestones are subject to adjustment based on WAP process. Please provide a concise summary and detailed description for this milestone.)*		*1 month*	*(Materials, funds, resources)*		*(Indicate date and time to discuss the **results of this milestone/ activities** with your coach. The coach's signature at the end of this document indicates that s/ he agrees with the indicated dates for coaching.)*
Milestone 2: Innovation Design and Operational Planning *(Input description of your milestone.)*		*1.5 months*			
Milestone 3: Implementation and Learning Session(s) *(Input description of your milestone.)*		*3.5 months*			
Milestone 4: Evaluation and Sustainability Plan		*End of 6th month*			

Workplace Application Plan

Milestones	Activities	Timeline	Resources Needed	Expected Output / Outcome	Coaching Schedule
(Input description of your milestone.)					

V. RISKS AND MITIGATION STRATEGIES

Identified Risk	Mitigation Measure
Potential problem(s) or negative event(s) that may occur during the implementation of your activities, which could affect your timeline, resources, participation, or expected results.	*Proactive step(s) or strategy(ies) designed to reduce the likelihood or impact of the identified risk(s).*

VI. MONITORING AND EVALUATION PLAN

Milestones	Monitoring Tool/Method	Timeline	Responsible Person
Milestone 1: Situational Analysis and Problem Framing			
Milestone 2: Innovation Design and Operational Planning			
Milestone 3: Implementation and Learning Session(s)			
Milestone 4: Evaluation and Sustainability Plan			

Workplace Application Plan

Declaration:

I hereby declare that the information provided in this application is true and correct to the best of my knowledge.
I agree that the Department of Education (DepEd) is the co-owner of all the data gathered and the copyright of any publication or use of these data.

Prepared by:	Signature	Date
(Name and Position of Proponent)		

Reviewed by:	Signature	Date
(Name and Position of Coach)		

Recommending Approval by:	Signature	Date
(Name and Position of Assistant Schools Division Superintendent)		

Approved by:	Signature	Date
(Name and Position of Schools Division Superintendent)		

Enclosure 9 – Workplace Application Accomplishment Report Template

Workplace Application Accomplishment Report

I. PROPONENT'S PROFILE

Proponent's Name:		Position:	
School:		School ID:	
Region and Schools Division Office:		PD Program Attended:	NASH TDP / PDI – Phase 3 Phase 1 completion: *<as indicated in the certificate>*
Coach:		Position:	
Assistant Schools Division Superintendent:		Schools Division Superintendent:	

II. PROGRAM/ PROJECT PROFILE

Title	*Indicate the proposed program/ project title.*	Type of intervention	*(Committee work, Job Expansion, Job Rotation, Job Shadowing, Special Project, Stretch Assignments, Informal JEL Activities, others please specify)*
Rationale	*Briefly describe why the WAP will be implemented.* *Identify the competency gaps that will be addressed and the current performance level on the key results area(s). This may include the following, but not limited to:* • *Context of the program/ project or connection to the NASH PDI* • *Relevant legal bases* • *Relevant local and international literature* • *What is the goal of WAP? See the objective statement.*		
Program/ Project Description	*State the primary intention of the proposed program/ project, including but not limited to:* • *the main task to be accomplished or key content to be delivered,*		

	• *knowledge, skills, and abilities to be learned; and* • *expected significant results of the program/ project or how it will impact the workstation or constituents of the proponent (project beneficiaries/ participants)*
Program/ Project Objective(s) (Application Objectives)	*State one (1) general objective and at least three (3) specific objectives*
Delivery Platform	*Modality of the program/ project*
Timeline	*From Start Date to End Date; per NASH TDP / PDI guidelines, this should not exceed 6 months.*

III. FUNDING DETAILS

Amount Needed:	*Will the project need funding? Indicate the total amount.*	Budget Allocation (Breakdown)	*(Provide details on how the fund will be allocated in the conduct of the program/ project.)*
Funding Source:	*How will the program be funded?*		

IV. SUMMARY OF ACTIVITIES CONDUCTED

Milestones	Date Implemented	Activities	Description	Expected Output / Outcome	Date Coached
Milestone 1: Situational Analysis and Problem Framing					
Milestone 2: Innovation					

Workplace Application Accomplishment Report

Milestones	Date Implemented	Activities	Description	Expected Output / Outcome	Date Coached
Design and Operational Planning					
Milestone 3: Implementation and Learning Session(s)					
Milestone 4: Evaluation & Sustainability Plan					

V. ACCOMPLISHMENTS

Describe the key accomplishments or results of the implementation based on your objectives. You may use subheadings aligned to milestones, outcomes, or objectives

VI. MONITORING AND EVALUATION REPORT

Workplace Application Accomplishment Report

Activities	MOVS	Evidence of Completion (Complete/ Partially Complete)	Quality of Output (e.g., 1–5 or Basic/ Developing/ Proficient)	Coach / Coach Observations/Comments (Coach/Coach shall affix his/her signature)
Milestone 1: Situational Analysis and Problem Framing				
Milestone 2: Innovation Design and Operational Planning				
Milestone 3: Implementation and Learning Session(s)				

Milestone 4: Evaluation and Sustainability Plan				

VII. CHALLENGES ENCOUNTERED AND SOLUTIONS

Challenges	Action Taken / Solutions
Issues, obstacles, or difficulties encountered during the implementation of your activity, project, or work application plan.	*Concrete actions or steps taken to resolve or manage the identified challenges. This may include adjustments, alternative approaches, or support mechanisms.*

VIII. NEXT STEPS / RECOMMENDATIONS

Follow-up Actions	Sustainability Strategies	Areas for Improvement
Immediate or short-term steps to continue, build upon, or complete what was started during the implementation phase.	*Long-term approaches and systems to maintain, institutionalize, or replicate the positive impact or outcomes of the project beyond the initial implementation period.*	*Aspects of the project, implementation, or results that did not go as planned or could be enhanced in the future.*

IX. REFLECTIONS

This section presents the insights, realizations, and lessons learned throughout the implementation of the project, training application, or innovation. It highlights the implementer's professional growth, responsiveness to challenges, and commitment to continuous improvement.

- What went well during the implementation?
- What challenges helped you grow as a leader or implementer?
- How did your actions affect learners, teachers, or stakeholders?
- What did you learn about yourself, your leadership, or your context?
- What will you do differently in the future?

Workplace Application Accomplishment Report

Declaration:

I hereby declare that the information provided in this application is true and correct to the best of my knowledge.
I agree that the Department of Education (DepEd) is the co-owner of all the data gathered and the copyright of any publication or use of these data.

Prepared by:	Signature	Date
(Name and Position of Proponent)		

Reviewed by:	Signature	Date
(Name and Position of Coach)		

Recommending Approval by:	Signature	Date
(Name and Position of Assistant Schools Division Superintendent)		

Approved by:	Signature	Date
(Name and Position of Schools Division Superintendent)		