



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

Office of the Schools Division Superintendent

September 10, 2024

DIVISION MEMORANDUM

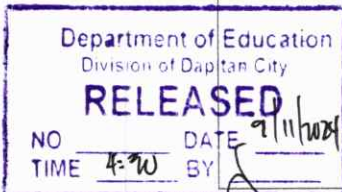
No. 470, s. 2024

RECONSTITUTION OF THE DIVISION RECOGNITION EVALUATION COMMITTEE (DREC) FOR NEAP RECOGNITION PROCESS

TO: Assistant Schools Division Superintendent
 Chief Education Supervisors (CID & SGOD)
 Public Schools District Supervisors
 School Heads
 Administrative Officer V
 This Division

- Pursuant to DepEd Order No. 001 Series of 2020 entitled Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders, the quality of programs and courses in the Division should pass through a Recognition System that evaluates, assesses, and approves Training Designs and Proposals aligned to the professional standards for teachers, school leaders and supervisors according to the identified development priorities, promotion of synergy innovation and immediate needs.
- Thus, a Division Recognition Evaluation Committee (DREC) is hereby constituted with the following composition:

CHAIRPERSON Final Approval	FELIX ROMY A TRIAMBULO, CESO V Schools Division Superintendent
CO-CHAIRPERSON Recommending Approval	AURELIO A. SANTISAS, CESE OIC-Asst. Schools. Div. Superintendent
MEMBERS Review Committee	DR. VICENTE JOSE V. SUAREZ II CID Chief SHERLITO E. SAGAPSAPAN SGOD Chief DR. NUEVA A. ANDAG SEPS- SMME



Sunset Boulevard, Dawo, 7101 Dapitan City
 (065) 917-5113 dapitan@deped.gov.ph
 depeddapitan.net fb.com/DepEdDapitanCity



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	OLGA P. MIRANDA, JD., CPA Accountant III
SECRETARIAT Provision of technical assistance	DR. MICHELLE V. TORRES SEPS -HRD VICENTE RAMON V. SUAREZ II EPS II- HRD

3. The Division Recognition Evaluation Committee (DREC) has the following duties and responsibilities;
- a. Convene, evaluate and decide the Training Proposal for Recognition/Approval using Forms (R.1 – 3) and Form (R.4) if applicable, according to the following criteria:
 - i. Alignment with the NEAP Professional Development Priorities stated in DepEd Memorandum No. 50, s. 2020;
 - ii. Mapping of the Philippine Standards for Teachers (PPST), the Philippine Standards for School Heads (PSSH) or the Philippine Standards for Supervisors (PPSS);
 - iii. Articulation of Objectives/ Outcomes;
 - iv. Alignment of the Objectives / Intended Learning Outcomes (ILOs), Content, if applicable, Assessment with the Professional Standards for Teachers;
 - v. Soundness of Methodology;
 - vi. Mechanisms to determine whether the Objectives / ILOs have been met;
 - vii. Strength of Research-base;
 - viii. Use of Adult Learning Principles;
 - ix. Use of Recognized Best Practices;
 - x. Intended Classroom Level Application and Innovation;
 - xi. Credentials/Expertise of Resource Persons and
 - xii. Budget and Costing and Absorptive Capacity
4. The implementation of this reconstitution shall take effect immediately.
5. For widest dissemination.

FELIX ROMY A. TRIAMBULO, CESO V
Schools Division Superintendent



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(065) 917-5113 dapitancity@deped.gov.ph
depeddapitancity.net [fb.com/DepEdDapitanCity](https://www.facebook.com/DepEdDapitanCity)



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Evaluation Form for Recognition of PD Programs/Courses

Effectivity Date:	September 20, 2021
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Professional Development Program/Course Title	
Learning Service Provider	
Application Receipt	Click here to enter a date.

PART I. CHECKLIST

Check the appropriate box (Present or Not Present) for each indicator.

A. Alignment with the NEAP Professional Development Priorities

Reference No.	CRITERION	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course responds to at least one PPST/PPSSH/PPSS domain, strand and indicator identified in the three-year DepEd Professional Development Priorities (DM 50 s. 2020), and/or other emerging needs of the Department.	<input type="checkbox"/>	<input type="checkbox"/>	



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B. Mapping to the Professional Standards

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course identifies the career stage/s and profile (teacher/school head/supervisor, subject, and/or grade/year level taught) of the target participants.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. The proposed professional development program/course's terminal objective/s, enabling objectives and the session objectives are aligned with the indicators of the target participants' career stage/s.	<input type="checkbox"/>		

C. Articulation of Objectives

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The terminal objective/s is/are articulated according to SMART principles.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. The enabling objectives are logically articulated towards the attainment of the terminal objective/s.	<input type="checkbox"/>	<input type="checkbox"/>	
	3. The session objectives of the professional development course/program provide clear direction/s in producing outputs.	<input type="checkbox"/>	<input type="checkbox"/>	



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D. Alignment of the Objectives, Content, and Assessment with the Professional Standards

Reference No.	CRITERION	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The description of objectives, content and the assessment strategies align with the relevant domain/s, strand/s and indicator/s of the Professional Standards.	<input type="checkbox"/>	<input type="checkbox"/>	

E. Mechanisms to determine if objectives have been met

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course uses congruent assessment strategies that are consistent with the program/course and aligned with the objectives.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. An evaluation form about how the participants felt, and their personal reactions to the training or learning experience is part of the Course/Program design.	<input type="checkbox"/>	<input type="checkbox"/>	
	3. The proposed professional development program/course includes an assessment of learning through pre-test/post-test measures or specific outputs, and a validation of the workplace application plan.	<input type="checkbox"/>	<input type="checkbox"/>	



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F. Strength of Research Base

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course is based on a needs assessment of the target participants (i.e. through individual development plans (IDPs), DepEd priorities across levels, least learned skills, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
	2. The rationale for the content, methodologies and delivery modalities of the proposed program/course is justified and supported by research literature or theories.	<input type="checkbox"/>	<input type="checkbox"/>	

G. Intended Classroom-level/Workplace Application and Innovation

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course provides clear outputs for the target participants' workplace environment (e.g. classroom-level, school-level, division-level, regional-level application).	<input type="checkbox"/>	<input type="checkbox"/>	
	2. The proposed professional development program/course develops skills required for-innovation (e.g. by giving	<input type="checkbox"/>	<input type="checkbox"/>	



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participants opportunities to try out new teaching-learning or coaching strategies and prototype new school- or management-related tools).

H. Credentials/Expertise of Resource Speakers and Certified Learning Facilitators

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The Speakers'/Facilitators' CVs reflect their expertise on the PPST/PPSSH/PPSS domain/s, strand/s and indicator/s covered by the Program/Course.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. The Speaker's/Facilitator's CVs reflect the specific competency/ies covered in the Speaker's/Facilitator's session/s.	<input type="checkbox"/>	<input type="checkbox"/>	

I. Monitoring and Evaluation

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (if any)
	1. The proposed professional development program/course has an M&E plan which reflects the four levels of evaluation according to the <i>Kirkpatrick Model</i> .	<input type="checkbox"/>	<input type="checkbox"/>	



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J. Budget and Costing

Reference No.	CRITERIA	PRESENT	NOT PRESENT	REMARKS (If any)
	1. Proposed registration fee or budget per participant is within the allowable limits according to government budgeting, accounting and auditing rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. The attached itemized expenditure reflects the cost of the professional development program/course vis-à-vis the allowable expenses.	<input type="checkbox"/>	<input type="checkbox"/>	

DECISION (PART I)	
All Criteria Met	Yes <input type="checkbox"/> No <input type="checkbox"/> (return to LSP for appropriate action)



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Part II. RATING SCALE

Check the box that corresponds to your rating of each indicator.

J. Soundness of Methodology

Reference No.	CRITERIA	(4)	(3)	(2)	(1)	REMARKS (if any)
	1. The methodologies (e.g. active learning, experiential learning or collaborative learning, etc.) stated in the professional development program/course provide multiple means of engagement to support the participants in their learning/professional development.	<input type="checkbox"/> The methodologies provide opportunities for frequent and varied engagement with others (such as contributing ideas to group problem-solving, giving examples from own experience to illustrate a concept, etc.)	<input type="checkbox"/> The methodologies provide opportunities for occasional engagement with others (excluding introductions and ice-breaker activities).	<input type="checkbox"/> The methodologies provide opportunities for limited to personal reflection and asking questions.	<input type="checkbox"/> The methodologies provide no opportunities for active engagement.	
	2. The professional development program/course describes how GEDSI (Gender Equality, Disability and Social	<input type="checkbox"/> The professional development consistently demonstrates how	<input type="checkbox"/> The professional development frequently	<input type="checkbox"/> The professional development occasionally	<input type="checkbox"/> The professional development does not	



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Inclusion) has been/will be addressed.	to manage a learner-friendly and inclusive learning environment.	demonstrates how to manage a learner-friendly and inclusive learning environment.	demonstrates how to manage a learner-friendly and inclusive learning environment.	demonstrate management of a learner-friendly and inclusive learning environment.	
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K. Use of Principles of Adult Learning

Reference No.	CRITERION	(4)	(3)	(2)	(1)	REMARKS (if any)
	1. The activities or session/s of the proposed professional development program/course employ opportunities to be active, experiential, social, self-directed and goal-oriented.	<input type="checkbox"/> The activities/sessions of the proposed professional development program/course consistently employ opportunities to be active, experiential, social, self-	<input type="checkbox"/> The activities/sessions of the proposed professional development program/course frequently employ opportunities to be active, experiential, social, self-	<input type="checkbox"/> The activities/sessions of the proposed professional development program/course occasionally employ opportunities to be active, experiential, social, self-	<input type="checkbox"/> The activities/sessions of the proposed professional development program/course do not employ opportunities to be active, experiential, social, self-	



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	directed and goal-oriented.	directed and goal-oriented.	directed and goal-oriented.	directed and goal-oriented.
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I. Use of Recognized Best Practices

Reference No.	CRITERION	(4)	(3)	(2)	(1)	REMARKS (if any)
	1. The proposed professional development program/course uses recognized best learning practices such as motivational/mood-setting activities, modeling, multiple checks for understanding, guided practice and independent practice, closure with opportunity for feedback (such as exit slips), workplace application plan and on-site monitoring.	<input type="checkbox"/> The proposed PD consistently uses best learning practices.	<input type="checkbox"/> The proposed PD frequently uses best learning practices.	<input type="checkbox"/> The proposed PD occasionally uses best learning practices.	<input type="checkbox"/> The proposed PD does not use best learning practices.	

TOTAL POINTS	DECISION (PART II)
12-16 and with NO 1s and 2s	PASSED
Other Scores	RETURN TO LSP FOR APPROPRIATE ACTION



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Evaluated by:

Evaluator	Type here
Signature	
Date	Click here to enter a date.

This Form is not valid if not signed.



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