

	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> .	☐	☐	
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.	☐	☐	
	2. The attached itemized expenditure reflects the cost of the professional development program/course vis-à-vis the allowable expenses.	☐	☐	

DECISION (PART I)	
All Criteria Met	Yes ☐ No ☐ (return to LSP for appropriate action)

Part II. RATING SCALE

Direction: 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	☐ The methodologies provide opportunities for frequent and varied	☐ The methodologies provide opportunities for	☐ The methodologies provide	☐ The methodologies provide no	

	program/course provide multiple means of engagement to support the participants in their learning/professional development.	engagement with others (such as contributing ideas to group problem-solving, giving examples from own experience to illustrate a concept, etc.)	occasional engagement with others (excluding introductions and ice-breaker activities).	opportunities for engagement limited to personal reflection and asking questions.	opportunities for active engagement.	
	2. The professional development program/course describes how GEDSI (Gender Equality, Disability and Social Inclusion) has been/will be addressed.	☐ The professional development consistently demonstrates how to manage a learner-friendly and inclusive learning environment.	☐ The professional development frequently demonstrates how to manage a learner-friendly and inclusive learning environment.	☐ The professional development occasionally demonstrates how to manage a learner-friendly and inclusive learning environment.	☐ The professional development does not demonstrate management of a learner-friendly and inclusive learning environment.	GEDSI was sparingly mentioned in the design or course program.

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 adult learning principles with opportunities to be active, experiential, social, self-directed and goal-oriented.	☐ The activities/ sessions of the proposed professional development program/course consistently employ opportunities to be active, experiential, social, self-directed and goal-oriented.	☐ The activities/ sessions of the proposed professional development program/course frequently employ opportunities to be active, experiential, social, self-	☐ The activities/ sessions of the proposed professional development program/course occasionally employ opportunities to be active,	☐ The activities/ sessions of the proposed professional development program/course do not employ opportunities	

			directed and goal-oriented.	experiential, social, self-directed and goal-oriented.	s to be active, experiential, social, self-directed and goal-oriented.
--	--	--	-----------------------------	--	--

L. 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.	☐ The proposed PD consistently uses best learning practices.	☐ The proposed PD frequently uses best learning practices.	☐ The proposed PD occasionally uses best learning practices.	☐ The proposed PD does not use best learning practices.	The technique used is following no physical contact policy relative to COVID-19 pandemic.

TOTAL POINTS		DECISION (PART II)	
12-16 and with NO 1s and 2s		CONDITIONALLY PASSED PENDING REVISIONS AS STIPULATED IN THE REMARKS MARKED IN BLUE	
Other Scores		RETURN TO LSP FOR APPROPRIATE ACTION	

Evaluated by:

Evaluator	
Signature	
Date	

This Form R.2 is not valid if not signed.

Annex I END PROGRAM EVALUATION

Respondent Type: Trainee _____ Trainer _____ Program Manager _____	
Name (Optional) _____	Sex: _____
Program Title: _____	Date: _____

Directions: Please assess the effectiveness of the training program according to the indicators below. Put a tick/check under the appropriate column.

After the conduct of the training program, I believe that	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Program Management				
1. the training program was delivered as planned				
2. the training program was managed efficiently				
3. the training program was well-structured				
B. Attainment of Objectives				
4. the program objectives were clearly presented				
5. the program and session objectives were attained				
C. Delivery of Content				
6. program content was appropriate to trainees' roles and responsibilities				
7. content delivered was based on authoritative and reliable sources				
8. the session activities were effective in generating learning				
9. adult learning methodologies were used effectively				
10. management of learning was effectively structured				
11. contribution of all trainees were encouraged				
12. trainees demonstrated a clear understanding of the content delivered				
D. Provision of Support Materials				
13. the support materials provided were appropriate to trainees' needs				
14. support materials provided were adequate and were given on time				

End Program Evaluation Form

E. Program Management Team				
15. Program Management Team members were courteous				
16. Program Management Team was efficient				
17. Program Management Team was responsive to the needs of trainees				
F. Venue and Accommodation				
18. the venue was well-lighted				
19. the venue was well-ventilated				
20. the venue was comfortable with sufficient space for program activities				
21. the venue had sanitary and hygienic conditions with adequate comfort rooms				
22. meals were nutritious and sufficient in quantity and quality				
23. meals were generally well-prepared and tasty				
24. the accommodation was comfortable with sanitary and hygienic conditions				

Please provide your honest response to each of the following questions:

What do you consider your most significant learning from the program?
Briefly describe what you have learned and how it will help you with your work.
What changes would you suggest to improve similar programs in the future?
What further comments do you have?

NEAP/JAS: This instrument is adopted from NEAP, DepEd.

End Program Evaluation Form

Annex J Session Guide Evaluation Tools

Title of Session Guide:

Subject Area:

Target User:

Directions: Rate the Session Guide along the following standards by ticking/checking the column that corresponds to your rating with 4 as the highest rating. Also, write your comments and suggestions below to further improve the Session Guide. Thank you.

COMPONENTS AND STANDARDS	1	2	3	4
DESIGN				
1. The Session Guide design is based on contemporary/standard principles*				
2. The SG contains the important elements of objectives, duration of session, resource materials needed, activities, etc.				
CONTENT				
3. Content is relevant to the objectives and competencies that the session aims to develop				
4. Information is up-to-date and accurate				
5. Terminologies and expressions are within the learning area domain				
6. Graphs, illustrations, pictures, if any, are accurate, relevant to and supports the content presented				
PROCESS				
7. Process adopts adult pedagogy such as 4As, Experiential Learning Cycle, etc.				
8. Activities are aligned to objectives and doable within the time allotment				
9. Expected outputs are doable within the time allotment and resources available				
LANGUAGE				
10. Sentences and paragraphs are grammatically correct.				
11. Ideas are clearly expressed (simple words, expressions, simple and easy-to-follow structure)				
12. Language avoids bias along the lines of gender, religion, culture, etc.				

*adult pedagogy, constructivist, understanding by design, etc.

COMMENTS AND SUGGESTIONS: _____

Evaluated by: _____ Date: _____

NEAP/JAS: This instrument is adopted from NEAP, DepEd.

**Annex K TERMS OF REFERENCE OF THE LEARNING AND DEVELOPMENT
PROGRAM MANAGEMENT TEAM (PMT)**

Training Manager:

Tasks:

1. Closely coordinate with the chairpersons of the committees during the planning, preparation, and implementation periods.
2. Supervise the operations and activities during the conduct of the training.
3. Give updates to the Regional Director and Assistant Regional Director whenever necessary.
4. Provide appropriate and immediate action and intervention whenever needed.
5. Ensure that the training shall be conducted as seamless as possible.
6. Regularly communicate with the CO and NEAP focal persons for updates, feedbacks and concerns.

EQUIPMENT/MATERIALS

Chairperson: _____

Members: _____

Tasks:

1. Do ocular inspection of the training site to assure the availability of equipment and facilities.
2. Ensure completeness of materials and equipment to be used by the class.
3. Facilitate distribution of materials to the class.
4. Attend to any concerns/problems that may occur regarding materials and equipment. Troubleshoot problems, if possible.
5. Do daily monitoring of materials and equipment in all classes.
6. Retrieve the distributed materials and equipment right after the last session of training.

REGISTRATION AND ATTENDANCE

Chairperson: _____

Members: _____

Tasks:

1. Arrive at the training venue at least 2 hours before the registration period.
2. Committee members shall get the registration sheet, table labels, pens, and training kits from the chairman.
3. Find accessible site where participants can register without hassle.
4. Set-up the registration site.
5. Facilitate the registration process of the participants.
6. When a participant is done signing the registration sheet, the committee shall then distribute the training kit.

Terms of Reference of the Learning and Development Program Management Team (PMT)

7. Instruct participants the next step/s (where to go) after the registration process.

TRANSPORTATION

Chairperson: _____

Member: _____

Tasks:

1. Secure phone number/s of the hotel management/bus drivers.
2. Coordinate with the hotel management/bus drivers about the itinerary of participants to be ferried at least 1 day before the training date.
3. Facilitate and account the number of participants to ferried in every vehicle per batch.
4. Ensure that all participants are well facilitated on their transportation on the arrival and sending home.
5. Be ready for emergency cases and facilitate transportation.

FACILITATORS

Chairperson: _____

Members: _____

Tasks:

1. Prepare the training room and check the equipment and materials needed before the start of the session.
2. Inform the training management of any changes in the session/activities.
3. Participate during debriefing sessions.
4. Be open-minded and accept comments or suggestions constructively.
5. Facilitate the sessions thoroughly adhering strictly to the set of standards and processes.
6. Ensure that the outputs of participants are posted right after every activity.
7. Provide technical inputs to participants when needed.
8. Facilitate the conduct of pretest and post-test in the respective class.
9. Any concern with regards to the materials and equipment shall be addressed to the class manager/QAME monitor
10. Be at the training venue at least 30 minutes before the start of the session.

PROCESS OBSERVERS/CLASS MANAGERS

Chairperson: _____

Members: _____

Tasks:

1. Be at the training room 30 minutes before the start of the session.
2. Closely observe the process in conducting sessions.

Terms of Reference of the Learning and Development Program Management Team (PMT)

3. Conduct debriefing session with the concerned facilitators right after the last session of the day. Strictly adhere to the standards of conducting debriefing.
4. Accomplish the daily entries in the Consolidated Process Observation Report to be submitted to the training management.
5. Accomplish the On-Site Monitoring and Evaluation Tool and submit to the QAME monitor.
6. Keep the materials and equipment used by the class at the end of the day.

QUALITY ASSURANCE & MONITORING EVALUATION

Chairperson: QAD Supervisor

Members: None

Tasks:

1. Create a unique tinyurl for the assigned class using the standard forms.
2. Monitor the progress of the daily online evaluation.
3. Ensure that 100% participants have evaluated all the sessions.
4. Should there be any concerns/challenges, the committee members shall provide assistance to the facilitators and/or address it to the training management.
5. Class monitors shall analyze results and accomplish QAME Form 2 daily and furnish a copy to the QAME chairperson (QAD personnel) for consolidation.
6. Provide daily report of the participants' raw comments/suggestions to the process observers/class managers and to the Training Management Team as reference for actions and interventions.
7. During general debriefing sessions, the QAME Chairperson (QAD personnel) shall report the results of the online evaluation to the process observers/class managers, facilitators, and training management team.
8. QAME Chairperson (QAD personnel) shall consolidate result and submit QAME Form 3 to the training management team.
9. QAME Chairperson shall present general results to the plenary during the closing program.

BILLETING

Chairperson: _____

Members: _____

Tasks:

1. Do ocular inspection at least 2 days before the training date.
2. Check the facilities if functional or need repairs.
3. Provide list of participants to the hotel management for accommodation.
4. Coordinate with the hotel management regarding the billeting mode.
5. Post the list of participants assigned in every room on a most accessible area.
6. Ensure that every room is fully occupied by registered participants.
7. Remind the management on the provision of water and glasses near the quarters.

Terms of Reference of the Learning and Development Program Management Team (PMT)

8. Inform the training management about the room number of the medical team.

FOOD/VENUE

Chairperson: _____

Member: _____

Tasks:

1. Do ocular inspection at least 2 days before the training date.
2. Secure phone number/s of the hotel management.
3. Have a copy of menus in both venues for the whole training duration. Check the menus and suggest changes if needed.
4. Account the actual number of participants, class managers, QAME monitors, facilitators, members of the technical working group, and guests daily. Should there be some adjustments, update the hotel management and the training management at least 3 hours before the changes.
5. Monitor the distribution of food and inform the management immediately if shortage happen.
6. Make sure all participants, class managers, QAME monitors, facilitators, members of the technical working group, and guests were able to eat their share.
7. Remind the hotel management to serve meals and snacks on time.
8. Check the training site if security is given priority.
9. Check the training facilities if functional or need repairs.
10. Have a copy of house rules and routines set by the hotel management and furnish another copy for the training management.
11. Assign training room for each class and post class name(label) in front of the entrance door a day before the training date.
12. Remind the hotel management to have their daily clean-up and housekeeping.

PROGRAM INVITATION/CERTIFICATES

Chairperson: _____

Members: _____

Tasks:

1. Inquire necessary information from the training manager.
2. Encode a draft of the program invitation and certificates. Have it reviewed by the training manager and the HRDD Chief. Make corrections, if any.
3. Reproduce exact number of copies of program invitations and certificates.
4. Distribute the program invitations to the identified personalities prior to the start of the opening program.
5. Submit the certificates for appearance, participation, and recognition with the corresponding list of names to the HRDD Chief then to the Regional Director for signature.

Terms of Reference of the Learning and Development Program Management Team (PMT)

6. Keep the signed certificates and give to the host during the closing program.

TARPAULIN

Chairperson: _____

Member: _____

Tasks:

1. Inquire necessary information from the training manager.
2. Create a draft of the tarpaulin design. Have it reviewed by the training manager and the HRDD Chief. Should there be any comments and suggestions, make changes immediately.
3. Print the final design and present to the training manager and HRDD Chief for approval.
4. Send a copy of the design to the printing store for the production.
5. Post the tarpaulins at the most accessible areas of the training site.
6. Remove and keep the tarpaulins right after the closing program.

DOCUMENTATION

Chairperson: _____

Member: _____

Tasks:

1. Take pictures of the operations and activities during the conduct of the training.
2. Committee members must take good care of the gadget/s used for documentation.
3. Write the minutes during the conduct of meetings.
4. Endorse the pictures and minutes of the meetings to the HRDD staff assigned to accomplish the completion report.

WELFARE

Chairperson: _____

Members: Assigned Nurse

Tasks:

1. Closely monitor the health conditions of the participants.
2. Provide first aid whenever needed.
3. Keep a record of the participants' profile, consultation results, medications, and other necessary information
4. Submit reports to the training manager daily.

Prepared by:

Terms of Reference of the Learning and Development Program Management Team
(PMT)

Program Implementer

Approved by:

Chief, _____

Annex L MONITORING AND EVALUATION FOR LEARNING AND DEVELOPMENT IMPLEMENTATION

PART I

Directions: If the indicator is evident, check YES; if the indicator is not evident, check NO.

No.	Indicator	Yes	No	Remark/s (Means of Verification to be submitted online)
1	Policy on Learning and Development			
2	Report on the Review of L&D Policy			
3	Guidelines in the Selection of Nominees to L & D Interventions/Scholarships			
4	Updated List of L & D Activities			
5	Updated List of Scholars			
6	Inventory of Re-Entry Application Plan/Learning Application Plan			
7	L & D Information System			
8	L & D Process Flow			
9	Learning and Development Needs Assessment (LDNA) Tool			
10	Results of Learning & Development Needs Assessment (LDNA)			
11	L & D Pre-Post Test Result			
12	Instructional Design/Activity Design			
13	Slide Decks Used during L&D Activity			
14	Guidelines in Identifying Learning Service Providers			
15	Profile of Division Pool of Trainers			
16	Resume/PDS of LSPs/Resource Speakers			
17	Evaluation Tool for Resource Speakers			
18	Quality Assurance Technical Assistance Monitoring and Evaluation (QATAME) of Trainers' Tool			
19	Monitoring & Evaluation Plan			
20	Personnel Development Committee			
21	Duties and Responsibilities of PDC			
22	Awareness of the Duties and Responsibilities among PDC Members			
23	PDC Minutes of Meeting			
24	5-Year HRD/HRMD Implementation Plan			
25	2019 HRD Implementation Plan			
26	2019 Budget Utilization Report			
27	2019 Quarterly Accomplished Physical Outputs			
28	L & D Activity/ ies Applied for CPD Unit/s			(If YES, how many?)

PART II

Directions: Fill in the table with the required information (Use another sheet if necessary).

Issues and Concerns	Action Taken by the Division	Technical Assistance Needed from RO

Developed by

Recommended for Review by

EdD

VIOLETA C. NUÑEZ, PhD.
ESP, HRDD

FLORDELISA R. DALIN,
Chief, HRDD

Reviewed by

PhD.

JESUS D. NONO, PhD
EPS, QAD

MARIGOLD C. SILAO,
EPS, QAD

PhD.

VIRGINIA A. SEÑA, EdD.
EPS, QAD

EDMUND D. MENDOZA,
EPS, QAD

Noted by

GILBERT L. GAYRAMA, PhD.
Chief, QAD



Republic of the Philippines
Department of Education
CARAGA REGION

Annex M CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
IMPLEMENTATION MONITORING AND EVALUATION TOOL

PART I

Directions: If the indicator is evident, tick YES; if the indicator is not evident, tick NO.

No.	Indicator	Yes	No	Remark/s and MOVs
1	SDO has CPD Focal Person/Coordinator.			
2	SDO conducted Capability Building for Continuing Professional Development (CPD) Units Application.			
3	If YES for item No. 2, supply the following: Date: _____ No. of Participants: _____ Position/Designation of participants: _____ Accomplishment Report: _____			
4	If YES for item No. 2, completion report is available in soft and hard copy.			
5	If NO for item No. 2, state the reason/s 1. _____ 2. _____			
6	There is a plan for CPD Capacity Building/Orientation.			
7	If YES for item No. 6, supply the following: Date: _____ No. of Participants: _____ Designation of Participants: _____			
8	Technical Assistance was extended to districts, schools and learning centers relative to CPD Units Application.			
9	L and D Activity/ies were applied for CPD Units.			
10	If YES for item No. 9 No. approved L and D activities: _____			
11	All approved L and D Activity/ies applied for CPD Units were conducted/implemented.			
12	If NO for item No. 11, state the reason/s 1. _____ 2. _____			
13	Implemented the Instructional Design (including the date,			



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



BARCODE HERE

Document Control No:
DepEdRO13-REC-013/R3/02-18-2020

	venue and resources speakers) submitted and approved by the CPD-Professional Regulation Commission.			
14	If NO for item No. 13, state the reason/s 1 2			
15	If NO for item No. 13, an explanation letter was sent to the Professional Regulation Commission through the HRDD-DepEd RO.			
16	Districts, schools conduct/implement School Learning Action Cell.			
17	If YES for item No. 16, tick the frequency of conduct. _____ once a month _____ twice a month _____ Others			
18	If NO for item No. 16, state the reason/s 1 2			
19	Districts/schools have SLAC Coordinators.			
20	SLAC Coordinators are knowledgeable on CPD Guidelines and Issuances.			
21	Implemented/conducted District/School Learning Action Cell/s are applied for CPD Units.			
22	If YES for item No. 21, give the following: No of approved SLACs with CPD Units: _____			
23	If NO for item No. 21, state the reason/s. 1 2			
24	Division Monitoring team is present during L and D activity and/or Learning Action Cell.			

PART II

Directions: Fill in the table with the required information (Use another sheet if necessary). Back page maybe used for additional entries.

Issues and Concerns	Action Taken by the Division	Technical Assistance Needed from RO
1		
2		
3		



Republic of the Philippines
Department of Education
CARAGA REGION

Annex N

March 2, 2020

REGIONAL MEMORANDUM

No. s. 2020

To: SCHOOLS DIVISION SUPERINTENDENTS
Chiefs of the Functional Divisions
This Region

REITERATING THE GUIDELINES ON CONTINUING PROFESSIONAL
DEVELOPMENT (CPD) UNITS APPLICATION AND COMPLETION REPORT

1. This office announces that all Continuing Professional Development (CPD) Units Applications and Completion Reports shall pass through the Schools Division Office through the designated division CPD Focal Person/Coordinator.
2. The division CPD Focal Person/Coordinator shall review and submit all applications and completion reports and all other required documents set by the Professional Regulations Commission (PRC) Council for Professional Teachers.
3. Likewise, the division CPD Focal Person/Coordinator shall submit all applications (hard copy) and all other supporting documents to the Department of Education Caraga Regional Office with the endorsement from the Schools Division Superintendent while the soft copy shall be emailed at caraga@deped.gov.ph copy furnish the Human Resource Development Division (HRDD) at hrdddeped13@gmail.com.
4. Proponents of L & D activities are advised to conduct the CPD applied activities on the date and in the venue stipulated in the CPD Application Form. However, for circumstances beyond human control, change in the date and venue may be allowed provided that a letter of explanation shall be sent to the PRC through the Regional CPD Coordinator **TEN** (10 days) before the conduct of activity based on the original date applied for. Failure to do so may nullify the CPD accreditation of the said activity.
5. The resource speakers listed in the specific course objectives and instructional design submitted to the PRC shall be the same speakers during the actual conduct of the activity. Any change or addition of speaker/s on the actual conduct of the activity is strictly prohibited as this shall nullify the CPD accreditation.
6. The division CPD Focal Person are advised to submit the CPD Application/s at least **45 working days** before the targeted date of conduct to facilitate smooth application procedure and issuance of CPD Accreditation Number while Completion report shall be submitted to DepEd Caraga Regional Office **ten days** after the conduct of the activity.



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



2020-03-3316

DepEdRO13-REC-013/R3/02-18-2020

7. Only CPD Application and completion report compliant with PRC-CPD requirements shall be acted upon.
8. Attached hereto are the list of required documents for CPD Application and Completion Report and sample forms to be submitted.
9. All other provisions stipulated in RM 199, s. 2019 and RM 301, s. 2019 are still in effect.
10. For more information, email us at hrdddepd13@gmail.com or you may call or text at 09094049495.
11. Immediate and wide dissemination of this Memorandum is highly desired.

FRANCIS CESAR B. BRINGAS, CESO V

Director III

Officer-In-Charge

Office of the Regional Director

Encls.: As stated

Reference: RM 199, s. 2019 and RM 301, s. 2019

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

CONTINUING PROFESSIONAL DEVELOPMENT LEARNING AND DEVELOPMENT

HRDD/vcn
03/02/2020

Enclosure No. 1 to Regional Memo No. _____ s. 2020

Requirements for Continuing Professional Development (CPD) Units Application

1. PRC-CPD Application Form to be signed by either the Regional Director Francis Cesar B. Bringas, CESO V or HRDD Chief, Flordelisa R. Dalin, EdD with **2 documentary stamps**.
2. Specific Course Objectives to be signed by the program proponent, CID/SGOD Chief and Schools Division Superintendent. For school level, to be signed by the Proponent, School Head and Schools Division superintendent.
3. Evaluation tool specific to course objectives set (Pre/Post Test, Classroom Observation Tool (COT) and other forms of evaluating learning outcomes)
4. Evaluation Tool for Resource Speakers
5. Program of Activities/Instructional Design to be signed by the program proponent, CID/SGOD Chief and Schools Division Superintendent. For school level, to be signed by the Proponent, School Head and Schools Division Superintendent.
6. Resume of resource speakers (two page only with clear photocopy of PRC License Card with clear signature valid at least 6 months after the conduct of the proposed activity)
7. Budgetary requirement to be signed by the program proponent, CID/SGOD Chief and Schools Division Superintendent. For school level, to be signed by the Proponent, School Head and Schools Division Superintendent.
8. Hard copy of all documents shall be prepared in two copies.
9. Soft copy shall be saved in a CD-RW in flask disk format to allow the Regional CPD Coordinator to edit the contents of the CD when needed.

Enclosure No. 2 to Regional Memo No. _____ s. 2020

Requirements for Continuing Professional Development (CPD) Completion Report

1. PRC-CPD Completion Report Form to be signed by the program proponent
2. PRC attendance sheet to be signed by the program proponent
3. List of resource speakers with PRC License Number and Expiry date
4. Summary of resource speakers' evaluation rating signed by the proponent with description as Outstanding, Very Satisfactory, Satisfactory and Needs Improvement
5. Actual Program of Activities/Instructional Design to be signed by the program proponent, CID/SGOD Chief and Schools Division Superintendent. For school level, to be signed by the Proponent, School Head and Schools Division Superintendent
6. Sample certificate of participation
7. Pictorial (2 pages only)

Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
With Internet Access	With PC/ Tablet	Virtual Training	This is a form of training in which the elements include physical separation of trainers and participants during the training session and the use of various technologies to facilitate trainer-participant communication.	Synchronous. This type of modality allows participants and the trainers to interact at the same time but in different places. Content of the training is delivered virtually, however, there is still real-time trainer-participant interaction similar to face-to-face training using a particular tool of communication powered by the internet.	Online chat and videoconferencing Webinars
				Asynchronous. This training approach provided participants with some flexibility as they are the ones to choose when and where to take their assigned training courses. Virtual trainers maximize the use of pre-recorded materials to give out instructions to their participants.	E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course Learning Management System
				Hybrid or Blended learning. This represents a combination of synchronous and asynchronous approaches.	Learning Management System (LMS) MSO365 Teams; OneNote Class Notebook; Schoology; GSuit, etc.
With Internet Access	With Mobile (Smartphone)	Virtual Training		Synchronous	Online chat and videoconferencing
				Asynchronous Hybrid or Blended learning	Webinars E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course

Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
No Internet					Learning Management Software (In some cases, downloading and installation of Mobile App Software is required)
	With PC/ Tablet				Learning Resource Package Courseware
No Internet	With Mobile (Smartphone)				Digitized Learning Resource Package
No Internet	Without PC/Tablet/ Mobile but With TV/Player				Learning Resource Package Courseware
Traditional Face-to-Face with Social Distancing	Total No. of Participants is 20 or less	Traditional Face-to-Face		Instructor-led Training (ILT)	Presentation Materials Handouts Audio/Video Materials

Annex P

April 16, 2021

REGIONAL MEMORANDUM
No. 229, s. 2021

To: ASST. REGIONAL DIRECTOR
SCHOOLS DIVISION SUPERINTENDENTS
This Region

**RECONSTITUTION OF RECOGNITION AND EVALUATION COMMITTEE (REC) AND
RECOGNITION APPROVAL COMMITTEE (RAC) IN COMPLIANCE WITH DEPED
ORDER 001, S. 2020**

1. The field is hereby informed of the Reconstitution of the National Educators Academy of the Philippines-Regional Office Recognition and Evaluation Committee (NEAP-RO REC) and Recognition Approval Committee (NEAP-RO RAC) of the Department of Education Caraga Region, to wit:

1.1 NEAP-RO Recognition and Evaluation Committee (NEAP-RO REC)

Chairperson	:	LORENZO O. MACASOCOL, PhD, CESO VI OIC- Assistant Regional Director
Vice-Chairperson	:	FLORDELISA R. DALIN, EdD Chief, HRDD
NEAP Program Design: Specialists	:	FLORDELISA R. DALIN, EdD Chief, HRDD VIOLETA C. NUÑEZ, PhD EPS, HRDD
Content Specialists	:	

ABM

1. ELAINE N. NAVARRO
SAO, FD
2. ZENYLOU F. BUYAN
AO V/LF

STEM

1. KEVIN HOPE Z. SALVAÑA
MT I, On-Detail-CLMD
2. ELMER AUGUSTUS F. CONDE PhD
EPS II, NEAP-RO

HUMSS

1. GLADYS S. ASIS PhD
EPS, CLMD
2. MARIA CONSUELO C. JAMERA
EPS, CLMD

GAS

1. MARILYN M. VILLAREAL
EPS, HRDD
2. ROY S. RELE
SEPS, NEAP-RO



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



2021-04-4462

Document Control No:
DepEdRO13-F-REC-013/R3/02-18-2020

TVL

1. ELIZABETH A. BAUTISTA, PhD
EPS, CLMD
2. ROWENA C. CALUMPANG
P II/LF, On-Detail-HRDD

ARTS AND DESIGN

1. JOSEPHINE CHONIE M. OBSEÑARES
EPS, CLMD
2. ABE NAIREZA IBANO
EPS II, HRDD

SPORTS

1. BERNARD C. ABELLANA
EPS, CLMD
2. JONATHAN F. GARZON
EPS, FTAD

INCLUSIVE EDUCATION

1. ELIZABETH M. YSULAN
EPS, CLMD
2. ELENA N. CAPANGPANGAN PhD
EPS, CLMD

LEADERSHIP AND MANAGEMENT

1. JEANIE L. MATIVO PhD
OIC-SDS, Cabadbaran City Division
2. HECTOR DN MACALALAG PhD, CESE
ASDS, Agusan Sur Division

- 1.2 NEAP-RO Recognition Approval Committee (NEAP-RO RAC)
Chairperson : EVELYN R. FETALVERO, PhD, CESO IV
Regional Director
Vice-Chairperson : LORENZO O. MACASOCOL, PhD, CESO VI
OIC- Asst. Regional Director
Member : FLORDELISA R. DALIN, EdD
Chief, HRDD

2. The NEAP-RO Recognition and Evaluation Committee (REC) Program Design Specialist shall have the following functions:

- 2.1 review program/course proposals based on the criteria set in DepEd Order 001, s. 2020;
- 2.2 engage in an Inter-Evaluator Discussion to deliberate on the approved program/course proposals; and
- 2.3 recommend to the Recognition Approval Committee initially approved proposals.

3. The Content Specialist shall have the following functions:

- 3.1 review program/course proposals based on the alignment of the criteria set in DO 001, s. 2020;
 - 3.2 review accuracy, depth and appropriateness of content in the program/course proposal;
 - 3.3 engage in an Inter-evaluator Discussion to deliberate on the pre-approved program/course proposals; and
 - 3.4 recommend to the Recognition Approval Committee initially approved program/course proposals.
-

4. The NEAP-RO Recognition Approval Committee (NEAP-RO RAC) shall have the following functions:
 - 4.1 discuss the recommendations from the Recognition Evaluation Committee and deliberate for the approval of the program/course proposals and
 - 4.2 approve program/course proposals.
5. For immediate dissemination, guidance and compliance.



EVELYN R. FETALVERO, PhD, CESO IV
Regional Director

Encls.: NONE

Reference: DepEd Order No. OO1, s.2020; DepEd Memo dated May 20,2020; RM 218, s. 2020

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

BASIC EDUCATION MONITORING AND EVALUATION TRAINING PROGRAMS

HRD/vcn
04/16/2021



Republic of the Philippines
Department of Education
CARAGA REGION

Annex Q

March 2, 2020

REGIONAL MEMORANDUM
No. s. 2020

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

RPMS-PPST ROLL-OUT AND IMPLEMENTATION MONITORING AND EVALUATION

1. Pursuant to DepEd Order No. 42, s. 2017 entitled the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), all performance appraisals for teachers shall be based on this set of teacher standards. Hence, the alignment of the Results-based Performance Management System (RPMS) and PPST has led to the development of standardized performance assessment tools to support teacher performance and professional growth.
2. Relative to this, DepEd Caraga Region announces the conduct of Regional Monitoring and Evaluation of RPMS-PPST Division Roll-out (Year 2) and Implementation (Year 1) starting from March 16, 2020 to December 18, 2020 covering the 12 Schools Division Offices.
3. Participants to this activity are: Division RPMS-PPST Focal Person; SEPS in the HRD; Public Schools District Supervisors; Education Program Supervisors; School Heads; Master Teachers and Teachers I to III of the Elementary, Junior and Senior High Schools.
4. Attached hereto is the RPMS-PPST Monitoring and Evaluation Tool which shall be answered by the participants and shall be collected during the visit of the monitoring team.
5. SDOs shall be notified on their Monitoring and Evaluation schedule.
6. Travelling expenses and per diem of the regional monitoring team shall be charged to the Regional MOOE while those from the SDOs and schools shall be charged against their local funds subject to the usual accounting and auditing rules and procedures.
7. For compliance and immediate dissemination.

FRANCIS CESAR B. BRINGAS, CESO V
Director III
Officer-In-Charge
Office of the Regional Director



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



Document Control No:
DepEdRO13-REC-013/R3/02-18-2020

Encls.: As stated

Reference: None

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

MONITORING AND EVALUATION

RPMS-PPST

HRDD/vcn
03/02/2020

Enclosure No. ____ RM ____ s. 2020

RPMS-PPST DIVISION ROLL-OUT AND IMPLEMENTATION MONITORING AND
EVALUATION TOOL

PART I

Directions: If the indicator is evident, tick YES; if the indicator is not evident, tick NO.

No.	Indicator	Yes	No	Remark/s and MOVs
1	Conducted RPMS-PPST Division Roll-out. If YES, provide/present Accomplishment Report.			
2	If YES for item No. 1, supply the following: Date: _____ No. of Participants: _____ Position/Designation of participants: _____			
3	If NO for item No. 1, state the reason/s 1. _____ 2. _____			
4	RPMS-PPST Division Roll-out was applied for CPD Units.			
6	RPMS-PPST (Year 2) Division Roll-out Resource Speakers were participants of the Regional Capability Building for RPMS-PPST Raters.			
7	Resource package used during division/district/school roll-out are from the BHROD-RCTQ.			
8	Districts, schools and learning centers conducted RPMS-PPST (Year 2) Roll-out			
9	If YES for item No. 8, supply the following: Total No of participants: _____ Elementary: _____ Secondary: _____ Senior High School: _____ Position/Designation of Participants: _____			
10	If NO for item No. 8, supply the following: Reasons for not conducting: _____ Proposed date of conduct (if there is): _____			
11	Monitor the conduct of Teacher's Performance Mid-Year Review.			
12	Classroom Observation Tools (COT) for TI to TIII and MT I to MT II are used in rating the teachers.			
13	Other classroom observation tool/s other than COT are used in rating teachers/rates.			
14	If YES for item No. 13, enumerate the tool/s used 1. _____ 2. _____			

15	The school conducted RPMS-PPST Implementation Capacity Building for Raters and Ratees for SY 2019-2020.			
16	If YES for item No. 15, check the category/level: ____ School-Based Training ____ Faculty Meeting ____ LAC ____ Others, please specify ____ Total No of Hours			
16	The rater brings Classroom Observation Tool during classroom observation.			
17	Raters and ratees are knowledgeable of the RPMS-PPST indicators.			
18	If YES for item No. 17, check the percentage ____ 25% knowledgeable of the RPMS-PPST ____ 50 % knowledgeable of the RPMS-PPST ____ 75 % knowledgeable of the RPMS-PPST ____ 100% knowledgeable of the RPMS-PPST			
19	Teacher's portfolio is regularly monitored by the raters (School head/master teacher).			
20	Education Program Supervisor and/or Public Schools District Supervisor conducted classroom observation with raters (MT/School Heads).			
21	Education Program Supervisor and/or Public Schools District Supervisor extended technical assistance to the raters and rates.			
22	Raters follow Classroom Observation Schedule as reflected in their Supervisory Plan.			
23	If NO for item 22, give the intervention made. 1. 2.			
24	Raters conduct at least one Classroom Observation per quarter per teacher.			
25	If NO for item 24, give the intervention made. 1. 2.			

PART II

Directions: Fill in the table with the required information (Use another sheet if necessary).

Issues and Concerns	Action Taken by the Division	Technical Assistance Needed from RO
1		
2		
3		



March 29, 2019

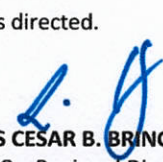
REGIONAL ORDER
No. 16, s. 2019



DEPED CARAGA EQUAL OPPORTUNITY PRINCIPLE (EOP) POLICY

TO: Schools Division Superintendents
Chiefs of Functional Divisions
This Region

1. This Office hereby disseminates the enclosed copy of **DepEd Caraga Equal Opportunity Principle (EOP) Policy**.
2. Pursuant to Article X thereof, this Policy shall take effect immediately upon the approval of the Regional Director on March 18, 2019.
3. All Regional Orders, Memoranda and other related issuances inconsistent with this policy are deemed amended accordingly upon its effectivity.
4. Immediate dissemination and strict compliance with this Order is directed.


FRANCIS CESAR B. BRINGAS, CESO V
OIC – Regional Director

Encl.: As stated
Reference: PD 966, s. 1976 and other related legislations/policies as stated in the enclosed Policy
To be indicated in the Perpetual Index under the following subjects:

EEOP EOP L & D POLICY PMS R & R RSP

HRDD/mcd
28/03/2019

DCC No.
DepEd-RO13-F-PAU-002

Document Tracking No.
2019 - 03 - 4292



(085) 342 - 8207



caraga@depd.gov.ph



www.caraga.deped.gov.ph



**DEPARTMENT OF EDUCATION CARAGA
EQUAL OPPORTUNITY PRINCIPLE (EOP) POLICY**

**Recruitment, Selection and Placement (RSP)
Performance Management System (PMS)
Learning and Development (L & D)
Rewards and Recognition (R & R)**

March 2019



Department of Education Caraga
EQUAL OPPORTUNITY PRINCIPLE (EOP) POLICY

Introduction	2
I. Purpose	2
II. Language and Construction	2
III. Scope and Coverage	3
IV. External Related and Standard Legislations	3
V. Related Policies and Procedures	5
VI. Definitions	6
VII. Guidelines on EOP	
A. General Policy	6
B. Recruitment, Selection and Placement	7
C. Performance Management	15
D. Learning and Development	19
E. Rewards and Recognition	23
VIII. Responsibilities	25
IX. Lodging a Complaint	25
X. Effectivity	26

INTRODUCTION

The Department of Education Caraga values inclusivity as a way of life by embracing people of diverse background and treating all equitably and without discrimination to create an enabling environment free from barriers, prejudices or preferences. This is to ensure equal access to employment, advancement and other employment opportunities for the government human resource at all levels of positions.

DepEd Caraga observes Equal Opportunity in the management and implementation of the four (4) core Human Resource (HR) systems under the Department of Education Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), such as Recruitment, Selection, and Placement (RSP), Learning and Development (L&D), Performance Management (PM), and Rewards and Recognition (R&R).

The various policies on DepEd PRIME HRM, Gender and Development (GAD), Persons with Disabilities (PWDs), Indigenous People, Persons with Special Needs (PSNs) such as solo parents, pregnant women, and other related workforce diversity shall be integrated and institutionalized through this DepEd Caraga Equal Opportunity Policy (EOP).

Adapted from the Civil Service Caraga Region EOP Policy, this shall be applied to all DepEd Caraga officials, employees, and clients, regardless of age, appointment status, gender, gender identity, sex, sexual orientation, civil status, social status, family responsibility, income class, race, ethnicity, religion, political affiliation, physical condition, union affiliation, political conviction, religious belief or any other specific characteristic.

I. PURPOSE

This policy aims to provide general and specific guidelines in the implementation of Equal Opportunity Principles in various Human Resource Processes and Mechanisms of the Department of Education Caraga especially in the following core Human Resource systems:

- Recruitment, Selection and Placement;
- Performance Management;
- Learning and Development; and
- Rewards and Recognition.

II. LANGUAGE AND CONSTRUCTION

This policy is written in English and the words used shall be understood in the generic sense except as maybe defined herein. Any doubt as to the meaning of any provision of this policy shall be interpreted in favor of equal opportunity for all concerned and against any form of discrimination, bias, prejudicial, and unfair treatment of any individual or group of individuals except that all laws of the Republic of the Philippines and all such provisions of relevant rules and regulations shall be followed when pertinent to the process or decision.

III. SCOPE AND COVERAGE

This policy is intended to benefit the following:

- Officials and Employees of the DepEd Caraga – both present and future;
- Persons hired on a regular permanent, Co-terminus with the Incumbent (CTI) as basis and other forms of engagement – present and future;
- Applicants for vacancies or future vacancies;
- Clients – direct or indirect; and
- All other persons that come in contact with the Department of Education Caraga as an organization and those that shall have any transaction or matters of concern regarding the HR systems of the Department of Education Caraga.

IV. EXTERNAL RELATED STANDARDS / LEGISLATION

This Policy further considers the following relevant Equal Employment Opportunities Legislation:

- ✓ Executive Order No. 292, s. 1998, Administrative Code of the Philippines;
- ✓ Executive Order No. 8, s. 2012, Directing the Adoption of a Performance - Based Incentive System for Government Employees;
- ✓ Executive Order No. 201, Modifying the Salary Schedule for Civilian Government Personnel and Authorizing the Grant of additional Benefits for Both Civilian and Military and Uniformed Personnel;
- ✓ Republic Act No. 10524, An Act Expanding the Positions Reserved for Persons with Disability, amending for the purpose of Republic Act No. 7277, as amended, otherwise known as the Magna Carta for Persons with Disability;
- ✓ RA No. 10911, An Act Prohibiting Discrimination Against any Individual in Employment on Account of Age and Providing Penalties Therefor;
- ✓ Presidential Decree No. 966 July 20, 1976, Declaring Violations of the International Convention of the Elimination of All Forms of Racial Discrimination to be Criminal Offenses and Providing Penalties Therefor;
- ✓ Republic Act No. 6725, An Act Strengthening the Prohibition on Discrimination Against Women with Respect to Terms and Conditions



of Employment, amending for the purpose of Article 135 of the Labor Code, as amended;

- ✓ Guidelines on the Availment of the Special Leave Benefits for Women under Republic Act No. 9710 (An Act Providing for the Magna Carta of Women) - CSC Resolution No. 1000432, dated Nov. 22, 2010;
- ✓ Republic Act No. 7877, Anti-Sexual Harassment Act of 1995;
- ✓ Republic Act No. 9262, Anti-Violence Against Women and Their Children Act of 2004;
- ✓ Republic Act No. 7192, Women in Development and Nation Building Act;
- ✓ Memorandum Circular No. 48 s. 2013, Directing All Concerned Government Agencies to Adopt the Gender Equality Guidelines in the Development of their Respective Media Policies and Implementing Programs in Order to Promote Gender Mainstreaming;
- ✓ Republic Act No. 8972, The Solo Parents' Welfare Act of 2000: An Act Providing for Benefits and Privileges to Solo Parents and their Children, Appropriating Funds Therefor and for other purposes;
- ✓ Republic Act No. 10028, An Act Expanding the Promotion of the Breastfeeding, amending for the purpose of Republic Act No. 7600, otherwise known as Government and Private Health Institutions with Rooming-in and for other purposes;
- ✓ Republic Act No. 8371, An to Recognize, Protect and Promote the Rights of Indigenous Peoples, Creating a National Commission, Appropriating Funds Thereof and for other purposes;
- ✓ Republic Act No. 7041, An Act Requiring Regular Publication of Existing Vacant Positions in Government Offices, Appropriating Funds Thereof and for other purposes;
- ✓ Republic Act No. 7277, Magna Carta for Women: An Act Providing for the Rehabilitation, Self-Development and Self-Reliance of Disabled Persons and their Integration into the Mainstream of Society and for other purposes;
- ✓ Administrative Order No. 25, s. 2011, Creating an Inter-Agency Task Force on the Harmonization of National Government Performance Monitoring, Information and Reporting Systems;
- ✓ CSC MC No. 2, s. 2001, Revised Policies on the Settlement of Grievances in the Public Sector;



- ✓ RA 9285, s. 2004, An Act to Institutionalize the Use of an Alternative Dispute Resolution System in the Philippines and to Establish the Office for Alternative Dispute Resolution, and for other Purposes;
- ✓ 2017 Rules on Administrative Cases in the Civil Service;
- ✓ CSC MC No. 07, s. 2007, Program on Awards and Incentives for Service Excellence (PRAISE);
- ✓ CSC MC No. 24, s. 2017, 2017 Omnibus Rules on Appointment and Other Human Resource Actions;
- ✓ CSC MC No. 7, s. 2014, Encouraging Government Agencies to Hire Persons with Disabilities (PWDs);
- ✓ CSC MC No. 10, s. 1989, Establishing the Personnel Development Committee (PDC);
- ✓ CSC MC No. 43, s. 1993, Streamlining and Deregulating Human Resource Development (HRD) Functions;
- ✓ CSC MC No. 28, s. 1990, Reiterating Certain Policies in the Conduct of Government Training and Development Program; and
- ✓ CSC MC No. 6, s. 2012, Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS).

V. RELATED POLICIES AND PROCEDURES

The following related policies and procedures are also considered in the formulation of this Policy.

- ✓ DepEd Order No. 29, s. 2002, Merit Selection Plan of the Department of Education;
- ✓ DepEd Order No. 66, s. 2007, Revised Guidelines on the Appointment and Promotion of Other Teaching Related, Related Teaching and Non-Teaching Employees;
- ✓ DepEd Order No. 50, 2. 2014, Guidelines on the Recruitment, Selection and Placement of Personnel Pursuant to the DepEd Rationalization Program under Executive Order 366 s. 2004;
- ✓ DepEd Order No. 2, s. 2015, Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education;