16 September 2025

DIVISION MEMORANDUM
No. ___64 4___ s. 2025

CONTEXTUALIZED GUIDELINES ON THE CONDUCT OF SCHOOLS DIVISION OFFICE- AND SCHOOL-DEVELOPED PROFESSIONAL DEVELOPMENT PROGRAMS IN THE SCHOOLS DIVISION OF TAYABAS CITY

To: Assistant Schools Division Superintendent
        Chief Education Supervisors
        Heads, Public Elementary and Secondary Schools
        Heads, Unit/Section
        All Others Concerned

1.   Anchored on **DepEd Memorandum (DM)-OUHROD-2024-1576** with the Subject: *Guidelines on the Conduct of Regional Office-, Schools Division Office-, and School-Developed Professional Development Programs for FY 2024*, this Office hereby issues the Contextualized Guidelines on the Conduct of Schools Division Office- and School-Developed Professional Development Programs in the Schools Division of Tayabas City.

2.   These guidelines have the following objectives:
        a. Provide guidance to the Schools Division Office (SDO) and the schools and learning centers, on the proper utilization of Human Resource Development (HRD) and the Maintenance and Other Operating Expenses (MOOE) and other local funds for professional development programs;
        b. Set standard process in identifying professional development needs, planning, designing, development, quality assurance, Professional Regulation Commission (PRC) Continuing Professional Development (CPD) Accreditation, delivery, and monitoring and evaluation of school-based professional development programs;
        c. Ensure equitable access of all teachers and school leaders to quality-assured SDO- and school-led professional development programs; and
        d. Promote a coaching culture, integrating collaborative expertise on school-based professional development programs.

3.   All concerned are advised to observe these guidelines.

4.   Attached is **Enclosure 1**-Contextualized Guidelines on the Conduct of Schools Division Office- And School-Developed Professional Development Programs in the Schools Division of Tayabas City.

5.   Strict compliance of this Memorandum is desired.

For:

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

By:

IMELDA C. RAYMUNDO
Chief Education Supervisor-SGOD
Officer-in-Charge

Encl.: As stated
Reference: DepEd Memorandum (DM)-OUHROD-2024-1576
To be indicated in the Perpetual Index
     under the following subjects:

PROFESSIONAL DEVELOPMENT PROGRAMS

SGOD- contextualized guidelines on the conduct of schools division office- and school-developed professional development programs in the schools division of tayabas city
SGONQH4R-003503/September 16, 2025

Enclosure 1

CONTEXTUALIZED GUIDELINES ON THE CONDUCT OF SCHOOLS DIVISION OFFICE- AND SCHOOL-DEVELOPED PROFESSIONAL DEVELOPMENT PROGRAMS IN THE SCHOOLS DIVISION OF TAYABAS CITY

I.   Rationale

The Schools Division of Tayabas City recognizes the pivotal role of continuous professional development in enhancing the quality of education delivery. In line with **Republic Act No. 11713**, also known as the *Excellence in Teacher Education Act*, and **DepEd Order No. 011, s. 2019** on the Implementation of the NEAP Transformation, the Division commits to contextualizing guidelines for the conduct of Schools Division Office (SDO)- and school-developed professional development programs. These efforts are anchored on the mandate of the National Educators Academy of the Philippines (NEAP) to serve as the central agency for teacher capacity building, ensuring that all learning and development interventions are standards-based, responsive, and transformative.

To optimize the use of available resources, the Division emphasizes the efficient utilization of Human Resource Development (HRD) Funds, as well as the Maintenance and Other Operating Expenses (MOOE) at both the division and school levels. By aligning professional development initiatives with the Philippine Professional Standards for Teachers (PPST), School Heads (PPSSH), and Supervisors (PPSS), the Division ensures that programs are not only relevant but also strategically designed to address competency gaps and elevate professional practice. This alignment guarantees that interventions are measurable, targeted, and contribute meaningfully to the broader goals of the Department of Education.

Central to the success of these programs is the collaborative engagement of the Schools Governance and Operations Division (SGOD) and the Curriculum Implementation Division (CID). Their synergy in planning, implementing, and evaluating development programs fosters coherence and shared accountability. Likewise, the active participation of school heads and master teachers in co-designing and facilitating school-based initiatives strengthens instructional leadership and peer mentoring. This culture of collaboration ensures that professional development is not a one-size-fits-all approach but a dynamic, needs-based process rooted in the realities of each learning community.

Moreover, contextualized professional development programs serve as catalysts for improved teaching and learning outcomes. When educators are equipped with updated pedagogical strategies, assessment literacy, and leadership competencies, they become more effective in addressing diverse learner needs. These programs also promote reflective practice, innovation, and data-driven decision-making, which are essential in fostering inclusive and learner-centered environments. Ultimately, the ripple effect of empowered educators is seen in enhanced student performance, engagement, and holistic development.

Through these guidelines, the Schools Division of Tayabas City affirms its commitment to building a robust professional development ecosystem that is responsive to national policies, grounded in local context, and

driven by a shared vision of educational excellence. By institutionalizing standards-based, collaborative, and resource-efficient practices, the Division ensures that every professional development endeavor contributes to the overarching goal of improving learning outcomes and nurturing future-ready learners.

II.   Scope

These contextualized guidelines shall cover all teachers, school heads, supervisors, and non-teaching personnel in the Schools Division of Tayabas, with priority given to those identified in the LDNA as having urgent professional development needs. Professional development programs shall be carried out either through Schools Division Office (SDO)-initiated initiatives or through school-developed and school-led programs implemented at the individual school or cluster level. These initiatives must be aligned with the Division Education Development Plan (DEDP) and/or the School Improvement Plan (SIP) and duly reflected in the Human Resource Development (HRD) Plan or the School Plan for Professional Development (SPPD), as well as integrated in the Annual Implementation Plan (AIP).

III.   Definition of Terms

For purposes of this contextualized policy, the following terms are defined as follows:

a. **Annual Implementation Plan**–A yearly operational plan derived from the SIP that details specific programs, activities, and targets for implementation within the school year.

b. **Annual Procurement Plan**–A document that outlines the planned procurement activities and resource allocation for the school, ensuring alignment with the SIP and AIP.

c. **Contextualized Guidelines**–Locally adapted policies and procedures that reflect national standards while addressing the unique needs, conditions, and priorities of the Schools Division of Tayabas City.

d. **DepEd Order No. 011, s. 2019**–The policy directive on the NEAP Transformation, establishing NEAP as an authority for accrediting and recognizing professional development programs for public school teachers and leaders.

e. **Human Resource Development Fund**–Budget allocations intended to support professional development activities and capacity-building initiatives for teaching and related-teaching personnel.

f. **Learning Action Cell**–A school-based continuing professional development strategy where teachers collaboratively engage in reflective practice and capacity-building sessions to improve teaching and learning.

g. **Maintenance and Other Operating Expenses**–Funds allocated to schools and divisions for operational needs, which may include support for professional development programs.

h. **National Educators Academy of the Philippines**–The central agency of the Department of Education mandated to lead and coordinate teacher capacity-building programs, ensuring that all learning and development initiatives are standards-based, responsive, and transformative.

i. **Professional Development**–A structured process of enhancing the competencies, knowledge, and skills of educators and school leaders through formal and informal learning interventions aligned with professional standards and institutional goals.

j. **Philippine Professional Standards for Supervisors**–A framework that specifies the competencies for education supervisors, focusing on curriculum implementation, instructional support, and school system improvement.

k. **Philippine Professional Standards for School Heads**–A set of standards outlining the leadership and managerial competencies required of school heads to ensure effective school governance and instructional leadership.

l. **Philippine Professional Standards for Teachers**–A competency framework that defines the expected performance levels of teachers across career stages, guiding professional growth and development.

m. **Republic Act No. 11713** (Excellence in Teacher Education Act)–A law that strengthens teacher education and development by institutionalizing quality assurance mechanisms and support systems for teacher preparation, induction, and continuing professional development.

n. **School Improvement Plan**–A comprehensive three-year plan developed by schools to address priority areas for improvement, including professional development, learner outcomes, and resource management.

o. **School Plan for Professional Development**–A school-level strategic document that outlines planned professional development activities based on identified teacher needs and aligned with school improvement goals.

IV. **Policy Statement**
The Schools Division of Tayabas City upholds the strategic implementation of contextualized professional development programs as a cornerstone of educational excellence. Anchored on Republic Act No. 11713, DepEd Order No. 011, s. 2019, and the standards set by NEAP, these initiatives are designed to be responsive, standards-based, and aligned with the Philippine Professional Standards for Teachers, School Heads, and Supervisors. Through collaborative planning, efficient resource utilization, and data-driven interventions, the Division ensures that every professional development effort contributes meaningfully to improved teaching practices and learner outcomes.
These guidelines shall be adhered to in the Schools Division of Tayabas City to:

a. Align with the organizational goals and priorities, curriculum requirements and professional standards for teachers and school leaders;

b. Respond to the emerging needs, results of competency assessments, and institutional data;

c. Value research and stakeholders' inputs; and

d. Establish and recognize the key processes, the roles and functions of the school leaders in the division and school level

V. Procedures

A. Key Processes

The development of PD Programs is guided by the following key procedures:

a. *Competency-Based Needs Assessment* – The School Head together with the Assistant Principal/Department Heads/Master Teachers, shall identify the needs of the teachers based on data drawn from, but not limited to the following: Self-assessment Tool; Classroom Observation Tools; Individual Development Plan; Results of Classroom-based Assessment (Learners' Performance); Instructional Supervisory Plan; School's Technical Assistance Plan, Performance and Agreement; and Performance Monitoring and Coaching Form. The Schools Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID) may likewise utilize these data sources to determine broader capacity-building requirements across the division.

b. *Planning* – The performance and competency gaps in identified needs, how urgent the needs must be addressed, and the growth potential/outcomes that may result if the needs are addressed, must be carefully considered. Mapping and Alignment of Priority Professional Development Needs with Philippine Professional Standards for Teachers (PPST) Domains, Strands, and Indicators is critical. The PD Programs must be reflected in the School Improvement Plan (SIP), Annual Implementation Plan (AIP) and Annual Procurement Plan (APP). The SPPD and the LAC Implementation Plan are among the outputs of the planning process.

c. *Design and Development*–Formulating comprehensive and coherent various PD program design elements (target learners, learning objectives, content, methodologies, assessments, and outputs).
   i. LR Package Development–Identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages (i.e. Session Guide, Slide Deck, Pre-Test and Post-Test, Training Matrix, Assessment Tools, Modules) based on NEAP PD Program Design Standard.

d. *Delivery*–Implementing the program for intended learners based on the quality-assured design, using the learning resource packages that have been developed to facilitate competency development.

e. *Evaluation*–Implementing the four levels of evaluation) Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results) according to the quality-assured Monitoring and Evaluation Plan.

VI. Monitoring and Evaluation

To ensure the effectiveness, relevance, and sustainability of professional development (PD) programs, the Schools Division of Tayabas City shall implement a systematic Monitoring and Evaluation (M&E)

framework anchored on NEAP standards and aligned with the Philippine Professional Standards for Teachers (PPST), School Heads (PPSSH), and Supervisors (PPSS).

The following section outlines the key interfaces across various processes in the Professional Development Program, detailing collaborative roles, activities, and expected outputs to ensure a coherent, data-driven, and curriculum-aligned implementation.

A. Interfaces between and Among Stakeholders

Activity	Lead	Collaborating Unit	Interface Description	Expected Output
Competency-Based Needs Assessment	School Heads, Master Teachers	SGOD – HRDS CID	SHs and Master Teachers collect teacher data (SAT, COT, IDP, etc.) and analyze gaps in competencies and performance. Share findings with SGOD and CID	Consolidated Teacher Development Needs (LDNA Report) Human Resource Development (HRD) Plan
	SGOD-HRDS	SGOD-SMME CID	Validate school-level data Identify division-wide trends Prioritize capacity-building priorities	Division-wide HRD needs matrix Consolidated Teacher Development Needs (LDNA Report)
	CID	School Heads SGOD-HRDS	Review Instructional Gaps Align interventions with curriculum standards	Curriculum-aligned development needs Curriculum-aligned interventions
Planning	SGOD-HRDS	School Heads, CID, SGOD-SMME, Budget & Accounting	Map PD needs to PPST domains Prioritize urgent and high-impact gaps Integrate into SIP, AIP, APP	Approved SIP, AIP, APP with aligned PD Programs

	Budget & Accounting	SGOD-HRDS, School Heads	Review proposed PD Budgets Ensure alignment with existing budget and accounting guidelines	Budget allocation for PD activities
Design and Development	SGOD-HRDS	CID, Master Teachers, SGOD-SMME	Define PD Program elements (Objectives, content, methods) Ensure coherence and relevance	PD Program Design Document
LR Package Development	CID School Heads, Master Teachers	SGOD-HRDS, Master Teachers SGOD-HRDS, CID	Develop learning resource packages Quality-assurance and contextualization	Approved LR packages for PD delivery
Delivery	SGOD-HRDS	CID, School Heads, Master Teachers	Implement PD programs using LR packages Facilitate sessions and coaching	Delivered PD sessions with attendance and participant feedback NEAP/PRC-Recognized LR Packages aligned with Standards (PPST, PPSSH, PPSS) Report reflecting improved teacher competencies based on post-assessment results and feedback
	Budget & Accounting	SGOD-HRDS, School Heads	Disburse funds for training logistics Monitor financial compliance	Liquidation reports and financial tracking

Evaluation	SGOD-SMME	SGOD-HRDS, CID, School Heads	Conduct 4-level evaluation (Reaction, Learning Behavior, Results) Analyze impact and recommend improvements	Evaluation report with recommendations
	School Heads	SGOD-SMME, Master Teachers	Provide feedback on teacher behavior and performance post-training	Behavior and results-level data for M&E Accomplishment Report on the Implementation of Work Application Plan (WAP) Report on Research/ Innovation implemented Technical Assistance Report

Above activities and outputs and Means of Verification (MOVs) must be delivered in timely and efficient manner.

B. General Terms of Reference

The following outlines the distinct roles and responsibilities of key stakeholders to ensure the effective planning, implementation, and evaluation of the Professional Development Program.

Stakeholder	Primary Roles
School Heads	Lead school-level needs assessment, planning, and implementation
Master Teachers	Provide instructional data, mentor teachers, assist in design and delivery
SGOD-HRDS	Lead division-wide HRD planning, design, and coordination
SGOD-SMME	Monitor and evaluate PD implementation and outcomes
CID	Ensure curriculum alignment, develop LR packages, support design and delivery

Address: Brgy. Potol, Tayabas City
Telephone No.: (042) 785-9615
Email Address: tayabas.city@deped.gov.ph
Website: https://www.sdotayabascity.ph

DepED
DEPARTMENT OF EDUCATION

BAGONG PILIPINAS

DIVISION OF TAYABAS CITY
QUEZON PROVINCE

Budget & Accounting	Manage financial plan and disbursement

C. Professional Development (PD) Program Requirements

The following requirements are pre-requisites to PD Program Development:

1. Approved School Improvement Plan (SIP), Annual Implementation Plan (AIP), Annual Procurement Plan
2. Learning Development Needs Assessment (LDNA
3. School Plan for Professional Development (SPPD)
4. Learning Action Cell (LAC) Implementation Plan

These documents are essential prerequisites because they collectively ensure that professional development programs are grounded in the school's strategic goals (SIP, AIP), resource availability (Procurement Plan), and actual learning needs (LDNA), while providing a structured framework for implementation (SPPD) and collaborative learning (LAC Plan). Together, they promote coherence, relevance, and sustainability in capacity-building efforts that directly impact teaching quality and student outcomes.

VII. References

Republic Act No. 11713
DepEd Order No. 011, s. 2019
DepEd Memorandum (DM) No. 44, s. 2023
DepEd Memorandum (DM)-OUHROD-2024-1576

VIII. Effectivity.

This policy shall take effect immediately upon approval and dissemination and shall remain in force until amended or repealed by competent authority.