



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division Office of negros oriental

Office of the Schools Division
Superintendent

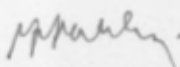
31 MAR 2022

DIVISION MEMORANDUM
No. 273, s. 2022

**CALL FOR SUBMISSION OF PRESENTERS FOR KNOWLEDGE SHARING SESSIONS ON
NOTABLE PROFESSIONAL DEVELOPMENT PRACTICES**

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
Education Program Supervisors/Division Coordinators
Public Schools District Supervisors/ District In-Charge
Elementary & Secondary School Heads
All Others Concerned

1. Attached is Regional Memorandum no. 0266, s. 2022, titled **CALL FOR SUBMISSION OF PRESENTERS FOR KNOWLEDGE SHARING SESSIONS ON NOTABLE PROFESSIONAL PRACTICES**, contents of which are self-explanatory.
2. For details, please see attached memorandum.
3. For assistance, you may contact Ms. Iryll through (035) 225-6180.
4. For the information, guidance, and compliance of all concerned.


SENEN PRISCILLO P. PAULIN, CESO V
Schools Division Superintendent

3/30/2022

SPP/JMA-MKP-NLR/SGOD/HR/insm
March 30, 2022



Address: Kagawasan Avenue, Capitol Area, Daro, Dumaguete City
Telephone Nos.: (035) 225-2838 / 225-0667 / 422-7644
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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

MAR 29 2022

REGIONAL MEMORANDUM

No. 0266, s. 2022

**CALL FOR SUBMISSION OF PRESENTERS FOR KNOWLEDGE SHARING SESSIONS
ON NOTABLE PROFESSIONAL DEVELOPMENT PRACTICES**

To: Schools Division Superintendents (SDSs)
All Others Concerned

1. In line with the Memorandum from the Office of the Undersecretary and Chief of Staff, Atty. Nepomuceno A. Malaluan, this Office through the Human Resource Development Division (HRDD) disseminates the Call for Submission of Presenters for Knowledge Sharing Session on Notable Professional Development Practices.
2. This initiative ultimately aims to gather research-based and notable practices in developing, implementing, and evaluating PD programs that have been successfully implemented and proven effective and helpful for the professional development of teachers.
3. For details, attached is the Communication.
4. For the information and guidance of all concerned.

SALUSTIANO T. JIMENEZ JD., Ed. D., CESO V
Director IV
Regional Director

STJ/CAE/HRDD/MGB/HDS



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Telephone Nos.: (032) 231-1433; (032) 414-7399
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Republic of the Philippines
Department of Education
OFFICE OF THE SECRETARY

MEMORANDUM

FOR : ATTY. REVSEE A. ESCOBEDO
Undersecretary for Field Operations
All others concerned

FROM : *Nepomuceno A. Malaluan*
ATTY. NEPOMUCENO A. MALALUAN
Undersecretary/Chief of Staff

THROUGH : *John Arnold S. Siena*
JOHN ARNOLD S. SIENA
Director IV, National Educators Academy of the Philippines

SUBJECT : Call for Submission of Presenters for Knowledge Sharing Session on Notable Professional Development Practices

DATE : 15 March 2022

The Department of Education (DepEd), through the National Educators Academy of the Philippines - Professional Development Division (NEAP-PDD), the office responsible for developing and implementing appropriate courses, programs, and similar interventions aimed to address the professional learning and development needs of teachers and school leaders, will conduct its second run of Knowledge Sharing Session (KSS) on Notable Professional Development Practices. This initiative ultimately aims to gather research-based and notable practices in developing, implementing, and evaluating PD programs that have been successfully implemented and proven effective and helpful for the professional development of teachers.

Specifically, this activity intends to:

1. Share knowledge on the notable PD practices which were successfully implemented, effective, and helpful for the professional development of teachers;
2. Recognize the implementers of successful and validated PD best practices;
3. Establish a pool of individuals, schools, and partners for benchmarking on notable PD practices; and
4. Encourage participants to benchmark and conduct further studies to improve more on developing, implementing, and evaluating PD programs.

In this regard, the NEAP-PDD calls for entries that highlight notable practices and success stories in PD programs development, implementation, and evaluation initiated by the schools, Schools Division Offices (SDOs), and Regional Offices (ROs). Implementers of the selected entries will be invited to attend the KSS as presenters, receive a Certificate of Recognition, and be featured on NEAP's Official Facebook Page.

The following are the important details to take note of, for your guidance:

| Activity | Date |
|--|--|
| Deadline of submission of entries from ROs to NEAP-CO | April 18, 2022 Note: Submit entries through this Google Form: https://bit.ly/KSSPresenterRegistration |
| Date of sending of participation confirmation to selected entries by NEAP-CO | April 8, 2022 |
| Deadline of submission of video presentation | May 6, 2022 |
| Conduct of the Knowledge Sharing Session | May 25-27, 2022 |

Attached are the mechanics and other pertinent documents for reference. For questions and clarifications, please contact Mr. Samson V. Edillo, Senior Education Program Specialist of NEAP-PDD, through his email samson.edillo@deped.gov.ph.

Thank you and we are looking forward to your support in this endeavor.



National Educators Academy
of the Philippines

CALL FOR SUBMISSION OF

**NOTABLE
PROFESSIONAL
DEVELOPMENT
PRACTICES**

We had a great time
exchanging knowledge
and experiences last year!

Join us in the 2nd Run of
NEAP's Knowledge
Sharing Session on PD for
Teachers

Submit your entry thru this link:
<https://bit.ly/KSSPresenterRegistration>

Deadline is on March 30, 2022
Looking forward to learn from you!



DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY
EDUCATION HALL, PASAY CITY
1500

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EDUCATION HALL, PASAY CITY
1500



KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL DEVELOPMENT PRACTICES



I. HOW WILL THE NOTABLE PD PRACTICES BE IDENTIFIED?

NEAP has developed a set of criteria for validating notable Professional Development (PD) Practices. This set of criteria will be used both in the initial validation of Regional Offices and the final validation to be conducted by NEAP. The entries will be validated accordingly to the schools, divisions, and regional offices which are selected to participate and present in the Knowledge Sharing Session (KSS) on Notable PD Practices on **May 25-27, 2022**. The criteria are as follows:

- **Context and Content**

The organization must ensure that the needs and requirements of all stakeholders or interested parties, internal or external, are considered in the development and implementation of the PD program. PD is more meaningful when it is explicitly linked to classroom lessons, subject matter, or pedagogical and content knowledge, and is responsive and relevant to the current educational context. There is no *one-size-fits-all* recipe to improve learning, thus the PD program shall be tailored, using various design processes, to the context and content of a teacher's classroom environment

- **Systematic and Data-Driven**

The PD program implemented followed an approach (technique, methodology, or process) that follows an organized step-by-step procedure. It goes through continuous cultivation and application of learning using data derived from the needs/gaps analysis and benchmarking. Monitoring and evaluation activities shall also be conducted to strengthen the good practices and identify opportunities for improvement, especially to adapt to the changing circumstances and needs of the teachers.

- **Innovation**

An innovative PD practice can be an *"adoption of an idea, process, technology, and PD Logic Model that is either new or new to its proposed application"* that creates a significant, 'breakthrough', or 'cutting-edge' changes in output, outcome, process, and school, division or regional office performance. Demonstrating innovativeness is not only limited to technological interventions. Is this a unique idea? What aspects were innovated? What did you do differently? Does it significantly enhance an existing practice?

- **Results and Evidence**

A PD best practice must have a clear and appropriate set of performance measures to determine the level of accomplishment and success. Using Kirkpatrick's Model on Four Levels of Evaluation, a PD best practice is not just determined on the participants' reaction and learning, but the most crucial aspects are the changes in the behavior and the impact (results) of the training in the organizations' outcomes.

A PD best practice must demonstrate the achievement of a sustained and improving trend of results for the implementation of the PD Program. It should have a way of monitoring, documenting, and analyzing its performance including the benefits derived from the best practice. There must be tangible and intangible proofs that validate the best practice which may include the results of training effectiveness evaluation, awards, honorable citations received, positive customer feedback, replication and benchmarking of other organizations, or researches/studies done that affirm the effectiveness of the practice.

- **Replicability and Sustainability**

Replicability refers to the potential for the practice to be replicated by other schools, divisions, and regional offices. Steps are undertaken to ensure the sustainability of the practice, including funding, policymaking, and other strategies that ensure the continuity of the practice in the future. It also looks into plans for the future of the program. Effective PD is ongoing; the teaching profession is dynamic and complex, and teachers benefit from staying informed of the latest advancements in a wide range of skills.



II. QUALIFICATIONS AND MECHANICS:

A. Qualifications

1. All entries must be notable practices related to the development, implementation, monitoring, and evaluation of effective professional development programs for teaching personnel. All levels (school, division, and regional) may send their entries.
2. All entries may be original, adapted, or contextualized.
 - If the entry is original, the design thinking and/or program development process must be included in the presentation of the best practice.
 - If adapted or contextualized, ensure that the origins or models for the best practice are properly cited and acknowledged.
 - Contextualized practices may delve deeper into specific Philippine Performance Standard for Teachers (PPST) competencies or learning areas (i.e. Subject Areas, Skill Sets, Behavioral Courses, etc).
3. All entries must be properly channeled and endorsed by the Regional Office to the NEAP-CO.
4. All entries must be submitted with the accomplished Knowledge Sharing Session (KSS) Form (See Enclosure I) with necessary attachments and evidences.
5. All entries must demonstrate the impact of the PD Program implemented.
6. Upon submission of an entry, the implementer agrees to present their notable PD practice during the KSS proper.

B. Mechanics

1. Submission of Entries

- ROs may nominate or may call for nomination of Notable PD Practices in order to choose an entry from their region. It is recommended that ROs call for one entry from each level - school, district, SDO, and region.
- For validation purposes of the items stated in the entry form, relevant documents that could demonstrate related results attributable to development, implementation, monitoring, and evaluation of the PD best practice entry must also be submitted together with the entry form. Pieces of evidence may include, but are not limited to, the following:
 - ◆ Training Needs Analysis
 - ◆ Training Plan/Matrix
 - ◆ Professional Development Plan/Program
 - ◆ Skills/Competencies Inventory of Teachers
 - ◆ Individual Competency Profiling
 - ◆ Materials used
 - ◆ Activity Report
 - ◆ Course and Speaker Evaluation Results
 - ◆ Training Effectiveness Evaluation Results
 - ◆ Teachers' Reflections
 - ◆ Post-Activity Evaluation Report
- If the ROs called for a nomination, initial screening must be conducted. Only the final entry/ies shall be submitted to NEAP-CO.
- ROs are encouraged to submit at least one (1) entry on or before **March 30, 2022**, through this Google Form Link: <https://bit.ly/KSSPresenterRegistration>.
- Submitted entries received after the deadline will no longer be accepted unless an extension of submission is announced.

2. Attendance and Presentation to the Forum

- A memorandum and formal invitation will be sent to all selected and validated entries.



KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL DEVELOPMENT PRACTICES



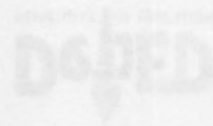
- Instructions (i.e. video presentation length and format) on the presentation for the KSS will be provided separately.

3. Recognition of Entries

- Should the ROs call for nomination, NEAP-R is highly encouraged to provide a Certificate of Participation for those who submitted their entries at the regional level.
- Certificates of Participation and Recognition will be awarded to all the presenters on KSS.
- All KSS presenters will be featured on the NEAP Official Facebook Page.



DEPARTMENT OF EDUCATION
 OFFICE OF THE SECRETARY
 505 COMMERCE CENTER BUILDING
 PASAY CITY, METRO MANILA





KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL
DEVELOPMENT PRACTICES



Knowledge Sharing Session (KSS) Entry Form

[Enclosure II]

Part I: Basic Information

| | |
|---|--|
| Region | |
| Division/School | |
| Name of Contact Person | |
| Position / Designation | |
| Email Address | |
| Telephone Number | |
| Station Address | |
| Title of Best Practice | |
| Implementation Level (Regional/ Division/School) | |

Part II. Abstract

| |
|--|
| <p>Abstract of the Best Practice Entry <i>This should clearly state the following: a brief description of the best practice entry, its objectives, key results and accomplishments and their significance to the organization, and the next steps. (max 1000 words)</i></p> |
| |



**KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL
DEVELOPMENT PRACTICES**



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III. The Practice

Training Needs Analysis/Identification of Gaps

What were the gaps/problems/issues/challenges that existed before the practice was implemented? What are the impacts of these gaps/problems/issues/challenges? How did the organization identify these gaps or conduct training needs analysis? (max 500 words)

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Conceptual Basis

What research, theoretical frameworks, or PD Logic Model were considered in creating this practice if there is any? How have the DepEd values been integrated into the practice? (max 500 words)

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Main Activities

Describe Briefly the main activities of the practice, referring to timelines if applicable. (max 500 words)

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Stakeholder Involvement

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KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL DEVELOPMENT PRACTICES



Indicate the institutional roles (e.g. librarian, student, instructor) of those involved in designing and implementing the practice. Describe briefly how each role contributed to the best practice. (max 250 words)

Initial Impact and Evaluation

Indicate initial impact of the practice - what changes resulted and for whom? Describe how the practice/result/impact are evaluated, if applicable. If any evaluation results are available, summarize them and/or provide references if published results are available. If applicable, attach any documents/links supporting the outcome and effectiveness of the practice. (max 500 words)

Innovation

What is innovative about the practice? Is it a new practice, is it a practice that you gradually improved over time, or is it an idea or practice that you adapted from another organization? Have you received any recognition or award for the practice? (max 500 words)

Sustainability

How will the best practice be sustained or evolved as necessary? Cite concrete steps or activities. (max 500 words)



**KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL
DEVELOPMENT PRACTICES**



Replicability

Briefly describes if/how this practice can be implemented in another context (other schools/SDO/region/central office) (max 250 words)

CERTIFICATION AND AUTHORIZATION ON RELEASE OF INFORMATION

We certify that all information stated in the submitted entry form is, to the best of my knowledge and belief, true, correct and complete.

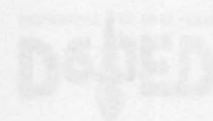
We acknowledge that the submitted entry form/s will be reviewed by members of the screening committee to be organized by the Professional Development Best Practices Forum TWG.

We hereby further authorize the NEAP-PDD to use the information for any relevant purpose beneficial to our organization and to the realization of the overall objectives of the forum.

| | |
|-----------------------|------------------------------|
| Prepared by | Approved by |
| | |
| Representative | Head of School/SDO/RO |



DEPARTMENT OF EDUCATION
WESTERN CAPE





KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL DEVELOPMENT PRACTICES



Notable Professional Development Practice Criteria

[Enclosure III]

| | CRITERIA | Check the applicable item. | |
|-----|---|----------------------------|------------------------|
| | | Applicable/Evident | Not applicable/evident |
| | Context and Content | | |
| 1 | The PD activity or program organizes adults into learning communities whose goals are aligned with those of the school. | | |
| 2 | The PD program takes in learning communities committed to continuous improvement, ongoing inquiry, dynamic and keeps teachers informed of the latest advancements in a wide range of skills. | | |
| 3 | Adequate resources are available to support adult learning and collaboration including ICT as an important component in the delivery of the PD program. | | |
| 4 | PD program is tailored to the context of teachers' classroom situation and/or students' needs. | | |
| 5 | Rationale, objectives, competencies being addressed are aligned and relevant to DepEd goals and objectives; PD program topics covered all the competencies to be developed. | | |
| 6 | All information is clearly and logically sequenced in a manner that deepened the professional knowledge and skills. | | |
| 7 | PD program content is directly relevant and applicable to teachers' classrooms, differentiated to teachers' individual needs, and builds on teachers' previous knowledge and experiences. | | |
| 8 | Focuses on deepening teachers' knowledge and pedagogical skills as anchored in the PPST and encourages the participants to apply KSAs learned from the program. | | |
| 9 | Content is explicitly linked to classroom lessons, subject matter or pedagogical content knowledge | | |
| 10 | Content of the PD program encourages collaboration by sharing experiences, talents, knowledge, and resources that allow teachers to streamline lesson planning, build strategies for better classroom management and find a sense of place among the community of teachers. | | |
| 11. | PD program accommodates varying teaching assignments, career stages, and teacher responses to educational innovation. | | |
| 12 | PD program is relevant and responsive to the current educational needs and emerging challenges in education at present. | | |
| | Systematic and Data Driven | | |



**KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL
DEVELOPMENT PRACTICES**



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|----|---|--|--|
| 1 | The PD program cycle begins with the competency-based needs assessment of teachers and non-teaching personnel (SAT, IDP, Classroom Observation, etc.) | | |
| 2 | The PD program uses a logical model to plan, evaluate and examine data from multiple sources. | | |
| 3 | The PD program is aligned to the agency's strategic directions and priorities (IPPD/IDP, SPPD/SDP, RPMS, PD Priorities). | | |
| 4 | The PD program was implemented according to the training plan and met expected outputs. Adjustments and/or immediate actions were also done to address issues/problems encountered. | | |
| 5 | The PD program cycle includes a needs assessment that reviews student achievement data and the needs of diverse learners. | | |
| 6 | The identification of participants promotes inclusiveness and equity. | | |
| 7 | The PD program provides a mechanism for teachers into open learning opportunities to participate in courses, training, scholarships, and other learning opportunities by coordinating with different learning providers, such as institutions of higher education, teacher centers, and independent professional development service providers. | | |
| 8 | There is a clear plan/matrix that includes the PD programs, objectives, timeline, and resources. | | |
| 9 | The PD program designs a database system to track the needs and progress of the personnel for career progression. | | |
| | Innovation | | |
| 1. | The PD Program is new or an upgrade of the PD Programs that are usually offered by DepEd. (Please indicate below which program/policy does your PD program contribute in) | | |
| 2 | PD program uses different platforms (face-to-face, online learning, self-learning, blended learning, modular, coaching, etc) | | |
| 3 | PD program provides teachers with many opportunities over time to interact with ideas and procedures or practice new skills. | | |
| 4 | PD program format is flexible enough to change and grow along with the teacher's needs. | | |
| 5 | PD program is tailor-made to work with unique circumstances of a program and addresses the process more than the product | | |
| 6 | PD program provides models of effective practice to give teachers hands-on experience with best practices including lesson planning, unit planning, sample student work, observation of teachers, written cases of accomplished teaching. | | |
| 7 | PD program provides unique and robust monitoring and feedback mechanism useful for improvement | | |



KNOWLEDGE SHARING ON NOTABLE PROFESSIONAL
DEVELOPMENT PRACTICES



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|---|--|--|--|
| 8 | PD program design can be evaluated through an online survey. | | |
| Results and Evidence | | | |
| 1 | The PD program accommodated and improved the level of competence of at least 75% of the target population. | | |
| 2 | Follow-up activities that require participants to apply their learning in a new setting or context are conducted. | | |
| 3 | The PD program, after the conduct of evaluation, shows improvement on students' performance, teachers' classroom effectiveness, and in achieving school goals and targets | | |
| 4 | PD program includes discussion of specific indicators – related to the knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice. | | |
| 5 | PD program engages participants in assessment and reflection of their own acquisition of knowledge and skills and to gather feedback for the improvement of the PD program through monitoring and evaluation mechanism | | |
| Replicability and Sustainability | | | |
| 1 | The PD program has a great potential to be replicated by another school, division, region or national-level agency. | | |
| 2 | The PD Program's length and extent of implementation is sustained and continuously improved and developed through school-level initiatives. | | |
| 3 | The PD program shows cost effectiveness and maximized budget utilization. | | |



DOED